

RESUME OF THE LANGUAGES

1. GENERAL COMMENTS

The Chief Examiners of the various subjects agreed that the standard of the papers compared favourably with that of previous years. They reported that while candidates' performance in Gonja 2 and Fante 1 had improved, it was below average in French 2, Dangme 1 and Ga 1.

In addition, they observed that the performance for candidates in English Language 2 and Ewe 2 was above average, but poor in Dangme 2 and Gonja 1.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some commendable features were identified in the scripts of good candidates. These features include the following:

(1) Adherence to Rubrics

Good candidates in English Language 2, Dangme 2, Ewe 1 and French 2 were commended for attempting the required number of questions as indicated in the rubrics of the respective papers. These candidates also wrote full length essays without deviation.

(2) Good Organisation of Essays

In French 2, English Language 2, Ewe 2, Nzema 1, Literature-in-English 2 and Literature-in-English 3, good candidates presented their ideas in an orderly manner, without winding and inappropriate introductions to their essays.

(3) In-Depth Knowledge of Set Texts

Good candidates in Literature-in-English 2 and 3, Asante Twi 2 and Kasem 2 were commended for using relevant and illustrative details from the set texts to buttress their points. These candidates were also applauded for the appropriate use of figurative expressions.

(4) Knowledge of the Formal Features of Essay Writing

Some candidates in English Language 2, Dagaare 1 and Gonja 1 were commended for showing mastery in the use of formal features of the different forms of essays such as speech writing, articles, debates and letter writing.

(5) Good Approach to Answering Summary and Comprehension Questions

The Chief Examiner for English Language 2 observed that good candidates used appropriate sentences and phrases in answering questions on summary and comprehension passages.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The Chief Examiners noted the following weaknesses in the scripts of candidates:

(1) **Weak Language**

The Chief Examiners for the Ghanaian Languages identified poor orthography and inappropriate use of language as a common weakness in the scripts of candidates who exhibited poor work.

(2) **Inadequate Preparation**

Several candidates for Literature-in-English 2 and 3 exhibited poor knowledge of the set texts. These candidates gave wrong names of characters, used irrelevant materials in answering their questions and were handicapped in their use of grammar.

(3) **Poor Vocabulary**

Candidates who did not do well in English Language 2 had a limited stock of vocabulary and some even resorted to the use of pidgin English. These candidates could not use appropriate vocabulary to describe situations.

4. SUGGESTED REMEDIES

A number of recommendations were made to address the weaknesses identified:

- (1) Emphasis on spelling drills and teaching of grammar to equip candidates to understand and tackle the questions well.
- (2) Extensive reading of good material to improve language usage and vocabulary.
- (3) Literary devices should be taught within the context of texts studied and not in isolation.
- (4) There should be frequent exercises on summary and comprehension. Teachers must explain errors made by students and teach them the correct way of answering questions on passages.
- (5) Students studying Literature-in-English and Ghanaian Languages should do a thorough reading of their set texts in order to appreciate them well.

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper compares favorably with that of previous years. The essay topics were based on the familiar topics usually set for the English Language paper 2. Suffice it to say that all sections of the syllabus were covered and the candidates had enough to choose from.

The comprehension passage was straight forward and was about an issue that is familiar to all students.

The summary passage was equally straight to the point and dealt with topics that fall within the domain of the candidates.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Candidates were able to write full length essays and came out with relevant points and ideas to satisfactorily answer the questions.
- There was quite some improvement in paragraphing
- A good number of candidates were able to answer the questions on letter writing, adhering to the features that were relevant.
- A few were able to answer the comprehension questions well and scored good marks.
- Quite a few displayed skills in answering summary questions.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- A majority of the candidates could not write full length essays.
- They displayed a lack of grasp of the mechanics of the language
- Candidates' spelling especially of common words was poor.
- Candidates still have difficulty locating answers in the summary and comprehension passages.
- Identifying grammatical names and functions remains a major problem of most candidates.

4. SUGGESTED REMEDIES

- Students should be given more exercises in essay writing and teachers must guide candidates on how to answer questions.
- The reading culture must be inculcated in the students to enable them pick up some of the mechanics of writing and to develop their vocabulary.
- Teachers should take candidates through some spelling drills to improve upon their spelling.
- Grammar should be taught thoroughly to enable students differentiate between grammatical terms and figures of speech.
- Students should be given regular exercises in summary to make them grasp the techniques of answering summary questions.

5. DETAILED COMMENTS

Question 1

Your friend has not been attending classes regularly. Write a letter to his/her parents informing them of his/her behaviour and the likely consequences.

A good number of candidates attempted this question. The good ones presented the atmosphere the question demanded. The formal features were in place. However, a number of them flopped due to their poor language. Their main problem had to do with wrong use of tenses. Others also treated it as a formal letter and this affected them adversely.

Question 2

Many articles have appeared in various newspapers about the increase in crime rate. Write your contribution condemning the situation and suggesting ways of tackling the problem.

Very few candidates answered this question. Those who attempted it were able to write the formal features correctly. For content the candidates showed understanding of what is meant by “crime rate”. They were able to state factors that led to increase in crime rate and offered good suggestions to tackle the problem. A few, however, wrote it as a formal letter. They got the first part right but the second part was poorly treated.

Question 3

Write a letter to the district chief executive thanking him for the construction of new roads and telling him of at least three ways in which the community will benefit from it.

This was another popular question which most of the candidates attempted. They were able to write the formal features. They stated the situation that prevailed before the construction of the new roads and the havoc that it caused. While some stated lots of benefits to be derived from the new roads others failed to tackle this part of the question.

Question 4

A new principal has just been posted to your school. As the senior prefect, write a welcome address on behalf of the students, pointing out three areas of need in the school.

Not many candidates answered this question. The few who attempted it wrote letters instead of a speech. Again some of those who attempted the question rather stated needs of the entire community as in the provision of electricity, roads and hospitals. They therefore scored very poor marks.

Question 5

Write a story to illustrate the saying: “once bitten, twice shy”.

This was not a popular question among the candidates. Just a few attempted it. They displayed some understanding of the statement. However, they had a problem sustaining the flow of the narrative. Some started very well but got lost in the middle of the narrative.

Question 6 - Comprehension

The passage was very interesting and very much within the scope of the candidates. Yet the candidates' performance was woeful. Quite a number of them showed outright misunderstanding of the questions. There was a strong indication that the candidates had not studied the literature part of the language course. The vocabulary items were poorly answered. Candidates were unable to supply words or phrases that meant the same and could replace those in the passage. Also, many of them were not able to identify correctly, the grammatical item and its function.

Question 7 - Summary

The summary passage was about a topic that is very popular with the students. A good number of the candidates did not do well at all in this part of the paper. They were unable to identify the main ideas of the passage and differentiate them from their supporting ones and illustrations. Many of them resorted to mindless lifting as if they were answering questions on comprehension. Teachers should, therefore integrate the skills to be learned in their lessons and give students more exercises in summary as much as possible.

LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper was high and compares favourably with that of previous years. The questions were clear enough. Candidates were not disadvantaged in any way and should have been able to give appropriate responses to them.

The performance of some candidates was not encouraging. However, a few candidates gave good responses.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of candidates adhered strictly to the rubrics of the paper.
- (2) A good percentage of candidates were able to give apt introductions to the questions. Such introductions helped candidates to stay focused, and even led examiners to expect appropriate responses. In effect, lots of candidates stayed clear of giving long, winding inappropriate introductions to their essays.
- (3) Good candidates made use of close references to texts to support their points.
- (4) Some candidates presented their work in a well thought-out, orderly and clear manner.
- (5) Many candidates were commended for legible handwriting.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates who did not perform well had the following weaknesses:

- (1) Poor knowledge of texts.
- (2) Mere narration of plot with unnecessarily long winded introductions.
- (3) Poor control of language.
- (4) Failure to understand the demands of questions.
- (5) Some candidates reproduced notes they must have been given or read verbatim. They were unable to sift and modify such notes to respond to questions.

Some candidates wrote very long (in some cases 1½ pages) background to texts, thus having very little time for specific demands of questions.

- (6) Other essays tended to be over generalized. For example in Question 2, candidates deviated from the text and rather wallowed in preaching on what the government should do and not do.

4. SUGGESTED REMEDIES

To overcome the weaknesses of candidates, the following suggestions are made:

- (1) Teachers must ensure that students study the prescribed texts and give essay type exercises in class.
- (2) Students must be taught how to answer questions.
- (3) Intensive and extensive reading of relevant novels and other supplementary readers to broaden their knowledge and acquire more vocabulary.
- (4) Effective teaching and learning to ensure that the syllabus is totally covered before exams.
- (5) Teachers must also read the Chief Examiner's Report for guidance and brief the candidates.

5. **DETAILED COMMENTS**

Question 1

Examine the significance of Fofu's visit to Odarley in the novel.

The question required the significance of the visit that Fofu paid Odarley after the rape attempt on Fofu by Poison. The visit brings out the plight of children on the streets. From the visit so many things can be highlighted. They include (1) lack of protection, (2) lack of decent accommodation, (3) prevalence of social immorality, (4) lack of convenience, (5) prevalence of lawlessness, (6) squalor, (7) a display of strong bond of friendship.

While some candidates stayed focused on the specified visit, and dealt with its appropriate significance, others strayed into the subsequent visit of the duo to Fofu's mother. Such answers were way off focus and scored very low marks.

Question 2

Consider Baby T as a victim of social injustice.

The question required a good understanding of social injustice and what makes Baby T a victim. A good knowledge of the background of Baby T was mandatory. This was to be followed by circumstances, actions and inactions of other characters and society that lead to the suffering and death of Baby T.

Relevant points should have included (1) broken home, (2) irresponsibility (parental, societal, institutional), (3) poverty, (4) exploitation, (5) belief in superstition, (6) depravity.

Answers were generally good, though some were too full of generalization, and what the government should do.

Question 3

How is Ajumobi portrayed in the novel?

Good answers should have included (1) Ajumobi as husband and family man, (2) as a distinguished hunter, (3) an industrious farmer, (4) a sociable man in his society, which all culminate in his wife, Yaremi's refusal to marry another man after her widowhood rites.

Some candidates did well and were rewarded accordingly. Others exhibited shallow knowledge of the text and were penalised.

Question 4

Comment on the attitude of the people of Kufi towards superstition.

Answers were required to establish Kufi as a traditional society governed by a set of superstitious beliefs, that impact the people's behaviour.

Many candidates could not give more than two superstitious beliefs. Superstitious beliefs in the text include (1) unnatural deaths, (2) widow's involvement in the death of their husbands, (3) that the elements and creatures communicate with humans, (4) reincarnation/life after death, and (5) the belief that women will become rulers in the next world.

Mere itemization of superstitious beliefs was not enough. Good answers should have gone further to discuss how such beliefs impact the life of the people.

Question 5

Examine Mrs. Dalton's blindness as a metaphor for race relations in the novel.

The demands of the question were (1) identification of Mrs. Dalton, (2) the literal and metaphorical blindness of Mrs. Dalton, (3) metaphorical blindness of other characters, (4) the Dalton's 'generosity' to the blacks, and (5) Bigger's metaphorical blindness caused by anger and fear.

However, a lot of candidates dwelt only on Mrs. Dalton's physical (literal) blindness leading the tragedy of both Mary Dalton and Bigger Thomas. Such answers could not score any high marks.

Question 6

Comment on the use of irony in the novel.

Answers were to contain (1) a good understanding of irony (title, situational, name), (2) the interaction between Bigger and Mary, (3) Mrs. Dalton's perception, though blind, (4) Mr. Dalton's blindness to reality, (5) Mr. Britten's show of more anger than Mr. Dalton, (6) Bigger's show of 'faked' bravery in the face of fear, and other such instances of irony.

Generally, well done, though not as popular as Question 5.

Question 7

Justify the view that the novel presents a struggle between good and evil.

The question demands that candidates show that there is a struggle between good and evil in the novel considering the following: (1) identification of the conflict and the attempt by Manfred to prevent fulfilment of the ancient prophecy, (2) his arranged marriage between Conrad (his son) and Isabella, the believed heir to the throne of the castle, (3) Manfred's attempt to forcibly marry Isabella, (4) the appearance of Frederick, despite the belief that he is dead, (5) Manfred's intended murder of Isabella which ends in the death of Matilda (his daughter).

It was enough to merely mention conflicts (struggles) Emphasis on the result and establishment of what is good and evil were mandatory.

Question 8

To what extent can we say that Manfred's downfall is caused by his lust for power?

Answers should have focused on (1) Manfred's struggle for the ownership of the castle by overturning the prophecy, (2) his attempt at marrying Isabella to Conrad, (3) his attempt to divorce Hippolita and marry Isabella, (4) his treatment of Theodore, leading to the murder of Matilda (his own daughter).

All these attempts highlight Manfred's lust for power which leads to his fall.

Most candidates fell short of concluding that these attempts by Manfred backfired and led to his downfall.

LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

The standard of the paper and candidates' performance compared favourably with that of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Answers of high achievers showed

- (1) fewer errors of grammatical expression;
- (2) better grasp of the texts in terms of content and literary effects;
- (3) absence of unnecessary introductions, e.g. author's background and year of publication of text(s);
- (4) organization of points in answer to the questions;
- (5) use of illustrative details from the texts;
- (6) ability to apply themes to aspects of life.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses include

- (1) poor writing skills;
- (2) care not taken to understand the demands of the questions;
- (3) use of prepare material that does not fit;
- (4) some of the texts not having been read;
- (5) misunderstanding and misapplying literary terms;
- (6) use of unnecessary introductions.

4. SUGGESTED REMEDIES

Remedies could include:

- (1) selecting and organising points to be discussed.
- (2) using details from texts to illustrate points.
- (3) improving writing skills in areas of sentence construction, punctuation and vocabulary.
- (4) familiarity with literary terms and using them appropriately.

5. DETAILED COMMENTS

Questions 1 and 2 were not answered due to late arrival and selection of the text, *The Blood of a Stranger*.

Question 3

The question, “Justify the title of the play, *Harvest of Corruption*”, was answered by many candidates. Particularly good answers examined in detail the writer’s description of characters and their particular behaviour or actions in the play. Candidates were expected to discuss characters like Chief Haladu Ade-Amaka, Madam Hoha and Ochuole and Aloho, ACP Yakubu and Justice Odili. However, while the detailed actions of these characters justify the title, there is a little hop left for the play’s society in characters like Ogeyi and Inspector Inaku who, by their outspoken actions, restore justice. This last point was not made by a lot of candidates.

Question 4

This was also a favourite question. Many candidates failed to include in the assessment of the character of Ogeyi, her looks, family background and education, as well as her employment detail. However, answers on her modesty, Christian beliefs and practices as manifested in her relationship with Aloho and her singular act of exposing the corruption that has engulfed the society and destroyed her best friend, were amply provided.

Question 5

The question was not properly answered by many of the candidates. These took the view that the Youngers are not a close-knit family, since they are sharply divided by their dreams and aspirations. That granted, candidates failed to see the overarching interest in enhancing the fortunes of the family, i.e. lifting them out of poverty. The cheque, no doubt, provided impetus for each person’s dream, but it also brought them together, thanks to the longer-than-life figure of Mama. Thus, candidates were wrong in seeing the Younger family as split, rather than close-knit.

Question 6

Much as the question demanded a portrait of the female characters – Mama, Ruth and Beneatha – it also asked for details. For Mama, the expected answer includes her single parenting after the death of her husband, Mr. Younger. It also includes her strong Christian faith, her strength of character, her industry and her willingness to accept views which do not compromise her principles on such issues as abortion and unquestioned belief in God. While Ruth has some of Mama’s traits, she can stand up to some of her husband’s bullying and supports both mama and her children materially and morally. Beneatha is more seen as the maverick; she questions orthodox views about women’s place in society, she is educated and more clearly aware of her origin in Africa.

The trouble with most of the answers is their inadequate coverage of the characters’ differences and similarities.

Question 7

There were a few good answers. These looked at the similarities and differences between the two pairs of relationships; that between Tony and Constance, and that between Young Marlow and Kate. The similarities were not so obvious to many candidates. These relates to the fact that both pairs of marriages are arranged or “contrived” by the families. And they are both based on pretence, for example. Tony feigning to love Constance in the presence of his mother and Kate pretending to be a barmaid so Young Marlow can overcome his bashfulness. But the differences are glaring. Tony and Constance are already in love with Bet Bouncer and Mr. Hastings respectively, while Marlow and Kate are first time explorers of their affections towards each other. Then, while the Kate/Marlow relationship succeeds, the Tony/Constance relation fails, obviously.

The question was, therefore, not fully answered.

Question 8

This was a badly answered question. Many candidates described Mr. Hardcastle as one who hates Tony and justified this view with examples of Tony’s pranks, some of which embarrass Mr. Hardcastle and make him suffer loss of respectability before his guests. But the larger picture of Mr. Hardcastle is more interesting and more like him. He is prepared to accommodate Tony’s pranks with dignity, knowing that he is his mother’s spoilt child. When the tables turn on Mrs. Hardcastle as her son takes her on a merry-go-round on the journey to aunt pedigree’s Mr. Hardcastle has a pleasant time laughing at both. Such a good humoured personality as Mr. Hardcastle cannot hate Tony Lumpkin. The candidates got it all wrong.

Question 9

The few candidates defined or explained the word ‘ambush’. Similarly, the land as a metaphor of oppression was not explained. Most candidates were too quick to relate the poem to the oppressive conditions of some African political societies without examining the metaphors or agents of oppression referred to in the poem. Candidates were expected to describe the activities of the giant whole, the sabre-tooth tiger and the hawk which deny freedom to move, dream or hope for oppressed people.

A few good answers concentrated on the details and brought out the images that constituted the blockage.

Question 10

The expected answer should include a short definition or explanation of “symbol” as the use (in this case) of a concrete or palpable thing to represent an idea. That is how the piano and drums in the poem become symbolic. Many candidates, nevertheless, described the piano and drums as symbolic of Western European and African cultures respectively.

The other requirements for a good answer were not fulfilled by a lot of candidates. Mere references to the simplicity of African culture, as well as its naturalness, were not sufficient where details were not provided. The poem makes copious references to the rural life of Africa, including its flora and fauna. It also recalls the African's childhood experiences, all of these symbolically represented by the drum. The details in reference to the piano and no less graphically presented in words suggesting, difficulty, complexity and loneliness. Good answers concluded with the confused state the poet finds himself in, though better ones could have pointed to the direction of the poet's feeling for and hankering after his ancestral Africa.

Question 11

The question was, generally, poorly answered. Though the simplistic definition of pun as a play on words, was accepted, it did not fulfil the full requirement of pun, i.e. one word with different meanings. Candidates were right in identifying 'rest' in the poem as the source of pun in the poem. What quite many did not do was to show the different meanings of 'rest' as 'peace' / 'comfort' / 'intendment' on the one hand, and as 'the remainder' / 'what is not included' on the other play out in determining and explicating the theme of the poem, which is God's gifts to mankind and his concern that he is not creature, man.

Quite a number of candidates saw pun in words like 'breast', 'nature', and so on. These are, at best metaphors or extended meanings.

Question 12

This question on "the theme of endurance in Birches" was also poorly answered. Candidates were quick to link the birches to the poet's view of endurance without providing the evidence are provided the ravages of the ice storms and the birches' innate strength to bounce back during the summer, and the boy's swinging of the birches as they bend and rise again. Failure to provide such details which the poet relates to his own struggles with life does not prove that the candidate has been able to answer the question well. The need for illustrative detail is critical answering this question.

FRENCH 2

1. GENERAL COMMENTS

The standard of the paper was not above WASSCE level but slightly higher than that of last year. The questions were not the straight-forward type e.g. “*Parlez de ...*”, “*Décrivez ...*”. A typical example was essay number one – “*Faites le portrait physique et moral de directeur de votre école*”.

This ensured that candidates would not reproduce model essays. This affected performance: scores were not too high as compared with those of previous years.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

- (1) Candidates showed improvement in letter-writing formal features were correctly written.
- (2) There were fewer cases of deviation or lifting of portions of the comprehension passages to fix them in the essays.
- (3) A lot of candidates respected the range of words required for the essays. This helped to reduce the number of errors usually made as a result of lengthy essays.
- (4) The number of essays written entirely in English reduced considerably.
- (5) Content mark was quite high even in cases where there were several grammatical errors.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Ignorance of basic French grammar, notably:

- (1) expression of possession, e.g. *mon directeur teint est ...*, *il plat favori est ...*
- (2) conjugation of common irregular verbs like ‘avoir’ e.g. *il avez*, ‘venir’ e.g. *il viens*
- (3) spelling especially ‘parce que’ (written as ‘par ce que’ or *parce qu’il* or *parce-que*), ‘quatre’ (written as ‘quartre’), ‘mecredi’, etc.
- (4) omission of accents, wrong accents and putting accents on words which do not require them. the most frequent ones were: *chér*, *l’ecole*, *pére*, *tres*, etc.
- (5) expression of age: e.g. ‘*il est quarante ans*’
- (6) ignorance of the use of infinitive after prepositions: e.g. ‘*je suis, content de t’écris...*’
- (7) wrong positioning of ‘ne’ and ‘pas’ in negation
- (8) confusion between ‘bon’/ ‘bien’ e.g. *il parle français bon*

- (9) wrong prepositions e.g. parler environ (de)
- (10) errors due to translation: ‘j’amour tu papa’
- (11) coining of words from English e.g. ‘Il est fluént’, ‘Il est christène’

4. **SUGGESTED REMEDIES**

- (1) Teaching should not be limited to grammar.
- (2) Students should be encouraged to read to acquire vocabulary and idiomatic expressions.
- (3) Written comprehension exercises can help build vocabulary and improve language.
- (4) Students should be made to write some compositions in class (in addition to take-home assignments).
- (5) A manual should be prescribed for all schools.
- (6) Seminars should be organized for teachers by GAFT/CREF during which major weaknesses of students should be discussed. Experienced examiners should be used as resource persons.

5. **DETAILED COMMENTS**

Question 1

Faites le portrait physique et moral du directeur de votre école.

In this descriptive essay with well-defined areas (physical and moral), candidates were required to begin with an introduction of the headmaster – name, name of his school, his nationality, place of abode, experience, etc. Equal attention was to be given to both aspects of the composition (physical and moral). The physical description ranged from age, height, size, complexion, etc. The moral qualities could be positive or negative or a blend – hardworking, quick-tempered, kind, etc. Candidates were expected to conclude with a general impression about the Headmaster.

A lot of candidates dwelt on the physical description and mentioned the moral aspect in passing as part of the conclusion. Others included material not necessarily pertinent to the question but relevant – name of wife, number of children, etc. It was, in some cases, obvious that some had studied a model essay on “*Mon directeur*” and decided to pour everything on paper. Content mark for this essay was generally satisfactory.

Question 2

Selon vous, quels sont les avantages et les inconvénients du sport pour les élèves?

Candidates were expected to explain 'sports' and give examples of sporting activities students were involved in as introduction. They were also expected to tackle the two parts of the essay (advantages and disadvantages) in the body. Under advantages, the following were expected among other things: sports as entertainment, as a health activity, as a means of developing interpersonal relationships, etc. For disadvantages, the candidates were expected to write about sports being as a distraction from academic work, as an avenue for making bad friends, getting injured, etc.

The very few candidates who attempted this question brought out some of these ideas.

Question 3

Racontez une histoire pour illustrer ce proverbe: "Contentement passe richesse".

In this essay candidates were expected to briefly give the meaning of the proverb before writing/creating a story to illustrate it. Lessons drawn from the story were expected to be part of the conclusion.

The question was avoided by most candidates. Those who attempted it started straightaway with their story but concluded well. A few did not understand the proverb and wrote their own story. This resulted in deviation.

Question 4

Candidates were required to write a letter to their father telling him about their experience in their new school after six weeks.

Most candidates wrote correctly all the features of a letter. In the body of the letter, they were required to give the reason for the letter, i.e. their general impression about the school (building, administration, environment, etc.), their experience (in the sense of happenings, encounters – whether negative or positive) and finally do a little comparison with their former school.

It was a popular question and most candidates dwelt on routine events in schools. The idea of the school being new did not come out clearly.

Question 5

This was a letter to an uncle in France telling him about one's needs for school (about to re-open).

Most candidates stated the reason for writing the letter and they also indicated what they needed from the uncle. Some were able to point out why they had to fall on the uncle - poverty of parents, absence of parents, etc. Content was generally good and there was evidence of mastery of features of a letter.

Question 6

In this question, candidates were required to write a letter to their French teacher explaining why they could not travel with the French club on an excursion to Dakar. They were expected to express regret for their inability to travel and give reasons for this.

Candidates who attempted it, did justice to the content with plausible reasons for their staying out. A few, however, deviated and wrote about the French club in their school. Most candidates wrote the features of the letter correctly.

FRENCH 3 (ORAL)

1. GENERAL COMMENTS

The French Oral examination had three tests: A – Listening Comprehension Test (10 marks), B – Reading Test (15 marks) and C – Conversation Test (25 marks) all totaling 50 marks.

A. Listening Comprehension Test

The passage on which the test was based was unseen by the candidates. The examiner in charge of the centre read the passage twice before candidates give answers to 10 questions 7 of which were multiple-choice questions, 2 open ended questions and one true or false (vrai ou faux).

B. Reading Test

Each candidate was given passage A or B to prepare for 10 minutes. The examiner used either passage without any definite pattern. The candidate read the passage for assessment by the examiner. Marks were awarded for pronunciation of 20 tested words marked over 10 marks and 5 marks for fluency.

C. Conversation Test

- (1) Dialogue: The examiner engaged the candidates in a conversation based on common interests. Candidates were expected to respond in French to 5 questions on general interest and 5 questions on selected literary texts. Answers should be in complete sentences. Marks were awarded out of 20.
- (2) Exposition: Candidates were given topics of general/contemporary interests. They were expected to give at least 5 sentences. Marks were awarded out of 5.

2. STANDARD OF PAPER

The standard of this paper equaled past papers; that is to say that the passages, tested words, questions and options, were all up to the standard.

3. CANDIDATES' PERFORMANCE

More candidates performed better in the listening comprehension than in previous years. There was also a slight improvement in the reading and conversation tests. There were, however, some who scored less than 10 over 50

4. A SUMMARY OF CANDIDATES' STRENGTHS

As indicated, candidates' performance in the listening comprehension test was better than previous year's. Apparently, candidates are now conversant with the pattern of questions. They understood the passage, the questions and the options.

In the reading test, some candidates gave correct answers in correct grammar, correct sentence structure and content. They also gave complete sentences.

In the literature section, they proved that they had read the set texts very well. In the exposition test, candidates had no problem giving 5 complete well-structured sentences, correct in grammar and content. They therefore scored good marks.

5. A SUMMARY OF CANDIDATES' WEAKNESSES

Listening Comprehension

There are some questions that seemed to confuse some candidates. They are questions 3, 4, 7 and 9.

Question 3: The passage said this about Marius: "*Bien qu'il soit travailleur ...*". The question was "*on reconnu pour ...*". The right answer is "*sincère*" but some chose "*travailleur*", "*Reconnaître pour*" is different from "*être*".

Question 4: Some wrote "*l'ouest de son pays*" instead of "*d'Amérique*". They must have thought that "*habitait*" meant "*est venu de*".

Question 7: Candidates must have confused "*rendre*" and "*garder l'argent*" so they did some guesswork.

Question 9: Some candidate thought the question was on time because of the word "*heure*" in the question. They therefore gave answers of time, e.g. 5heures.

There were a few spelling mistakes in the open-ended answers.

Reading Test

Those who scored low marks in this test seemed to have no idea about pronunciation of French words. They had no training, no knowledge of the basics of pronounced the words phonetics. They read to please themselves and sometimes as like English words, e.g.

(a) Passage A – détermination, compétitions, périodes, courage, scolaire.

Passage B – Ministre, touche, éducation, Grâce, solidarité.

(b) No liaison: A – les examens [lezamin]

B – les élèves [lel1v]

(c) They pronounced [s] instead of [z] because they do not know the rule of one 's' within two vowels.

A – président. They said [pResid0] instead of [prezida]

B – raison. They said [R1s-] instead of [R1s-]

(d) They did not know the sound [wa] as in 'moi', 'toi'.

A – foi [foi] instead of [fwa]
B – parfois [pafoi] instead of [parfua]

- (e) Wrong pronunciation of apostrophe words as in passage A ‘l’on’ [li-]
- (f) ‘l’ is pronounced in ‘travail’ and ‘meilleur’ instead of [j].
- (g) Many candidates did not know the difference between ‘aiment’ and ‘ami’
- (h) Accents did not mean anything to them. They did not know when to pronounce the ‘e’ ending of some words, e.g.

A – adressé [adR1s] [adrese]

B – sévérité as [seveRit] [sevekitz]

Below are some other wrong pronunciations

Passage A – chaque [□aku], langue [lange], prix [priks], nouveau [nove]

Passage B – année [ani], cessent [s1s1], douceur [d-ke] or [duk4],
comprend [c-pr1]

Conversation Tests

Literary texts: Some candidates performed poorly because they had not read the books. Some did not understand the questions. Those who did, could not construct complete sentences.

General questions and exposition tests: Candidates’ problems were: lack of vocabulary; inability to construct correct sentences and to conjugate verbs: wrong use of personal pronouns and possessive adjectives: use of wrong tenses and lack of concentration.

They gave answers in incomplete sentences or gave one word answers. They did not know numbers, days of the week and the months. In the exposition test, examiners had to prompt candidates to give at least 5 sentences. The description of a person was not well done. Candidates talked more about marriage, food, occupation and hometown. Surprisingly many candidates did not know the meaning of *le matin, l’après-midi, le soir, la nuit*. Some of them did not know the meaning of question tags such as: *qui, où, pourquoi, combien, quand*, etc. They would therefore give ‘oui/non’ answers to questions beginning with the question tags.

Here are some of wrong responses:

J’ai né à Accra.

Je suis 17 ans.

Mon professeur est 13ans.

Je me porte une chemise.
Le nom de mon mère s'appelle ...
Nous nous couche à ...
Nous boitons du Fanta.
Tu je visite Kumasi.
Elle nez est petite.
Mon village situé ...
J'étais danse.
Il y a dix cinq filles.
Mon ami j'habite à Oda, etc.

6. **SUGGESTED REMEDIES**

- (1) Teachers have to read the syllabus to students as soon as they settle down in school. If they have an idea of what is involved, more of them would put in more effort than they do now.
- (2) Reading aloud in class should be done from form 1 with simple passages. The basics should be explained to students to know that every language has its rules for pronunciation. With simple words, the rules should be explained e.g. 'au' and 'ou'.
- (3) Teachers should start with written comprehension of easy passages before tackling listening comprehension later.
- (4) Short conversation exercises could be used from form 1. It seems students have a different way of pronouncing words and that is why they do not always understand examiners' question, e.g. '*qu'est-ce que tu as mangé?*' He/she will not answer the question because he/she knows only '*mange*'. If teachers start orals in class, it will help the students.
- (5) In form 2, teachers should start 'exposition' in groups to prepare essay topics for class exercise, e.g. 'Ma famille'. By form 3 they would be ready for the exams.
- (6) Dictation exercises will prepare students for reading and comprehension tests. E.g. [Ragarde] can be 'regarder', regardé, regardée, etc. and [Ragard] can be 'regard', regardes, regardent, etc. Such exercises will help them prepare well.
- (7) Students should speak French among colleagues.
- (8) They should read on their own and if possible, visit CREF.

DAGAARE 1

1. GENERAL COMMENTS

Generally, the paper was within the level of most candidates. The performance of the candidates falls below that of last year. A few candidates scored higher marks than usual in most of the questions while majority of the candidates from some schools scored very low marks.

2. A SUMMARY OF CANDIDATES' WEAKNESSES

It was good to note that, the candidates did not, on the whole, lack ideas in the presentation of their essays. In fact, most of them answered the essay topics with confidence. In all, most candidates portrayed a good knowledge of all the formal features for the organization of the essays.

Another good point is that, their ability to identify types of clauses and literary devices have also improved upon that of last year.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Generally, candidates suffered the usual trend of poor grammar, spellings and presentation of loose and jerky sentences.

Candidates were also guilty of beginning sentences with lower case (small letters).

Most candidates also ended whole sentences without the use of full stop. This trend was not very different from the situation in the previous years.

4. SUGGESTED REMEDIES

One possible way to remedy this recurring problem is for Ghanaian language teachers to try and teach all the aspects of the language especially spellings, phonology and grammar aspects.

Candidates should be encouraged to cultivate the habit of reading so that, they can acquire the sense of good spellings and grammar in the language.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

This question was the most unfamiliar question of all the questions and was avoided by most candidates. The few candidates who attempted this question ended up discussing how to acquire wealth but not actually through corrupt practices.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

It was relatively the most popular of all the questions. It was fairly well answered except that a few of the candidates failed or did not provide the recipient's address and heading. Some candidates also gave all the four problems alright but did not elaborate on them.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic "The benefits of environmental cleanliness in the community".

This was another unpopular question among the candidates. In actual fact, a few candidates attempted this question and performed poorly on it.

Question 4

Write a story that ends "Once bitten, twice shy".

As usual, most candidates answered this particular question very well giving different incidents about themselves or a friend.

Question 5 - Translation

Candidates were asked to translate an English version of a passage into Dagaare. The passage was within the level of the candidates but most candidates lack the skills of translation and hence performed below expectation.

Question 6 - Comprehension

Generally, candidates' performance on this question was not encouraging because most of them did not have the skills of comprehending the entire passage.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

This question appears quite strange to most candidates, especially the first aspect of the question which asked candidates to define voiced and voiceless consonants. Most candidates performed poorly on this aspect in attempt to explain voiced and voiceless in articulating consonants.

The section (b) and (c) aspects of the question was, however, well answered by most candidates. Candidates who answered this question scored higher marks in these two aspects.

Question 8

- (a) What is syllable?**
- (b) State four types of syllable structure in your language.**
- (c) Give two examples each of the four syllable types.**

Even though the question was familiar to most candidates, their general performance was not the best. Most candidates could not explain clearly what a syllable is in their language and so subsequent answers demanded by the question were poorly presented by candidates.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

In this question, candidates were required to identify the various word classes of some underlined words/phrases in sentences. In fact, most candidates could not identify these and hence ended up reproducing the same sentences in their scripts. A few of them managed to identify some word classes alright.

The section (b) asked candidates to parse some aspects of sentences – the subject, object and complement of a sentence. Candidates' performance in this aspect was not different from the section (a) of the same question as above.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

Candidates were asked to explain what a 'clause' is and give two examples each of a Simple Independent Clause, Interrogative Clause, Adverbial Clause and Dependent Adjectival Clause. Almost every candidate who attempted this question scored higher marks. However, a few candidates could not comprehend the different category of clauses.

DAGAARE 2

1. GENERAL COMMENTS

The standard of the questions compares favourably with that of the past years. The questions covered all aspects of the syllabus and were well within the read of the candidates.

The general performance of the candidates was, however, average and somehow better than that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates understood the rubrics as well as the demands of the questions and gave the correct answers.
- (2) A few candidates were able to answer essay questions arranging their points sequentially.
- (3) Very few students understood the questions on the poetry and performed commendably.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few candidates misunderstood the rubrics and answered more than one question in each question.
- (2) Spelling, the use of upper case and lower case letters and punctuation are still persistent problems for some candidates.
- (3) Some candidates misunderstood the questions and deviated in answering them.

4. SUGGESTED REMEDIES

- (1) Teachers should go through past WASSCE questions with students several times before the actual examination itself. This will help the students to understand the rubrics as well as the demands of the various questions asked particularly questions on poetry.
- (2) Students should be made to read more supplementary readers in order to build their vocabulary as well as improve upon their spelling, use of upper case and lower case letters and punctuation.
- (3) Teachers should take students through how questions are asked and what they are required to provide as answers.

5. DETAILED COMMENTS

Question 1

- (a) **What is a folktale?**
- (b) **Discuss the structure of a folktale.**
- (c) **Give four importance of folktales.**

This question required candidates to give the definition of a folktale, discuss the structures of a folktale and discuss any three importance of a folktale.

A few candidates attempted this question. They failed to give the definition of a folktale correctly but were able to discuss the structure of a folktale. Unfortunately, they stated the three importance of folktale without briefly discussing them as required of them. Consequently, they did not score high marks.

Question 2

- (a) **What is traditional marriage?**
- (b) **Give three reasons why people marry**
- (c) **Discuss three rites performed in the marriage process.**

This question demanded the definition of marriage, discuss any three reasons why people marry and to discuss any three stages of marriage practiced among the candidates.

The question was attempted by many of the candidates. They were able to give the correct definition of marriage, discuss sequentially three stages of marriage practiced in their area, but only stated without discussing, three reasons why their people marry. They therefore scored average marks.

Question 3

- (a) **Discuss the role of the major character in the novel “Ban4n4kaae”.**

Candidates were expected to discuss what part Ban4n4kaae, as the main character, played in the novel, especially her relationship with her suitor and her junior father.

Very few candidates attempted this question. They, however, failed to discuss the events sequentially and got low marks.

Question 4

- (a) **Discuss how the plot of the novel “Ban4n4kaae” sequentially.**

Candidates were expected to discuss the plot of the novel under the setting the events, the climax, the anticlimax and the conclusion.

No candidate attempted this question. This may be their failure to understand the meaning of the term used for “plot”.

Question 5

- (a) Discuss two major themes of the drama “Y1me` Se1 Naa”.**
- (b) Explain four literary expressions as used in the drama.**

Candidates were expected to discuss to important themes of the drama book *Y1me` Se1 Naa* and give the meaning of two quoted proverbs and two quoted idioms as they are used in the drama.

A few candidates answered this question. Some of these candidates stated the tow important themes but failed to discuss them. They could not give the correct meaning of the two quoted proverbs and the two quoted idioms as used in the drama. As such, they scored low marks. However, those who understood the question satisfied its demands and got high marks.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

Candidates were expected to identify the speaker and the person spoken to. They were also expected to state the place and the time the statement was made. Finally, they were to discuss what happened after the statement was made.

A good number of the candidates attempted this question. A few of them only enumerated what happened after the statement was made instead of discussing them. The rest were able to provide the correct names of the speaker and the person spoken to, the correct place and time the statement was made and discussed sequentially what happened after the statement was made. They scored high marks.

Question 7

- (a) What is the theme of the poem “Damaarakogi”?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

Candidates were expected to state the theme of the poem “*Damaarakogi*” identify the mood of the writer and supporting the writer’s mood by quoting affirmative sections of the poem and to discuss the structure of the poem under three literary terms.

Many candidates attempted this question. Some of these candidates understood the demands of the question and answered it correctly thus getting high marks. Few of them quoted sections of the poem in their attempt to discuss the structure of the poem. Consequently, they got low marks.

Question 8

- (a) What is the theme of the poem “Ko4raa `maao”?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

Candidates were expected to state the theme of the poem, discuss the structure of the poem under three literary terms and discuss how the literary devices of repetition and exaggeration are used effectively in the poem.

Not many candidates attempted this question. Candidates who answered this question were able to identify the theme of the poem. Candidates, however, could neither discuss the structure of the poem correctly under three literary terms nor discuss how repetition and exaggeration are used effectively in the poem. They had no knowledge of what literary terms they were to discuss under the structure. Candidates rather quoted examples of repetition and exaggeration from the poem as answers. They therefore scored low marks.

DAGBANI 1

1. GENERAL COMMENTS

The standard of the paper was as high as those of previous years. The performance of many candidates had improved greatly in use of language.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good orthography: The spelling, word-division, punctuation and grammar of some candidates were very good. This made their answers very easy to read and understand.
- (2) Use of language: The use of language of many candidates was very good. They used formal and/or informal language appropriately. They also used proverbs, appropriate registers, correct tenses, loaned words and good idiomatic expression. Most of them avoided ambiguous expressions and complex sentences.
- (3) Length of answers: In the composition, some candidates tried to write within the given number of words. Where they exceeded or fell short, they did this by a few words. In the other sections, their answers were short and precise.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor orthography: The spelling, word-division and punctuation of some candidates were very poor, pronouns which are written as separate words were added to verbs and written together as single words. Some of them also misused the full-stop, capital and small letters. This made their compositions very difficult to read and understand.
- (2) Verbosity: The answers of some candidates were rather very long and unnecessary. In the composition, they exceeded the given number of words by far more word. In the other section their answers were rather too long and unnecessary.

4. SUGGESTED REMEDIES

- (1) Poor orthography: This can be remedied in classrooms through reading, dictation and other class exercises.
- (2) Verbosity: Any time students are given composition exercises, they should be given number of words within which to write it. In the other sections, students should be encouraged to give short and precise answers.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Some of the candidates who chose this question were able to discuss it in detail. They were able to discuss the causes and suggested very good ways of curbing them. Some of the causes discussed included the lust to get rich quickly, inadequate remuneration for workers, insatiable human needs and demand from family members, society, friends, institutions, etc. More points discussed included temptation of people to live beyond their means, job insecurity and inadequate social security after retirement for public and civil servants, etc.

Some of the solutions suggested by these candidates were public education on probity and accountability, punitive measures should be meted out to offenders, adequate remuneration for work done and better social security scheme to cater for Ghanaian workers after retirement. More points raised included honest public workers should be identified and given good awards for others to emulate and religious bodies and the media houses and other should shun people who amass wealth through bribery and corruption, etc. Other candidates could not raise four points. They raised three or two of the above points and discussed them. Other candidates wrote one or two sentences and stopped.

In conclusion, some candidates called on society as a whole to help fight corruption. Some other candidates could not conclude their compositions.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

This question was very popular with candidates. Some of the candidates who chose this question wrote address, date and salutation very well. They also gave their letters appropriate heading in capital letters. In their introduction, they said that many problems exist in the school but that only four very problematic issues were mentioned in the letter for the attention of headmaster to take steps to solve them.

In the body of their compositions, some candidates took the identified problems facing the school one by one and discussed them in detail. Some of the problems were utilities (such as water, sanitation, electricity, etc.) accommodation (e.g. living quarters for teachers, overcrowded dormitories, inadequate classrooms), lack of teaching and learning materials, lateness and unpunctuality on the part of students and teachers. Other points discussed included absenteeism, poor feeding, immorality among students and teachers,

unnecessary and unjust punishment. Some candidates wrote about personal problems facing them. A few other candidates appealed to the headmaster/mistress to head to their request made on behalf of all the school to bring about improvement in the school as a whole. Some compositions did not have conclusion.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

Some of the candidates who chose this question gave their speech a heading in capital letters before their introduction. Some other candidates did not give their speeches heading.

To introduce their speeches, some candidates addressed the chair and observed protocol. Other candidates did not address the chair but showed appreciation to the audience to deliver their speeches and mentioned the topic and its definition in brief. Other candidates did not give any introduction to their speeches.

In the body of their compositions some candidates discussed good health, accessibility during emergency/free movement among houses, reduction in illnesses and frequent deaths and reduction in expenditure on hospital bills. Other points discussed included increased productivity (more food, more income, etc.), happy moments in the community, social cohesion and unity, increased in life-span of the people and attraction of tourists and other visitors. Other candidates could not discuss four points. Some discussed three points whilst other discussed two points or one points.

To conclude their compositions, some candidates thanked the executive and audience for the opportunity and listening to him. Some other candidates did not give any conclusion to their compositions.

Question 4

Write a story that ends “Once bitten, twice shy”.

This question was very popular with candidates. Some candidates introduced their stories with the traditional story telling opening markers. Others said that they were going to illustrate the proverb by narrating what happened to them at their friends’.

In the body, some candidates narrated incidents which happened in the story vividly. They were able to give causes of incidents (laziness, disobedience, lying, etc.) and showed their consequences such as loss of properties, failing examinations, punishment, trouble and humiliation, etc.) Some other candidates narrated their stories showing only causes without showing consequences.

To conclude their compositions, some candidates ended their stories in the ways Dagbamba end their stories. Others candidates gave the morals of their stories. Some compositions did not, however, have conclusions.

Question 5 - Translation

Candidates were given a short passage of about fifteen ideas to translate into Dagbani.

Some candidates were able to translate the passage very faithfully into eleven to fifteen ideas. Others translated it into six to ten ideas. Other candidates translated it into one to five ideas whilst others started it but could not continue translating it. Other candidates also summarized it instead of translating it.

Question 6 - Comprehension

Candidates were given a short prose passage in Dagbani to read and answer questions on it. The questions were based on stated facts, inference, meaning, personification, usage and summery (title).

The questions on stated facts, usage and summary were well answered. However, the questions on usage, inference and personification were not well answered.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

Some of the candidates who chose this question were able to define the consonant well but they could not show which of them was voiced or voiceless. They were, however, able to discuss the distribution of the given consonants very well. (E.g. word-initial, word-medial, word-final). Some other candidates seemed to have little knowledge about the question and wrote down some consonants without discussing them.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

Some of the candidates who chose this question were able to define the syllable very well but could not discuss the four difficult types of syllables nor provide appropriate examples.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

Some candidates were able to show the word classes very well but could not show the functions of each of the phrases underlined in each sentence correctly.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

The statement and command were well discussed with appropriate examples each but the adverb and adjectival phrases were poorly discussed.

DAGBANI 2

1. GENERAL COMMENTS

The standard of the compared favourably with that of previous years. The questions were within the confines of the syllabus and were within manageable levels. Candidates' performance was therefore appreciably high.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates' general performance in the oral literature was good. There were two questions on folktale and customary marriage in Dagbani. Both questions were well managed by a good number of the candidates.
- (2) Most candidates were comfortable with the rubrics and clarity of the question paper. As such there was very little deviations.
- (3) Some candidates' responses to the questions were direct. There was no ambiguity in the answers provided by the candidates.
- (4) There was improvement in the handwriting of some candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates did not perform well in the written literature especially on Question 4 where candidates were asked to state the plot of the story on *Chentiwuni*. Candidates also had problem dealing with the explanations in Question 5 on *Mba`ya*. There were four statements extracted from some of the happenings in the story which candidates were required to give explanations based on the story, but strangely enough most candidates provided their own imaginary explanations.
- (2) A handful of candidates tried to answer more than one question in a section.
- (3) The issue of cancellation also came up strongly. Some candidates were robust in cancelling their work. A lot of crosses were made over the work rendering the work untidy.

4. SUGGESTED REMEDIES

- (1) Subject teachers are advised to take the teaching of literary appreciation seriously.
- (2) Candidates should be advised to desist from answering more than one question from a section as this usually result in candidates answering only three questions

in all instead of four. This eventually make them lose marks. Teachers must therefore explain to students to adhere to the rubrics of the question.

- (3) Candidates should be taught the correct way of cancelling their work. This could be done once across the page and neatly too.

5. DETAILED COMMENTS

Question 1

- (a) **What is a folktale?**
- (b) **Discuss the structure of a folktale.**
- (c) **Give four importance of folktales.**

The question was well within the scope of candidates. A good number of candidates showed great understanding of the questions and distinguished themselves creditably.

Question 2

- (a) **What is traditional marriage?**
- (b) **Give three reasons why people marry**
- (c) **Discuss three rites performed in the marriage process.**

This question was also familiar with the candidates. Some candidates defined traditional marriages well and followed up with the steps taken to contract marriages. However, a few candidates were unable to state in clear terms the laid down steps Dabombas follow to contract their marriages.

Question 3

- (a) **Discuss the role of the major character in the novel “*Chentiwuni*”.**

The general performance of candidates was fair. Most candidates were able to list and point out the works of Jebuni in the story. However, a few others succeeded in writing very lengthy stories about Jebuni. One therefore needed to read the whole story before getting the opportunity to extract the points one after the other.

Question 4

- (a) **Discuss the plot of the novel “*Chentiwuni*” sequentially.**

Question 4 was based on the story of *Salinwa6i`li*. Candidates were required to discuss plot of the story of “*Salinwa6i`li*” in the *Chentiwuni* story.

The question was poorly handled. Most candidates did not understand the word plot. A such very little work was done.

Some candidates because of their little understanding of the question resorted to writing very lengthy stories about the work of Chentuwuni and in the end succeeded in scoring very low marks.

Question 5

- (a) Discuss two major themes of the drama.**
- (b) Explain four literary expressions as used in the drama.**

Question 5(a) was well handled. Candidates were able to state the themes well.

However, the second part of the question 5(b) was woefully answered. Instead of candidates explaining the sayings based on happenings in the story they merely resorted to interpreting them in their own way of understanding.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

Question 6 was based on a statement in the Mba`ya Drama series. Candidates were requested to identify and state the person whom the statement was attributed to and to whom he was talking to.

The second question was based on what occasion the statement was made and where exactly it was made. Finally candidates were required to show what happened after the statement was made.

The question was finally handled. Some candidates had a firm grip of the question. A handful of candidates however, failed to take advantage of studying the contents of the novel seriously.

Question 7

- (a) What is the theme of the poem?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

The first part which had to do with the theme was well handled. The state of mind of the writer was well articulated too.

Sadly the third part of the question on the structure was abysmally done. Most candidates did not understand the structure of the text. They therefore succeeded in spending valuable time on unnecessary aspect of the entire story.

Question 8

- (a) What is the theme of the poem?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

The question was fairly handled. The theme was well stated. The second and third part of the questions were poorly attempted. Candidates were unable to state the structure of the text. The two literary devices were not properly used to show their work and impact in the story.

DANGME 1

1. GENERAL COMMENTS

The 2017 paper in Dangme compared favourably to that of previous years' papers. The paper, in general, is of standard. It tested the various aspects of language studies as prescribed by the teaching and examination syllabuses.

The questions were rendered in a manner that suits the level and experience of the candidates. The majority of candidates therefore attempted almost all the questions. This notwithstanding the general performance of candidates this year seem to have fallen marginally below that of last year. In some isolated cases a few candidates scored quite appreciable marks and deserve mention or commendation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

In general terms, candidates exhibited the following characteristics and deserve commendation:

- (1) Candidates demonstrate understanding of the tenets/requirements/demands of the questions.
- (2) Candidates answered/approached the questions and ensured systematic, orderly/sequential presentation of facts and ideas especially in the essays and the translation.
- (3) Good use of language such as proverbs, idioms, idiomatic expressions and euphemisms were made appropriately. This occurred mostly in the essays.
- (4) Good paragraphing was also ensured in the essays and the translation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Generally, candidates exhibited lack of knowledge or very little knowledge/concept of the structure (phonology) of the language. Lack or little knowledge about phonation and syllable structure were exhibited in the paper.
- (2) Inability to render ideas in translation, faithfully and coherently. Literal translation and lifting appeared in candidates renditions.
- (3) Unnecessary double pluralisation in Dangme characterized most of the answers e.g. "F4lihi" for "F4li", "nimlihi" for "nimli", "nihi kom1" for "ni kom1", "bihi" for "bi", etc.
- (4) Inability of candidates to differentiate between spoken and written/standard versions of Dangme e.g. "eny4ni for "eny4ne", "lae" for "hlae", "sukuu bi" for "sukuu no" (single).

- (5) Little knowledge about the use of the continuous/progressive tense in Dangme e.g. “laa” for “lae”, “ngmaa” for ngmae “n11” for “n1e”, etc.

4. SUGGESTED REMEDIES

The following suggestions are being made/put forward:

- (1) The conventionally accepted forms of speech and the written (standard) forms of the Dangme language should be vigorously taught and students encourage to adhere to the right/correct forms and versions in their writings.
- (2) Translation lessons should be seriously and thoroughly taught in the schools.
- (3) The issues of standard Dangme and dialectal forms should be pointed out to students.
- (4) A lot of reading should be encourage in the schools.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Very few candidates attempted this question. Those who answered this question were able to raise just a few issues such as inadequate pay, salary/wages, fear of losing a job, external pressure from home, and get-rich-attitude, etc. For the solutions, government should pay workers well, people should learn to be satisfied, and government to give good pension/retirement packages to workers, etc. were some of the points raised. Performance on this question is not encouraging.

Question 2

You are the head prefect of your school. Write a letter to your school’s headmaster and tell him about four (4) problems that affect students in the school.

Majority of the candidates chose this question. Those who attempted this question demonstrated well understanding of the demands of the question and raised issues such as lack of infrastructure, classrooms, library, dining halls and halls of residents, others are lack of teachers, textbooks, and other materials and lack of commitment on part of teachers, lack of places of convenience, bad roads, etc.

Candidates performed quite appreciably on this question.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

This question was one of the least attempted questions by candidates. Those who made an attempt also did quite well. Few were about to follow the features of speech writing and raised issues such promotion of good health, less visits to the hospital and less medication. Enjoyment of good life and healthy living were some of the issues raised. Performance is not very encouraging.

Question 4

Write a story that ends “Once bitten, twice shy”.

Not many candidates answered this question. Out of those who attempted this question, only very few candidates wrote stories that connected the ending. As such they could not raise the issues that would connect/lead to that conclusion. This question was, however, the second most attempted question next to question 2.

Question 5 - Translation

A text in English was translated into Dangme by almost all the candidates. Quite a good number of the candidates did well on this question. They were able to render quite faithfully, the original passage in English into Dangme. Very good display of rich expressions were used in candidates’ rendition. A few candidates, however, had some difficulties with the appropriate language/expressions in their renditions and hence some lifted and did some literal translations.

Generally, the performance is quite commendable.

Question 6 - Comprehension

The majority of the candidates demonstrated in their responses to the questions that they really could read and understand the comprehension passage. Quite a good number of the candidates were able to answer the questions correctly. A few candidates, however, had some level of difficulty in understanding the passage and in most cases copied long portions as answers. The higher order/inferential questions posed great challenge to such candidates. On the whole, however, the general performance on this questions is quite commendable.

Question 7

- (a) Explain the following: Voiced consonants and Voiceless consonants**
- (b) Write down four voiced consonants and four voiceless consonants of your language.**
- (c) With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

This question was in three parts. The candidates was required to discuss/explain how consonants are produce and then write out four voiced and 4 voiceless consonants in/of

Dangme. For the 3rd part of the question, the candidate was to show the distribution of the sounds | s | and | m | in Dangme words.

Quite a good number of candidates attempted this question. The majority of candidates had difficulty with the 1st part which was on the production of consonants but did well on the voiced and voiceless consonant and also did well on the distribution of the given sounds | s | and | m |. A few candidates, however, confused vowels and consonants and so got that aspect wrong.

Question 8

- (a) What is syllable?**
- (b) State four types of syllable structure in your language.**
- (c) Give two examples each of the four syllable types.**

For this question which was also in three parts, the candidate was required to define a syllabus in Dangme, discuss any 4 syllable structures of Dangme and give two examples of words for each of the 4 structures discussed. This was the least attempted question in the section. And those who attempted did quite poorly on it. They had difficulty in explaining what a syllable is and also had difficulty in discussing the syllable structures in/of Dangme. Quite a marginal number of candidates did quite well on this question.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

This question was in two parts and tested candidates' knowledge in the grammar of Dangme. The first part of the question tested candidates' knowledge about word classes in Dangme while the second part tested the concept about phrases. In the first part, the candidate was to write the word classes of the words or group of words indicated in the sentences while in the second part the candidate was required to show or state the phrase type of the underline word or group of words. The majority of candidates answered this question and did quite well on the first part but quite poorly on the second part of the same question. Majority of the candidates knew the word classes but not much of/or about phrases in Dangme.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

This question which was also in two parts, tested candidates knowledge about clauses in Dangme. For the first part, the candidate was to define a clause or say what a clause is in Dangme and then say/tell what the given clauses are and illustrating with two examples for each of the given types.

Quite a good number of candidates attempted this question. Generally, candidates did not perform well on this question. They had difficulty with the definition and could also not say what the given examples to illustrate their discussion on the past two of the question.

DANGME 2

1. GENERAL COMMENTS

The standard of the paper compared favourably to that of previous years'. Candidates' performance this year compared to the previous year was quite commendable. Teachers should be advised to follow the syllable to the letter and cover details for enable candidates to be able to answer questions covering in detail the relevant requirement of particular questions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Question 1: Quite a good number of candidates attempted this question. Performance was quite above average except that candidates could not adequately discuss the structures in folk tales and the roles folk tales play in character training.

Question 2: A good number of candidates attempted this question and candidates' performance was generally above average.

Question 3: Written literature – character study. Many candidates attempted this question and performance was generally above average but in a few cases candidates confused the characters they were required to comment on.

Question 4: Few of the students attempted this question on Written Literature. Performance was averagely commendable.

Question 5: Many candidates attempted this question but a few could commendably handle the require demands of the questions. The explanations of the proverbs and figures of speech were satisfactorily handled by candidates who answered this question.

Question 6: Many candidates answered this question satisfactorily. Performance was generally above average.

3. A SUMMARY OF CANDIDATES WEAKNESSES

Question 7: Many of the candidates attempted this question. Performance was, however, below average.

Question 8: No many of the candidates attempted this question. Performance was below average.

Many of the candidates showed inadequacy in mastery of the orthography.

Written literature: Candidates did not study the set books with the seriousness required and so could not respond appropriately.

4. SUGGESTED REMEDIES

Teachers are advised not to just leave students to read the set books at their leisure. They should set exercises and have these painstakingly marked to discover students' weakness for remedy and serious revision.

5. DETAILED COMMENTS

Question 1

- (a) What is a folktale?**
- (b) Discuss the structure of a folktale.**
- (c) Give four importance of folktales.**

Many candidates answered this question on folktales but could not explain convincingly character moulding roles that the animals play, through personification.

The question required candidates to show how animals in folktales are presented in personified manner. Many of the candidates who attempted this question could not write a folktale to illustrate their responses to question 1(b).

Question 2

- (a) What is traditional marriage?**
- (b) Give three reasons why people marry**
- (c) Discuss three rites performed in the marriage process.**

This question was generally satisfactorily answered by all candidates who attempted it.

Question 3

- (a) Discuss the role of the major character in the novel.**

Candidates were required to identify a particular character. Many candidates attempted this question and they performed commendably well.

Question 4

- (a) Discuss how the plot of the novel sequentially.**

Question 5

- (a) Discuss two major themes of the drama.**
- (b) Explain four literary expressions as used in the drama.**

Many candidates attempted this question but not many could explain the proverbs and figures of speech.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**

- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

This question was on character identification. It was satisfactorily answered by all the candidates who attempted it.

Question 7

- (a) What is the theme of the poem?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

Candidates had problems with the structure of the poem. Identification of figures of speech also pose a serious problem to candidates.

From responses of candidates, it became clear that teachers did not pay sufficient attention to the study of the poems.

Question 8

- (a) What is the theme of the poem?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

The comments for question 7 goes for question 8 as well.

EWE 1

1. GENERAL COMMENTS

The Ewe Paper 1, for School Candidates, for the year 2017 was generally of standard. All the questions were at the level of the candidates, that is, the senior secondary school level.

On the whole, the paper covers all the four sections or areas of the language. These include, composition writing, translation, comprehension and language structure. In all, candidates are expected to answer questions from all the four sections.

Candidates' performance was generally quite good.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The performance of the candidates in the paper as a whole was not too bad. It was on average. Most of the candidates made selections which favoured them and they discussed the points very well. For example, Questions 1 & 2. Those who selected these two questions were able to raise very strong points which were all relevant to the situations. For example, question on corruption. Very good and reasonable points were raised.

There was also an improvement in candidates' expression and handwriting. Also, there is improvement in their orthography.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates still have problems in the language. Their performance was very low, that is below the expected average. They did not understand what they read. This was most found in the question on translation. Some candidates found it difficult to do the translation exercise. What they wrote was far different from what was in the passage.

In answering the Comprehension questions, some candidates copied down whole sentences or even the paragraph as answers to a question.

With regard to the language structure, that is the phonology and grammar, some candidates wrote down different things which are entirely wrong. Either they did not have knowledge of the question or they did not understand the question.

4. SUGGESTED REMEDIES

All these problems mostly might have come from their poor foundation. What it means is that, the beginning of the study of the language was not very good. Candidates should be given some remedial lessons in the language right from their first year in the secondary school. The basic rules of the language should be enforced. They should be taught to know the difference between the written language, that is the standard Ewe, and the spoken language. Candidates don't seem to know the difference and for that matter they write what they speak. Also to overcome this problem candidates should be encouraged to read books.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Question 1 is the second well answered question. A few of the candidates who tried their hands on this question did very well. They gave good and relevant points concerning corruption in Ghana as a whole and also their suggestions of curbing the situation were very relevant. A few of them who answered this same question mixed the points up – no clear causes and no clear solutions and so on.

Question 2

You are the head prefect of your school. Write a letter to your school’s headmaster and tell him about four (4) problems that affect students in the school.

Question 2 also followed the same trend. This was the question well answered. Candidates gave very good and reasonable points. The question demands candidates to write a letter to their head of institution telling him/her about problems facing them in the school. In fact, good points were raised and the points were very relevant to the situation these days in our institutions. It was answered.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

This was the question answered by a handful of candidates. Those who tried it gave some good points anyway, but it was not tackled as a speech, but as a continuous essay, that is, no address, no heading, no features of speech writing displayed.

Question 4

Write a story that ends “Once bitten, twice shy”.

This was a question on narrative – the topic was to write a story that ends, “Once bitten, twice shy”. Those who attempted it also tried to narrate some incidents that led to the explanation of the topic. Some relevant and others too just out of way.

Question 5 - Translation

This was a Translation and it was a compulsory question. Candidates tried to translate the passage into their language, but this was not done very well. Some of the terms in the passage were not well translated to bring out meaning. For example, words like, “planned assignment”, “dormitory”, “midnight”, “security guard”, “novices”, “shrill sound of a cricket”, “a deep voice vibrated”, etc.

Because of these terms the passage was not well translated and the actual meaning of the passage did not come out well.

Question 6 - Comprehension

The comprehension passage was about a festival celebrated that year. It described how that year's festival was far different from the past years. It was also a compulsory question. The answers to the questions were quite good except some few candidates who copied long sentences as answers to some of the questions. In addition, some candidates also found it difficult to explain some literary terms in the passage, and for that matter, they were confused with the terms like "personification" and "idioms". However, some of the answers given were accurate and meaningful.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

It was a very simple question. The question was in three parts: (a), (b) and (c). Part (a) was just a simple definition of voicing in consonants. Many candidates could not explain what voicing is, and the answer they gave was not very explanatory at all.

The (b) part also dealt with voiced and voiceless consonants. Some of the candidates actually gave correct answers and some too mixed the voiced and the voiceless consonants. Then the (c) part also demanded for examples in words. Here, some candidates did well and some did not do well.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

This question also follows the same line, that is, in three parts – (a), (b) and (c). Part (a) asked candidates to define or explain 'syllable'. Here, candidates could not give suitable definition. Most of them scored zero.

Past (b) asked candidates to give four types of syllable structure. Many candidates misfired. Some did very well by giving the four types correctly. Part (c) asked candidates to give two examples each of the four types. In this part also, candidates did not do well.

Question 9

- (a) **Indicate the word class of the underlined word in each of the following sentences.**
- (b) **State the function of the underlined words in each of the following sentences.**

This was one of the grammar questions. There were two parts – (a) and (b). In part (a), there were ten short sentences. In each of the sentence, a word is underlined. Candidates were asked to identify the types of word class underlined. Performance here was not encouraging. Only a few candidates were able to understand and they did well.

Part (b) also follows the same line, but in this part some words were underlined and candidates were asked to give their functions in the sentences. This was also poorly done by some the candidates.

Question 10

- (a) **What is a clause?**
- (b) **With two sentences each, give examples of the following clauses:**
- (i) **Declarative clause**
 - (ii) **Imperative clause**
 - (iii) **Adverbial clause**
 - (iv) **Adjectival clause**

This question was also in two parts: (a) and (b). Part (a) was just the explanation of a clause. Here, candidates could not give meaningful and explanatory definition of a clause. In the (b) part, four types of clauses were given including main and subordinate clauses. Candidates were asked to explain each type and give examples. In this also, candidates were not able to explain meaningfully the types mentioned and the examples given were all out of place. This also shows that candidates were not conversant with the two types of clauses and their examples.

EWE 2

1. GENERAL COMMENTS

The 2017 Ewe 2 paper was of good standard. Questions framed were basically based on the syllabus and their levels of difficulty were just within reach of candidates. There were no marked differences between the quality of questions set this year and that of the past year.

However, compared to last year, candidates' performance was generally not as good as expected. The usually weak areas of performance found especially in poetry appreciation and discussion of topics from Written Literature (Prose) continue to be seen in the poor way some questions were answered.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates showed they have a grasp on the definition of concepts and identification of themes in the works of authors of prose and selected drama. Answers provided for the poem, "*Tsitsiawo hã Fena*" show, to a large extent, their indepth understanding of issues raised in the poem. The right lines quoted in support of the kind of mood expressed by the poet i.e. the mood of sadness and pain all go to buttress this observation.

Again, candidates' good handling of the context question on drama as to who said what to whom and at where is also commendable. It shows students are really reading the texts prescribed.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The major weaknesses of candidates have to do with how to package the content of their answers. They did have a fair idea of what the rubrics say but did not know how to arrange their thoughts on paper to attract the necessary points. As a result, most candidates resorted to giving a one-line answer to a question that called for discussion or comments. The importance of folktales and reasons for marriage only drew points that could not be explained by candidates. This kind of thinking should be avoided.

The structure of poems which called for a thorough discussion was an issue for candidates. Only mentioning the stanza numbers and lines of a poem alone is not enough. Quoting literary without explaining how they impact on the theme of a poem is equally not enough.

4. SUGGESTED REMEDIES

Candidates should take their time to do a thorough analysis of issues raised in a question. Each point noted must be explained into details. For example, one reason for which marriage is contracted could be "for companionship". How the companionship works, the benefits derived from it and its impact on society as a whole should be explored in the discussion.

All questions must be looked at along this line, unless otherwise specifically stated in the rubrics.

5. DETAILED COMMENTS

Question 1

- (a) **What is a folktale?**
- (b) **Discuss the structure of a folktale.**
- (c) **Give four importance of folktales.**

This question required that candidates state what folktale (gli) is, discuss the various stages in the Ewe folktale (gli) and comment on four importance of folktale.

Strengths: The very few who answered the question could easily map out the four broad stages of storytelling in Ewe viz; the annunciation (glinuzezeu), the character cataloguing (*glimenuw4lawo xexlē*), the narrative proper (gli toto) and the epilogue (gli 5o5o). The very good ones gave detailed description of what each stage entailed and capped it with strong comments on how important storytelling (gli toto) is to the Ewe speaking folks.

Weaknesses: The question was unpopular with candidates. Several of the few who attempted it failed to give a chronological arrangement of the stages of storytelling. They missed out on the cataloguing aspect of a tale a tale. Others mistook “glimeha” for “glimedcha” where the former is a song sung by a character in the tale and the latter, though also a song, is an interlude put in by listeners. Candidates must learn to reveal the moral lesson of a story just before the final stage of the story comes in.

Question 2

- (a) **What is marriage?**
- (b) **Give three reasons why marriage is contracted.**
- (c) **Discuss three customary steps taken in the marriage process.**

This question demanded the definition of marriage (sr-2e2e). Candidates were to give reasons why marriage is contracted and to discuss three customary steps taken in the marriage process.

Strengths: This was a heavily patronized question. Most candidates clearly state what marriage is, emphasizing on the fact that it is the union between man and woman as custom demands. They could spell out reasons for marriage without difficulty.

Weaknesses: Many candidates, however, did not include the ‘catchword’ “marriage by customary tradition” (*sr-2e2e le se nu to*) in their definition of the term/concept. A definition of marriage without referring to customary demands is simply incomplete. Again, candidates resorted to giving points only without explaining the reasons why people marry as in subquestion (b). Others also mistook western practices of marriage

ceremonies, viz wedding, court marriage, etc. as the steps in the marriage contract for the traditional way of doing things.

Question 3

(a) Discuss the role of the major character in the novel “HI-biabia”.

Requirements of this question include discussing the role of the principal character, Nyuiemedi in the novel of HI-biabia. Four (4) different roles of the lead character were expected.

Strengths: Candidates showed they know the storyline and could re-tell it with little difficulty. They had a hands-on identifying the roles associated with Nyuiemedi’s childhood life, his challenges as an adolescent and the efforts made to avenge mankind’s wickedness towards him in his adulthood. A few candidates did a strikingly good job at picking points/or roles across the lifespan of the character to attract appreciable scores in commendation.

Weaknesses: The large majority of candidates did not know how to package the roles of Nyuiemedi to cut across his childhood, struggles to make it in life, acts of revenge, etc. They only went into reproducing the storyline of the novel, recounting events as they unfolded and even emphasizing irrelevant occurrences that involved minor characters.

Question 4

(a) Discuss the plot of the novel “HI-biabia” sequentially.

Candidates were asked to discuss the plot in the novel HI-biabia. Candidates were tasked to siphon events from all three segments of the novel, viz, the beginning, middle and conclusion parts.

Strengths: To earn a good score, candidates began the discussion well with concrete examples of episodes found at the beginning of the story. The life of Nyuiemedi and activities associated with it were well catalogues from his childhood to adulthood, which is commendable.

Weakness: This question was not very popular. A few candidates could not make any reference to the climax of events, let alone comment on the denouement and retributive justice the lead character Nyuiemedi inflicted on himself. These are the principal pillars, a novel must be seen to hinge on which candidates discussing the plot of a story must necessarily talk about.

Question 5

(a) Discuss two major themes of the drama.

(b) Explain four literary expressions as used in the drama.

Candidates were to comment of two important themes in “T4k4 At-lia”, a drama piece and explain four texts quoted from the drama in relation to their application or usage.

Strengths: Candidates did well in identifying the themes of “Toma2oma2o 5e vi2e” (The wages of disobedience) and “Nyiuw4w4 nyo” (It pays to be charitable)

Weaknesses: Even though the themes were readily supplied by candidates, many could not comment, through a discussion, on the basis for selecting them. They thus lost heavily on marks in that regard. Many also deviated in handling question 5(b). Most of the lines quoted which are literary devices in themselves could not be explained, let alone linked up with the story. They therefore explained the lines out of content. The impression created points to the fact that candidates did not read the question carefully.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

The question demanded that candidates state who initiated a given statement and to whom it was given. They were to mention when and where the interaction took place and provide the outcome of the statement.

Strengths: Questions (a) and (b) were well answered. Candidates aptly ascribed the statement to Gbadago and Agbeba2a respectively as being speaker and listener, and correctly indicated where the statement was made.

Weaknesses: Candidates fumbled with the outcome of the statements, not knowing exactly what it was. Some looked too far away for events that were totally removed from the outcome expected. It is advisable that subject teachers teach students the right stuff on how to answer context questions. The outcome of an utterance taken from the middle of a drama text for example cannot travel too far to the end of the play as some candidates struggled to portray.

Question 7

- (a) What is the theme of the poem “Tsitsiawo hã fena”?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

This question on poetry tasked candidates to state the theme of “Tsitsiawo hã fena”, indicate the mood of the poet with supporting lines from the poem and discuss the structure of the poem in three ways.

Strengths: Candidates were to the task in stating the theme of vanity (tofloko) and its related ideas in their answers. The mood of sadness, unhappiness (vevesese), etc. was easily identified too.

Weaknesses: The discussion of poems and their structure has, over the years, been the bane of candidates' answering skills as they always did a poor show of this demand. The farthest they could go was to mention the number of stanzas and lines of the poem and make a cursory reference to some literary devices. Teachers must expose students to the totality of literary appreciation when it comes to poetry. All the elements that go into making a poem beautiful viz, stanza length, diction, literary devices and how they relate to the thematic content of stanzas should come into play as structure is discussed. Only this can earn a good mark for the candidate.

Question 8

- (a) What is the theme of the poem “*Hĩa*”?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

The rubrics of this question required the candidate to state the theme of poem *Hĩa*, discuss the poem's structure in three ways and provide and discuss one example each of repetition (gbugn4gbl4) and hyperbole (dzededenya) as used in *Hĩa*.

Strengths: The answer given as theme for *Hĩa* by candidates was high on point. The theme of suffering which underscores the long poem of a hundred and fifty (150) lines was easily identified. Equally satisfying was the right quotations cited from the poem in support of repetition as a literary device, which attracted commendation by way of a good score in that regard.

Weaknesses: It was a herculean task for candidates to get the correct quotations to cite in support of the hyperbole literary device requested. This robbed them of vital marks. Also, deficiencies in the handling of question 8(b) on structure was very pronounced because candidates could only tell the number of lines in the poem and stopped at that.

FANTE 1

1. GENERAL COMMENTS

The standard of the paper is as good as previous ones.

The paper unveiled the candidates' strengths and weaknesses. It also passed the test and it is commended.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates limited themselves to the stated five hundred words (500).

The passage that was to be translated into Fante was well done. There was some improvement in this year's work. Candidates understood the passage and translated it accordingly. The fifteen main ideas in the passage were clearly stated.

The comprehension passage is good, clear and explanatory. Candidates answered the questions as required. The causes and solution of corruption in Ghana were vividly discussed.

The letter that was to be addressed to the headmaster about the problems that affect academic work in the school was well written. The candidates showed maturity in this exercise. Many candidates wrote on the topic. The elements were provided. That is, the addresses, dates, heading, salutation and valediction. Pleasantries in formal letters are not required.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses were noted in the following areas:

- (1) Some candidates started sentences with small letters and punctuated them wrongly.
- (2) Some candidates wrote long sentences without paragraphs.
- (3) The underlisted words must be noticed:
 - mpanyimfo (elders) and not 'mpanyinfo';
 - modern terminologies can be transliterated e.g. computer – k4mputa;
 - 'bio so' is not used to start a sentence. It is 'Bio';
 - 'seseiara' (now) and not 'seesiara';
 - 'm' precedes 'b', 'p' and 'f' in words. E.g. mpampa, mbofra, mfonyin, mpuna;
 - Nasal consonants that determine negation are 'mm' and 'nn'. E.g. mmba, nndzi, nnk4.

- public education on probity and accountability
- religious bodies and other institutions to speak more against corruption

Many candidates wrote well on the topic and showed maturity on how to curb corruption.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

The letter is a formal type and it is to be addressed to a headmaster of a school.

The elements were provided.

These are: the addresses, dates, heading, salutation and valediction.

Some problems that were identified were:

- utilities such as water, electricity, etc.
- accommodation – overcrowded dormitories, inadequate classrooms
- lack of teaching and learning materials
- teacher absenteeism and lateness among students
- poor feeding
- immorality among teachers and students.

Conclusion:

Appeal was to be made to the headmaster and school authorities to heed to the request made on behalf of the student body to bring about improvement in the school.

Some students wrote paragraphs on immorality among teachers and students and neglected other important problems such as books, toilets, furniture, etc.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

Candidates were to address the chair and observe protocol

Some advantages:

- good health
- reduction in illnesses and frequent deaths

- increase in the people's lifespan
- attraction of tourists and other people/visitors.

Candidates who wrote on this topic wrote good essays. Good expressions were used. However, some candidates were carried away and they wrote lengthy essays at the expense of the other topics/questions.

Question 4

Write a story that ends "Once bitten, twice shy".

Some candidates who wrote on the topic could not use specific incidents to bring out the meaning of the stories.

Stories could be written about oneself, a friend or any other person.

Possible causes: Laziness, truancy, negligence, deceit by somebody, disobedience, etc.

Consequences: Many candidates did not write the effects of their stories.

Question 5 - Translation

Candidates were to translate a given passage into Fante.

Candidates translated the passage as expected. The fifteen main ideas were stated coherently. They could, however, not translate the underlisted words well.

dormitory	–	bea a y1da
security guard	–	bamb4nyi
as novices	–	afoforfo
gravelled walkway	–	kwan a w4dze mbosea egu do

Candidates could have explained words which they found difficult to find their Fante version.

Question 6 - Comprehension

Candidates were given a passage to read and answer the questions on it. The passage was clear and explanatory. Candidates answered the questions as expected. Some candidates lifted some portions of the passage as their answers.

Question 7

- Explain the following: Voiced consonants and Voiceless consonants**
- Write down four voiced consonants and four voiceless consonants of your language.**

- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

The question was well answered.

- (a) Candidates were, however, unable to define voiced and voiceless consonants.

Voiced consonant: Ngyegyee a no mu piw nye dza mframa a orupue ab1fa anomu no anomu mfafakuwa no mu bi siw no kwan ma 4dze ahomtsew pue a 4y1 dede.

Voiceless consonant: Ngyegyee a no mu mmpiw nye dza mframa a orupue no anomu mfafakuwa ebien bi fam ho kakra a 4ma mframa a orupue no no ho kyer no kakra naaso opue waa a 4ny1 dede.

- (b) Candidates gave good examples of voiced and voiceless consonants. E.g.

Voiced consonants: / b /; / d /; / g /; / m /

Voiceless consonants: / t /; / k /; / s /; / f /

- (c) Consonant distribution come under:

	Enyim	Finimfin	Ekyir
/ s / -	/ sar /,	/ akasaa /	-
/ m / -	/ mpuwa /	/ pImpam /	/ finImfinIm /

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

Some candidates made an attempt to answer the question.

Candidates who answered the question did it poorly.

Definition of As1nsin: As1nsin y1 ngyegyee a no u piw na 4da noho edzi d1 ankonam anaa dza 4w4 kasafua mu na vawol w4 mu. Otum kyeky1 kasafua mu.

As1nsin ahorow:

- (i) V – vawol
- (ii) K – K4nsonant
- (iii) KV – K4nsonant vawol
- (iv) KKV – K4nsonant k4nsonant vawol

Mfatoho – a:fa n:s4, me:ma kra
 4:s4 m:pa b4:d4m bra
 pra

Question 9

- (a) **Indicate the word class of the underlined word in each of the following sentences.**
- (b) **State the function of the underlined words in each of the following sentences.**

- (a) Candidates answered the question on word class as expected.
- (b) Candidates were to write the functions of some words. Candidates were not able to answer this part well.

The words are:

- | | | | |
|-------|------------------|---|------------|
| (i) | dua no | – | 4y1fo |
| (ii) | egyinambowa | – | 4y1tsia |
| (iii) | ne maame | – | 4gyefo |
| (iv) | me kyer1kyer1nyi | – | nyle boafo |
| (v) | h4n hen | – | nyle boafo |

Question 10

- (a) **What is a clause?**
- (b) **With two sentences each, give examples of the following clauses:**
- (i) **Declarative clause**
 - (ii) **Imperative clause**
 - (iii) **Adverbial clause**
 - (iv) **Adjectival clause**

Candidates did well to write the examples of some given clauses. However, the definitions of the stated clauses were poorly written.

- (a) As1mpruw: \$y1 nkasafuakuw bi a otum gyina ne nan do anaa d1 onntum nnhyina ne nan do. Dza ogyina ne nan do no nyla w4 mu.
- (b) Explanation of the given clauses.
- (i) As1mpruw tsir a 4y11 as1nka. \$kyer dza obi y1. \$da as1m no edzi a nyla w4 mu. \$nndan biribiara ana ne ntseasee no edzi mu.

- (ii) As1mpruw tsir a 4y1 4hy1. \$y1 nkasafuakuw a 4ma obi y1 biribi anaa odzi dwuma bi.
- (iii) As1mpruw mfemfamho a 4y1 nyla tamsi. \$y1 nkasafuakuw a 4kyer1 ber anaa bea a obi y11 biribi. Ogyina biribi do ansaana ne ntseasee eedzi mu
- (iv) As1mpruw mfemfamho a 4y1 dzin-tamsi. \$y1 nkasafuakuw a 4kyer1 biribi anaa obi no su. Ogyina biribi o ansaana ne ntseasee eedzi mu.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper and the general performance of the candidates compared favourably with those of previous years. The rubrics were quite clear and the questions set actually tested what candidates ought to have covered before writing the paper and candidates who had the right tuition proved equal to the task.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) In most cases candidates provided correct answers to many of the questions; and there was marked improvement in candidates' handwriting.
- (2) Paragraphing was good with sentences that had grammatical correctness.
- (3) Candidates' performance in Question 3 was averagely commendable.
- (4) A good number of candidates appeared well-prepared by their teachers and this reflected in their general performance as their responses to questions, in most cases, were precise.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates still have problems of orthography as this was clearly seen in the work scripts of some of them.
- (2) Another area which continues to be a problem is negation. Thus some candidates still write *mfa* instead of *mmfa* and *ndzi* instead of *nndzi*.
- (3) A few candidates' answers to Question on characterisation were marred as a result of repetition.
- (4) Some candidates answered more than one question from a section as demanded by the rubrics.

4. SUGGESTED REMEDIES

- (1) Candidates require proper tuition from teachers who are qualified in the subject (Fante).
- (2) There is also the need for candidates to read extensively so as to prepare them well for the examination.
- (3) Spelling and dictation should be regularly practiced so as to reduce/minimise orthographical mistakes.

- (4) Teachers who handle Ghanaian Languages (Fante in this respect) have to teach students to know the vowels and consonants and their permitted combinations. This will go a long way in minimising orthographical problems.

5. **DETAILED COMMENTS**

Question 1

- (a) **What is a folktale?**
(b) **Discuss the structure of a folktale.**
(c) **Give four importance of folktales.**

This question calls for the definition of a folktale, state the structure of which is the purpose, beginning, the actual story and the end. Candidates were also required to state the importance of folktale which include serving as a form of enjoyment, unity, a way of bringing up children in the house as well as the moral lesson taught.

Candidates' response was encouraging.

Question 2

- (a) **What is traditional marriage?**
(b) **Give three reasons why people marry**
(c) **Discuss three rites performed in the marriage process.**

This was a question on marriage which expects candidates to define the concept, why we marry and the process through which marriage is contracted and pointing out the various fees/amount that are paid by the man before the two got to stay as a married couple.

The majority of candidates attempted it and their response was highly commendable.

Question 3

- (a) **Discuss the role of the major character in the novel.**

This was a question on characterization which expected candidates to point out the role played by Araba Pentsiwa in both her father's house and that of Egya Abaka when she was taken to render service as a way of defraying the loan sought by her mother.

On the whole this was the most popular question. The service rendered include running errands, sweeping and cleaning the house, and helping to bake and sell bread.

Question 4

- (a) **Discuss the plot of the novel sequentially.**

Candidates were expected to state the plot of the book which comprises three areas, namely the beginning, the actual story and the conclusion. Only few candidates attempted

it and the responses was rather poor. An indication that candidates really did not know about the plot of the book well.

Question 5

- (a) Discuss two major themes of the drama.**
- (b) Explain four literary expressions as used in the drama.**

This question calls for two themes of the book. The success of every marriage depends solely on love and unity/patience the result of which enable B1kyed4 and Adoma to become married couple.

The other section under (b) seeks to test candidates on their understanding of proverbs and idiomatic expression. This was an area where candidates performed poorly.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

This is a context question in which candidates did well by pointing out the speaker and the address, the time and place where the speech was made and the outcome of the dialogue which saw Adoma and B1kyed4 as married couple despite the early challenges that nearly marred their marriage.

On the whole candidates' attempt was commendable.

Question 7

- (a) What is the theme of the poem?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

This poem discusses the relevance of Unity in nation building and candidates' attempt was good having pointed out the mood of the writer and the structure.

Question 8

- (a) What is the theme of the poem?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

Candidates were expected to state the theme of the poem and the importance of the palm tree (Ab1 dua) and identify three literary devices namely simile, repetition and hyperbole used by the writer.

Candidates' performance in this areas was good.

GA 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. Performance of candidates as compared to that of last year was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Very few candidates used less than the minimum five hundred words in their essays. Candidates who wrote on problems in their schools, and the need for cleanliness in our homes and in the environment, wrote good essays.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Many candidates had problem of word boundary. A lexical noun subject and the following verbs were written as two words, but the subject pronoun and the following verb were written as one word: *Kofi ye nii – Eye nii*.

Many candidates did not always remember that verbs that end in vowels in the positive, end in three vowels in the negative. E.g. *ye – yeee* (eat), *bi – biii* (ask), *ba – baaa* (come), *kpe – kpeee* (chew). Candidates were inconsistent, they wrote, for example, both 'baa' and 'baaa' for 'baaa'.

The distinction between the letter 'o' and '4' representing different Ga sounds, and 'e' and '1' representing different Ga sounds is ignored by candidates. They use 'o' to represent the | o | and | 4 | sounds, and 'e' to represent | e | and | 1 | sounds.

Many candidates did not show any difference between letters of the alphabet and phonetic symbols.

4. SUGGESTED REMEDIES

Teachers should spend more time and energy to emphasize the difference, using pairs like:

Bo (shout)	fo (cry)	Gbo (September)	
B4 (mould)	f4 (birth)	gb4 (stranger)	
Lè (know)	gbè (kill)	kpè (meet)	ts□ (pluck)
L□ (him/her)	gb□ (path)	kp□ (shine)	ts□ (call)
W4 – w444 (sleep – does not sleep)			
Kpé – kpeee (chew – does not chew)			

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Candidates were to discuss four causes of corruption in Ghana, and suggest four ways of curbing the situation. Candidates who attempted this question appeared to miss the difference in corruption, bribery and stealing or pilfering. Corruption involves bribery, stealing or pilfering and other vices that militate against proper behaviour in public life. Candidates therefore wrote on causes of stealing in work places. Reasons like inadequate remuneration. Desire to get rich quick, insatiable human needs, external pressure from family and others which nurture corruption also nurture stealing and pilfering which candidates gave. Candidates who attempted this question answered it well.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

Candidates were to write a letter, as prefect of their school, to the head of the school telling him about four problems that the students face. They were expected to mention problems like utilities such as water, electricity, accommodation, classrooms, teaching and learning materials and teachers.

Many candidates answered this question and answered it well. A few candidates, however, did not recognize that they were to write an official letter. They got the format of the letter wrong by not providing the addressee's address and a heading for the letter.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic "The benefits of environmental cleanliness in the community".

Candidates were to write a speech to be delivered to a Youth Association in the community on the topic "The benefits of environmental cleanliness in the community". The speech was expected to include advantages of good health, free movement among houses, reduction in hospital bills, increased production from good health, increase in life span, among others.

Not many candidates attempted this question. The few who attempted it did well except that, being a speech, opening was expected to follow an addressing format to recognize the presence of various people invited for the occasion. Many of the few who attempted this missed this point.

Question 4

Write a story that ends "Once bitten, twice shy".

Candidates were to write a story that supports the proverb that "once bitten twice shy".

Candidates who attempted this question wrote very interesting stories which the proverb adequately supports. Many concluded by linking the story to the proverb.

Question 5 - Translation

Candidates were to translate a three paragraph piece from English into Ga. Many candidates did well. A few, however, missed “ny44`te` the Ga equivalent of “midnight” and gave the “ma`k1” which is the Ga equivalent for “dawn”. A few candidates attempted to break the passage down into fifteen ideas. This is a total waste of precious time in an examination. Candidates were expected to translate the piece in three paragraphs as in the English passage.

Question 6 - Comprehension

Candidates were expected to read a passage and answer questions on it. There were questions involving recall, inference and grammar. Question 6(b) expected candidates to indicate the category and function of “*Mli ni jl hei sr4toi sr4toi*”. Very many candidates could not answer this question correctly. Similarly, candidates could not give the meanings of the idioms in 6(e).

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

Candidates were to define voicing in Ga. Phonetics and phonology and give four voiced sounds and four voiceless sounds. They were also to give words showing the distribution of the sounds | s | and | m |.

Candidates answered this question poorly. They could not define voicing as what happens in the voice box as air from the lungs passes through it. They either vibrate or do not vibrate. Candidates’ answers suggest that they had no idea about distribution of sounds in Ga. For the voiced and voiceless sounds examples, candidates were expected to give the phonetic symbols without the slashes | s |, | m |, | k | and | g |. Others used capital letters like F, M, G, without the slashes. This question was very badly answered.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

Candidates were expected to define syllable, give four Ga syllable types in terms of structure, and to give examples of words which contain the types. Many candidates could not define 'syllable'. Again, many candidates gave words which are mono-syllabic, di-syllabic, tri-syllabic and so on as the types. In 8(c) where they were expected to give words containing the syllable types, many failed to read the question well and so did give the two words required for each syllable type.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

Candidates were expected to indicate the word class of underlined words in sentences in 9(a) and to indicate the grammatical functions of underlined words and phrases in 9(b). 9(b) was very poorly answered.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

Candidates were expected to define "clause" in 10(a), and to describe and give examples of given clause types in 10(b). The clause types were indicative, imperative, adverbial and adjectival clauses.

Candidates appeared to have very little knowledge of the clause types; the main clauses, subordinate clauses and the differences between them as well as the type of clauses that occur in subordinate position of the sentence.

GA 2

1. GENERAL COMMENTS

There is no disparity between this year's examination and that of previous years. The standard of the paper measures up to candidates' level of education.

Candidates' performance this year, however, fell below expectation. It seems candidates did not or were not prepared adequately for the examination.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few of the candidates answered the questions the way they were required to do. They discussed all points or ideas they stated to their logical conclusions.

Another commendable feature noted was that many candidates followed the numbering system as on the question paper. They also left enough space between subquestions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates failed to read the instructions on the question paper and as a result wasted their time answering more than one question from a section.
- (2) Lack of understanding of questions especially Questions 2, 3 and 7.
- (3) Candidates' inability to:
 - (a) answer context questions;
 - (b) identify and discuss the structure of poems;
 - (c) state and explain themes of poems and drama pieces they are supposed to have studied;
 - (d) mention and discuss the mood of the poet.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to spend some time to read the instructions well before starting work.
- (2) Teachers should consistently remind their students of the rules and guidelines of the examination, particularly as regards the rubrics.
- (3) Candidates need more exposure to literary practice and set book study. In addition, they should be made to write more essays on their set books and answer more context questions as class or home assignment or weekly tests.
- (4) Teachers should prevail upon candidates to get copies of the set books and read them meticulously.
- (5) Candidates should need to try their hands at past question papers, get them marked and their short falls explained to them as part of their preparations.

5. DETAILED COMMENTS

Question 1

- (a) **What is a folktale?**
- (b) **Discuss the structure of a folktale.**
- (c) **Give four importance of folktales.**

A substantial number of candidates who answered this question excelled. They explained that in beginning to tell story, one has to say, “*Mita nyl aloo mikata nyl*” for the audience to respond, “*Ta w4, w4miihere bo n4*”. To wit: “*Do I tell you a story or not*” with the response, “*Tell us, we are all ears*”.

They explained further that the story teller then proceeds with the story telling by first saying “*Gbi ko ll*” or “*Jee ...*” (Once upon the time). Somewhere along the line, he pauses for musical interludes and continues with the story telling. Anyone who calls for a song to be sung, precedes the song with this statement: “*Gbi ll miyl jlmI*” (I was there that day).

In concluding, the story-telling sums up everything by saying something like: “*B4 ni fee ni nilee gbl shwa je ll mli fll nI. Midesa ni mita nll, e`44 oo, e`444 oo, miklta ... toi sll*”. (This is how wisdom spread all over the world. Whether the story I told is interesting or not, I hand over the baton to ...). They therefore scored high marks.

Question 2

- (a) **What is traditional marriage?**
- (b) **Give three reasons why people marry**
- (c) **Discuss three rites performed in the marriage process.**

Candidates were expected to define or explain marriage. For example, marriage is the formal union of a man and a woman, typically recognized by law or the society, by which they become husband and wife.

They were also required to discuss three reasons why marriage is contracted for instance, people enter into marriage to procreate to increase the size of their families and also to show that they are fertile and potent.

When people get married, their respective families get linked together and this fosters peaceful co-existence and good neighbourliness. Married couples earn society recognition and respect; their voices or contributions are heard and taken on board in meetings.

Finally candidates were expected to discuss three processes of marriage namely, knocking, paying of dowry and wedding, etc. Knocking is done to find out whether a lady is single and therefore can be married or declares one’s intention.

After one's intention has been accepted he proceeds to pay an amount of money to the lady to sew dresses or clothes which when she puts on will mean that someone has placed his hand on her.

Later, a day is fixed for the man to pay the marriage dowry plus an assortment of items to the lady's parents. Finally, the gentleman weds the lady and takes her to his home to begin a new life.

A few of the candidates answered the question as expected, but the majority of them only defined marriage, wrote a little about the reason why people contract it and dwelt extensively on courtship as a process.

Question 3

(a) Discuss the role of a minor character in the novel *Nam4ale*.

Candidates were to discuss the role of Nuumo Wul4m4, a minor character with a major role in the novel.

In commenting on Nuumo Wul4m4's role, candidates were expected to mention among other things that as chief priest, he always said opening and closing prayers at all traditional meetings.

Besides he was a peace broker and that anytime a misunderstanding arose among members of society, especially the elderly, he was there to make sure peace prevailed. His magic statement, "*Any1mim1i, n4 shi ni w4tara 11, ejeee shw1m4 sane. Ejeee adesa ko nilee naa nitsum4. Ny1naa hem4k1yeli k1k1 ak1 w4baaye kunim*" always did the trick.

Also, he fortified Tawia Apiajei, the main character spiritually before he set off for the Proverb Usage competition.

Furthermore, he offered good counsel to all and sundry and performed rituals on regular basis to cleanse Booba.

Only a few of the candidates were able to answer the question along this line. The majority of candidates could only talk about the general function of a Wul4m4 (Chief Priest), which is offering of libation.

Question 4

(a) Discuss the plot of the novel "*Nam4ale*" sequentially.

It seems the majority of candidates had not read the novel well, so they could not answer the question adequately. A few, though, answered it as expected.

Candidates were required to begin the summary with a brief history of the people of Booba and Yoomoma; their origin, settlement, occupation, etc. They were to comment of their peaceful co-existence and unity. In fact, the secret behind their oneness. Then

comes the establishment of a paramountcy for the two towns and the qualification for occupying the stool.

Also worth mentioning is the inability of the elders of Booba to come out with a suitable proverb, till Tawia Apiajei volunteered to provide one. He was lucky to have met an old woman in the bush one day when he was on a hunting expedition. The wonderful woman gave Tawia the needed proverb which would win the stool for Booba.

Tawia heeded to the instructions from the old woman, and on the D-day after undergoing some purification and fortification rites, he delivered the proverb which could not be explained by the people of Yoomoma`.

Tawia's heroic exploits earned him the Asafoiats¹ of Booba with the stool name, Asafoiats¹ Tawia Nam⁴ale.

Question 5

- (a) **Discuss two major themes of the drama *M4 ko n4 leebi*.**
- (b) **Explain four literary expressions as used in the drama.**

- (a) Candidates were expected to discuss two themes of the drama "*M4 ko n4 leebi*" and explain given expressions/statements.

Most of the students who answered this question performed badly. Either they had not read the set book or did not pay attention in class. However, they were able to explain the expressions/statements.

Theme 1: It pays to be patient – Otobia listened to bad advice from her friend, Lamile and left Saka, the husband. She then became a call girl and on one of her expeditions her 'lover' for that night nearly killed her. Though she was saved by three good Samaritans, her life became miserable. She regretted and went to beg Saka to take her back, but to no avail.

Theme 2: Vengeance is the Lord's or simply, forgive your offenders always. – Ataa Ado brought an orphan to reside with them in his house. In fact, the boy, by name Ayikwei was Ataa Ado's relation. His wife, Am¹lle did not like the idea of Ayikwei staying with them. So she mal-treated him and finally forced him out of the house. God blessed Ayikwei and he became wealthy. A rich man willed his properties and wealth to him. Am¹lle, the aunt who sacked him from their house became poorer and poorer and homeless so she approached Ayikwei for assistance. Ayikwei forgave her and accommodated her in his house.

- (b) Meanings: For example, "*~mInI'l abaana akI obleku yI awushi*" meaning "*Ebaay⁴se akI eko jo⁴ fe eko loo m⁴ ko yI hewalI fe m⁴ ko*".

"*Jee gbi kome aj⁴⁴ miI fII*" meaning "*M4 ko n4 leebi, ni m4 ko n4 gbIkI*".

Question 6

This was a context question which comprised three subquestions:

- (a) **Who made the statement and who was the addressee?**
- (b) **When and where did this interaction take place?**
- (c) **State the outcome of this interaction.**

The majority of candidates who answered this context question were able to mention the speaker, the place the statement was made and the addressee.

But they woefully failed to discuss the outcome of that statement. They were to explain that the statement served as a catalyst to Otobia by refusing to heed to her husband's plea to return to her matrimonial home.

She divorce the husband and became a prostitute and when she realized that the husband had become rich, she went to beg him to take her back. But he refused her re-entry and she became dejected and wretched.

Question 7

- (a) **What is the theme of the poem “~maa Yi EyI”?**
- (b)
 - (i) **What is the mood of the poet?**
 - (ii) **Quote a line from the poem to support the response.**
- (c) **State any three structures of the poem.**

A fair number of candidates could neither state the theme of the poem nor the mood of the poet. Because they could not state the mood, they were not able to come out without any quotation.

However, some of the candidates were able to indicate the three aspects of the structure of the poem but could not discuss them.

They were to give an answer like: she/he used figures of speech to emphasize a point or throw more light on a fact.

The poem was written in verse and in lines to attract people to it and making the reading easy. Most of the candidates only mentioned the aspects and left out the explanations.

Question 8

- (a) **What is the theme of the poem “~maa Yi EyI”?**
- (b) **State any three structures of the poem.**
- (c) **Discuss the function of each of the following literary devices as used in the poem.**

Some of the candidates could not state something like: ‘*Be cautious with whatever you do*’ or ‘*Don’t sit down idle and expect manna to fall into your hands*’ as the theme. They wrongly mentioned *Aflimata* as the theme.

Candidates also failed to discuss the structure of the poem as they did in answering 7(c). Candidates were able to pick examples of the two literary devices from the verse, but could explain them.

For example, '*g4bi, g4bi, g4bi*'. The poet used it to show how that particular bird picks food items from the ground and eats them.

GONJA 1

1. GENERAL COMMENTS

It was observed from candidates' performance that the standard of the paper was high. It covered all aspects of the syllabus and comparable to that of past years' papers. The questions were clear and in simple language. Candidates' answers indicated that there were no ambiguous questions.

Compared to previous years' performance of candidates, it can be said that this years' performance was a bit lower than that of last year in terms of average performance. This year fewer candidates scored zero as compared with the past two years. It was observed that more candidates scored above eighty-five than was the case in the past two years.

In addition, lesser candidates failed to answer all the questions as was the case in the previous two years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following were the commendable strengths observed in candidates' answers:

Firstly, it was found that some candidates tried to use figures of speech like idiomatic expressions and proverbs in their essays. This is good and candidates should be encouraged to do same.

Secondly, more than sixty percent of candidates were able to write and answer all the ten questions which is encouraging.

Thirdly, it was observed that more candidates were able to write up to the required number of words in the essay. Even though more than fifty percent of the candidates wrote less than the five hundred words, the number seems to have increase as compared to previous years.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses were many and actually affected their performance negatively.

The first weakness was poor spelling. This has been a major problem with Gonja candidates over the years. Every year, reference is made to how poor spelling makes candidates score less for mechanical accuracy. But is seems nothing is being done to improve students' spelling.

For example, words that are supposed to be one are separated while words that are supposed to be separated are written as one word. Words like '*benimu*', '*adamta*' are written as '*be nimu*' and '*a damta*'. Also, '*kuw4r4ma*' is not one word but should be written as '*ku w4r4 ma*', etc.

The second weakness is that some candidates start writing their essays very well and in the middle they fix in some portions of the comprehension passage.

Finally, it was observed that some candidates cannot read and comprehend.

4. SUGGESTED REMEDIES

It will be good for teachers to build a word bank on the board or on a chart for students to learn to write words correctly. Secondly, more spelling drills and vocabulary building activities could be used to help improve candidates' spelling.

Candidates should also be given more essay writing exercises to assist them write good essays. They should also be educated to desist from copying portions of the comprehension passage as part of their essays.

Finally, teachers should use the Directed Reading Activity (DRA) method where they put questions on the board and give students a passage and make them read to the end of a paragraph where they can find the answer to a question. This will assist students to read and understand.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

This required the candidate to give four causes of corruption in Ghana and four solutions to the problem.

Only about ten percent (10%) of the candidates attempted this question. Out of that number, only about forty percent (40%) was able to give and explain very well the causes of corruption and ways to curbing it. The lack of jobs and school drop-out problems. This question was not well executed as expected.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

The candidate was expected to write a letter to the Headmaster of his/her school as the school prefect telling him/her about four problem facing the students of the school.

This was the most popular question among the candidates. About seventy percent (70%) of the candidates attempted this question. out of that number about sixty percent (60%) was able to give the four problems facing the students in the school. The only problem

was that about thirty percent (30%) of that number could not write up to the required number of words. This question was better dealt with than the other three.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

This demanded the candidate to write a speech on the topic. ‘The importance of sanitation and keeping the environment clean’. With this question only about fifteen percent (15%) of the candidates attempted it. About five percent (5%) of that number followed the requirement of speech writing. The rest only wrote the title and went ahead to give the importance of sanitation and keeping the environment clean. However, most of them about eighty percent, managed to give good points on the topic.

Question 4

Write a story that ends “Once bitten, twice shy”.

With this question, only about five percent (5%) of the candidates wrote the story which was to end with the proverb, “once bitten, twice shy”.

Out of that number about seventy percent tried to write a story but in most cases the stories did not relate to the proverb. This question was not well answered.

Question 5 - Translation

This was the translation passage. It was observed that about fifty percent (50%) of the candidates did well to score above ten (10) out of twenty. The rest could not do faithful rendering of the passage. Another thing that affected the translation was poor spelling. Some of the candidates could not translate words like ‘dormitory’, ‘gate’, ‘cricket’ and wrote them down like that. The question was fairly answered.

Question 6 - Comprehension

It was found out that many of the candidates, about fifty percent (50%), could not read and understand what the passage was about. As a result that number could not answer many of the questions. The highest mark was fifteen out of twenty while about twenty percent (20%) scored less than five (5) out of twenty.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

With this question, the candidate was required to explain ‘voicing’ and to give examples of voiced and voiceless consonants. It was observed that about seventy percent (70%) of the candidates did not know the difference between voicing in consonants and how vowels are produced. They mixed consonants and vowels in the examples they gave. The question was poorly answered. This is a clear indication that teachers are not able to help students in the understanding of the area of phonetics of the language.

Question 8

- (a) What is syllable?**
- (b) State four types of syllable structure in your language.**
- (c) Give two examples each of the four syllable types.**

This question asked the candidate to define a syllable and to give the types of syllabus structure and give four examples of the four types.

What was observed was that about sixty percent (60%) of the candidates could not tell what a syllabus is. Also, they did not have an idea about the syllabus structure of the language. This number gave open and closed syllabus as the structure. The question was poorly answered.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

The candidate was expected to identify the word class of the words underlined in sentences. Strangely enough about eighty percent (80%) of the candidates failed to answer this question as expected. They could not identify adjectives, verbs and even pronouns in sentences. Candidates scored very poor marks in this question.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

With this question, the candidate was to define a clause and to give examples of main clause and minor clause in different types of sentences. Unfortunately, more than seventy percent (70%) of the candidates who answered this question could not define a clause. They also failed to give the required examples for main and minor clause. It seems teachers are not able to explain the whole concept of clause and the various aspects related to it. They scored low marks in it.

GONJA 2

1. GENERAL COMMENTS

Like the previous years, the question paper was divided into two main sections. The questions in all were eight and the candidates were required to answer four.

The first section or Section 'A' had two questions; one on customs and the other on oral literature. The candidates were to answer one. The second section or section 'B' on the other hand, was divided into three parts based on prose, drama and poetry. Each of these parts consisted of two question and the examinees were to answer one. This paper covered topics from the WAEC examination syllabus.

Comparatively, the candidates performed better in this paper than the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some of the candidates put up excellent performance in answering questions from parts 1 and 2 of section B. In other words, they were able to answer the prose and drama questions vividly.

Teachers should continue to encourage their students to study the set books prescribed for the course by WAEC.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The candidates, however, encountered problems in answering questions seven and eight of the paper. These were poetry questions on "*Gha` Kuliso*" and "*Bomion Adama Pibi*". The students could not discuss the theme, structure and literary devices in the poems well.

4. SUGGESTED REMEDIES

Candidates should be encouraged by their teachers to study the eight selected poems from the set book prescribed by the WAEC.

5. DETAILED COMMENTS

Question 1

- (a) What is a folktale?**
- (b) Discuss the structure of a folktale.**
- (c) Give four importance of folktales.**

This was a question on folktales. It had three subquestion; (a), (b) and (c) respectively. In subquestion (a), candidates were expected to explain what ‘folktale’ means. It is a form of oral literature which originated long ago and is used for entertainment. Folktales also educate and inform.

Subquestion (b) deals with the procedure of storytelling. Culturally, stories are told at night when all house chores have been done by children.

The process starts with riddles. During this period, participants ask riddles and give their responses. They do so as they wait for others. An example of such riddle is, ‘*Pise, pise, yarr!*’ The response to this riddle is that the dog does not brush its teeth but they are white.

The second part is termed the “killing of animals”. This helps to determine who tells the first story. The one who chooses the head of the smallest animal, that is, the ‘ant’ begins the process of storytelling.

Beginning a story: Some people begin a story with a question such as ‘Do you know why the wolf lives in the bush’ others start a story with phrases like ‘Long, long ago ...’ or ‘Once upon a time ...’

Interpolation: Some stories have songs. At a point he narrator sings the song while the audience respond and dance.

Conclusion: A narrator may conclude his/her story by giving an answer to the question he/she asked at the beginning of the story e.g. ‘That is why the wolf now lives in the bush’.

The candidates were also asked to discuss three functions of folktales. These are some functions of folktales;

- (i) They are used to teach children good morals.
- (ii) Folktales are also used to entertain and educate people.
- (iii) We use folktales to explain the origin of some events.

Question 2

- (a) What is traditional marriage?**
- (b) Give three reasons why people marry**
- (c) Discuss three rites performed in the marriage process.**

This is a question on culture. It is precisely on marriage. The candidates answered the question very well.

In the first place, the candidates were required to explain the term marriage. A couple is said to be married when the man has followed the customary rites known as ‘*Woyonio*’ or ‘*K4ltakoshi*’ in Gonja to get a woman to his home.

In the second part, the students were to discuss the benefits of marriage in three ways. Examples of such benefits include the following:

- (i) Bearing of children. This is a very important benefit of marriage.
- (ii) Respect is also another benefit of marriage. People who are married are given much respect in the society.
- (iii) Marriage also unites the couple and their families. It goes beyond the family level to the society as a whole.

Question 3

- (a) **Discuss the role of the major character in the novel.**

The candidates were asked to discuss the role of the main character in the play. The major character is Gb1adese. The role of Gb1adese during the dispute between his two wives. The senior wife, Edo`b4n1 was banished from the village following the order by the Chief. The warriors deceived Gb1adese and set Edo`b4n1 free. She went and stayed in another village.

Finally, Edo`b4n1 had a daughter called Ny1nb4en4 who Gb1adese expressed the desire to marry. This sent Edo`b4n1 back to Gb1adese house.

Question 4

- (a) **Discuss the plot of the novel sequentially.**

This question was well answered by the candidates. It was also a prose question which required the discussion of the plot of the play. The play started when Echintir and her brother, Brakinso deceived the chief that Edo`b4n1 the senior wife was keeping a friend in the village. This made the chief annoyed and he asked for the punishment of the chief deceived him and took Edo`b4n1 to another village. The woman had a child in the village.

Finally, Gb1adese was disappointed when he realized that Ny1nb4en4 was the daughter of Edo`b4n1 and for that matter he could not marry her.

Question 5

- (a) **Discuss two major themes of the drama.**
- (b) **Explain four literary expressions as used in the drama.**

This was another question which was well answered by the candidates. The students were asked to discuss two major events in the play.

One of the events is how the education of Ntuwe and her brother, Esadi was terminated because their father was interested to become a chief.

Another event in the play is how lawyer Tuntumba defended and won the case in court on behalf of Awodima. Finally, Awodima had to kill himself because he did not belong to the royal family and therefore could not be a chief.

Question 6

This was a context question which comprised three subquestions:

- (a) **Who made the statement and who was the addressee?**
- (b) **When and where did this interaction take place?**
- (c) **State the outcome of this interaction.**

It was a drama context question based on this, “*Ku ma` lubi ... nko n na` foe ekpa?*”

The question was well answered.

The answers to the question are as follows:

- (a) It was lawyer Tuntumba who said so. He was speaking to Awodima.
- (b) He said so at the time he visited Awodima in his house and Esaedi presented him water in a calabash.
- (c) The lawyer said this because of two things;
 - (i) to make Awodima aware that it is culturally right to drink water from the calabash;
 - (ii) he had earlier made a remark about Shamoya which was not correct.

The candidates answered the question very well.

Question 7

- (a) **What is the theme of the poem?**
- (b) (i) **What is the mood of the poet?**
(ii) **Quote a line from the poem to support the response.**
- (c) **State any three structures of the poem.**

The first poem in this part is “Gba`kuliso”. Three subquestions were asked on the poem.

- (a) The candidates were to identify the theme of the poem. The theme is, patience moves mountains”. It encourages people to be patient and investigate whatever they hear.
- (b) The poet was in a worried and helpless situation.
- (c) The students were required to discuss the structure of the poem.

In discussing the structure, the candidates need to talk about the following features:

- (i) Length and number of stanzas: The poem is made up of twenty five lines. It is divided into three stanzas. The first stanza being the longest followed by the second and third respectively.
- (ii) Repetition: In the poem, repetition is used to bring out more vital information like this:
 - “Nkuli ma` wale bi
 - Nkuli bee bure kade
 - Nkuli bee jajl esa be ashe`
 - Nkuli bee ta esa a da`i kelldaso”

The candidates could not answer this question well.

Question 8

- (a) **What is the theme of the poem *Bomin Adama Pibi*?**
- (b) **State any three structures of the poem.**
- (c) **Discuss the function of each of the following literary devices as used in the poem.**

The title of the poem is “*Bomin Adama Pibi*”. It had three subquestions. The candidates poorly answered this question. They needed to answer the question this way:

- (a) The theme is “ungratefulness”. It talks about how people are sometimes ungrateful when they are kindly treated.
- (b) The structure of the poem takes this form.
 - (i) Lines – The poem is made up of twenty five lines
 - (ii) Stanzas – It has four stanzas. The second stanza is the longest followed by the first, third and fourth in that order.
 - (iii) Repetition – The poet uses repetition in the poem to emphasize on important views. An example of repetition in the poem is:
 - “*Bomin Adama Pibi*
 - Bomin Adama Pibi*
 - Bomin Adama Pibi*”
- (c) Literary devices are also used in the poem to reveal certain feelings by the poet.
 - (i) Repetition – This is a device which brings out the feelings of by the poet
 - (ii) Exaggeration is also used in the poem to show the intensity of events.

KASEM 1

1. GENERAL COMMENTS

This year's paper compared favourable with that previous years especially in terms of scope clarity as well as content. It tested the various aspects of language work as prescribed by the syllabus.

Candidates performed quite fairly in the essay writing and comprehension, but far below standard in terms of the translation and language structure.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Detailed materials – Most of the candidates provided relevant or valid ideas or points to discuss and develop their essays or answers. They used the required maximum number of words and sometimes exceeded in order to provide the necessary responses to their chosen topics.
- (2) Paragraphing: In most of cases, candidates need to be commended for paragraphing their appropriately.
- (3) Titling of topics: Most candidates titled their chosen topics appropriately; the titles given to their chosen topics were quite good.
- (4) Suitable responses: Candidates provided suitable or valid alternative responses or answers which were not considered in the marking scheme.
- (5) Introduction and conclusion: Most of the candidates were able to offer relevant notes on their introduction and conclusive ideas to their chosen essay topics.
- (6) A few candidates demonstrate a level of maturity in their responses to most of the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling: the problem of very poor spelling of some words exist in candidates work. Candidates bad spelling were very appalling. Even words used in the questions were wrongly spelt by candidates.
- (2) Very poor punctuation: candidates seem to have no idea at all about this aspect of language work. They even start sentences and proper nouns with small letters. This is rather appalling to behold. Candidates do not know where to put a full stop to an idea (sentence) and when to start with a new sentence, using a small letter, such as 'navrongo' for 'Navrongo', etc.
- (3) Word division: This also continues to be a problem. Examples "p4" for | pa – o |; "yerane" for | yera ne |; "yira" for | yi da |, etc.
- (4) Wrong use of | ye | over use of this linker "and", making it to continue constructing long sentences.

4. **SUGGESTED REMEDIES**

- (1) Language teachers may make good use of the Kasem Orthography book. This help to correct the wrong spellings. They may also give dictation drills and reading competition to students.
- (2) Regarding to punctuations, candidates need to be taught seriously. They can even transfer knowledge from English language lessons.
- (3) Teachers may help students to be able to identify words division.
- (4) Students should know the use of this linker | ye | (and), so as to avoid using it to construct long sentences without full-stops.

5. **DETAILED COMMENTS**

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

This topic attracted few candidates. Those who opted for it did justice to it. They had good introductions. Candidates attempted to give definitions to the topic. They conceded that Ghana is a rich country in the African continent but due to corruption only few people enjoy at the expense of the vast majority of its citizens.

Candidates included poverty, greed and fact that the rule of law does not work in the case of the ruling class. These facts, though were not captured in the marking scheme, also aid the advancement of corruption in the country. Illiteracy was also cited as a cause, since the majority of Ghanaians do not have high level of education to challenge the wrong doings in the society.

Candidates performed well on the topic as a whole.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

This was a straightforward question which demanded the candidate to identify four problems that are experienced in the school and solicit the intervention of the head of the school to bring about changes that could possibly raise learning standard of the school.

A large number of candidates opted for this topic. Most of them performed very well. Candidates' ideas or facts also included the following:

- (i) the teaching staff are not enough;
- (ii) inadequate classroom accommodation;
- (iii) lack of water/poor lighting system;

- (iv) use of phones by students;
- (v) immorality among students and teachers, etc.

As expected, candidates used formal language and observed the normal features of letter-writing. Candidates virtually appealed to the head of the school to look into the problems presented and contact the appropriate quarters for help to solve some, if not all. They also pleaded with the headmaster to work hard to enable the teachers to be more accommodating and friendly on campus.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

This topic did not appeal to a good number of candidates. The few candidates who chose it did their best to perform a little above average. Candidates followed the usual features of speech delivery; they addressed the chair and observed protocol accordingly. Candidates attempted to define the theme of the topic.

After enumerating the benefits of cleanliness in general, candidates continued to appeal to the target group in the community to unite and bring on ideas and suggestion that could help to make the community a good place to live in and to attract strangers to visit and possibly to stay with them. The youth should eschew laziness and negative practices. They should construct places of convenience in the community and always keep it neat and tidy. They provided good and suitable conclusions.

Question 4

Write a story that ends “Once bitten, twice shy”.

This topic also attracted only few candidates. It required the candidate to narrate an episode that ever occurred in one’s life that needs bringing up to mind and to end with the saying.

Incidentally, candidates only created stories between two individuals. These stories portrayed the characters being friends and lastly, one cheating the other, making the cheated one to end up regretting, hence saying it should not be so any more.

In some cases, the characters involved folktale known ones such as the Hare and the Wolf (one being wise and the other a fool). No candidate wove the story the story around one’s own experience as expected.

Question 5 - Translation

The candidate was presented with a passage written in English and expected to render it into the Kasem language. He was to give faithful rendering and to capture all ideas the passage which should not be less than fifteen (15) in all. About half (½) of the candidates were able to perform quite well. Others had to re-cap words or expressions in English from the given passage as they seemed not able to give the equivalence in Kasem.

Question 6 - Comprehension

The candidate was expected to read through a passage carefully and answer ten questions from the given passage. The questions were based on recall, inference, grammar, meaning, literary and summary – (a – j).

Most of the candidates were comfortable with the questions that tested recall, meaning, inference and the summary. Half of the number of candidates also gave correct responses to the literature item. The grammar item posed a serious problem. Candidates seemed to have no idea the expression (noun phrase clause) “*N4n-k4g4 kolo maama na su da to*”. The function, etc.

- (i) Yere: Yere tachei`i (noun phrase)
- (ii) Toto`e: taam-kugu (subject)

On the whole candidates fared well.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

Candidates gave scanty definitions an indication that they did not have enough knowledge about the topic. Part of subquestion (b) required the candidate to provide the voiced consonants. Most of the candidates did not find this easy. The (c) part of the question 7 demanded the candidate to show the distribution of the consonants | s | and | m |. Few candidates fared well in this area.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**

- (c) Give two examples each of the four syllable types.**

The candidate was required to define syllabus in Kasem. Candidates could not convince anybody that they knew what a syllable is. They were expected to state simply that it is a part of a word; it is a phoneme that cannot be broken into any more parts, etc.

The (b) part of the question demanded the candidate to show the structure of the syllable in Kasem. A lot of candidates failed in this test.

Candidates who provided the correct responses to the (b) test item also gave satisfactory responses to the (c) test item. This demanded the candidate to show the syllable structure in word formation. Generally, candidates' performance on this question was quite below standard.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

In subquestion (a), ten sentences were listed with underlined words and the candidate was expected to identify their word-classes. These included adjectives, adverbs, linkers, nouns and pronouns. The part (b) demanded the candidate to identify the functions of some underlined phrases in five (5) sentences. These included subject (taam-kugu), direct object (taamnaga), indirect object (gaale n k1 taamnaga), subject complement (taamnaga taam-kugu/taam kugu ta-naga), object complement (taamnaga gurinu).

The majority of candidates who chose this question performed better in the (a) area than the (b) one. Most of the candidate had no pure idea about the functions of various phrases.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
- (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

The candidate was expected to give an accurate definition of a clause in the Kasem language. Candidates' responses were very scanty and as such did not meet the exact requirement.

Equally, the (b) side of the question did not favour the candidates. Some four types of clauses were given to the candidate to show two clauses of each of the clause types. Candidates seemed to have no idea at all about the topic. Only a few candidates attempted this question but did not perform well as all.

KASEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates, however, was poor as compared to that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates performed well in the questions whose answers were recall.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates could not read the literature books. This is exhibited in their spellings and sentence structures which were rather poor. In some answers, simple sentences and phrases were written as answers. Some candidates used single words to answer questions. These practices were common.

Word division was poor, e.g. 'dedwo`i' written as 'di do`i', 'banto' written as 'bam to', etc. Vowel harmony, a prominent feature in Kasem was ignored by most candidates. Candidates did not know what theme is or the structure of a poem.

4. SUGGESTED REMEDIES

Candidates should read and study the literary books in detail so that they can answer deductive questions. Candidates should not merely read the books as if they are reading them for pleasure, which they did.

5. DETAILED COMMENTS

Question 1

- (a) What is a folktale?**
- (b) Discuss the structure of a folktale.**
- (c) Give four importance of folktales.**

A folktale is a narrative that depicts human behaviour in which living and non-living things behave and act like human beings. A story has a beginning, middle and end. The benefits include children learn how to talk, teaches good morals, promotes socialization, etc.

Candidates stated that a story is a conversation between people in which one listens and the others talk. The majority of candidates were able to state the structure but many of

them wrote words/phrases, e.g. 'Bobo' – beginning, 'tetane' – middle, 'Iwola' – end. Answers to the (c) part was satisfactory.

Question 2

- (a) What is traditional marriage?**
- (b) Give three reasons why people marry**
- (c) Discuss three rites performed in the marriage process.**

Marriage is an agreement between a man and a woman to stay together with the concern of both families after traditional rites are performed. Kasenas marry because of sex, work, respect, children, etc. The steps include making intensions (male) to the girl's parents, courtship, marriage announcement, feasting by in-laws, dowry, etc.

Candidates put down points without explaining them. Some answers are one word, e.g. charem (courtship), kayi diri (feast by in-laws), etc. Candidates described the English marriage system where the two families must agree before the marriage takes place, whereas in Kasena culture, many suitors can court the girl but she marries one of them. Items like drink, yam and kola are not used in courtship but they were named as items of courtship. Stages of marriage were not coherently mentioned in order of occurrence.

Question 3

- (a) Discuss the role of the major character Kawuri in the novel.**

These activities include the following; she could do most work of women at an early age; she wanted her brother to marry before she would marry; forced her brother to cut her hand; she wears long dresses; she leaves her husband's house at midnight to escape insults, etc.

Candidates described who Kawuri is with the word 'ye' (is) instead of stating what she did. Events were written disjointedly and also full of half-truths and unintelligible.

Question 4

- (a) Discuss the plot of the novel sequentially.**

A few candidates answered this question and most of them did well.

Question 5

- (a) Discuss two major themes of the drama.**
- (b) Explain four literary expressions as used in the drama.**

Candidates were asked to give two themes of the drama and also give the meaning of some literary devices.

Answers: Long ago, excision was good but it is not today; rival wives do not like each other, etc.

Candidates did not answer the (a) part (themes) but they answered the second part very well.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

The (a) and (b) parts were answered very well. Candidates summarized the answer for (c) and their answers mentioned two or three things only when five things were demanded.

Question 7

- (a) What is the theme of the poem?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

Theme: There is no one who is not in need of something, etc. Mood: The poet was happy.

Structure: three verses, twenty-four (24) lines, assonance, alliteration, repetition, etc.

Candidate's answers were phrases or dependent clauses instead of sentences. The (b) was nicely answered. The answers given by candidates for subquestion (c) were morals learnt from the poem instead of the structure.

Question 8

- (a) What is the theme of the poem?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

Subquestion (a): a prince is recognized in a crowd, etc. (a) one verse, fifty-two (52) lines, literary devices.

Candidates did not know the theme of the poem. They could not describe the structure of the poem. However, candidates were able to discuss the literary devices as used in the poem.

NZAMA 1

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years and was well within the scope of the syllabus. Candidates' performance have generally improved this year as compared to the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates' understanding of the questions was very evident in their performance.
- (2) Their performance in the essay question was very encouraging. The majority of them satisfied the required number of words and their ideas and thoughts were organised in clear and coherent language.
- (3) Most candidates were able to answer the comprehension questions in their own words which shows that they actually read and understood the passage.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates still have problems with correct spellings, grammar, punctuation, etc. and therefore score zero in the mechanical aspect of the essay.
- (2) Poor handwriting and word boundary makes difficult to read and understand what some candidates write.
- (3) Instead of translating ideas, some candidates did literal translation of the individual words and therefore lost the import of the message being conveyed.

4. SUGGESTED REMEDIES

- (1) Candidates should be taken through regular dictation exercises in order to overcome their problem with spellings, grammar, punctuation, etc.
- (2) Candidates should be given more exercises in translation to be familiar with the rules of translation. E.g. they should be made to know that they are to translate ideas and not the meanings of the individual words.
- (3) Candidates should be given proper training in good handwriting and word boundaries in order to avoid illegible answers.

5. DETAILED COMMENTS

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Most candidates attempted this question and did well by identifying causes such as the lust to get rich quick, inadequate remuneration for workers, excessive demands from family members/society/institutions and the temptation of individuals to live beyond their means as a form of show off. They also suggested some means of curbing the trend such as public education on probity and accountability, severe punishment for offenders, award scheme to be instituted for honest workers, etc.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

This question was the choice of most candidates and they did well by identifying problems such as lack of regular supply of water and electricity, accommodation for both staff and students, lack of adequate and suitable teaching and learning materials, lateness and absenteeism on the part of both staff and students, poor feeding, etc.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic "The benefits of environmental cleanliness in the community".

The few candidates who answered this question did well by addressing the dignitaries present and indicated their happiness for the opportunity given them to address the audience. They then outlined reduction in illness and frequent deaths, reduction in expenditure on hospital bills, increase in productivity, good healthy life, increase in the life span of the people among others.

Question 4

Write a story that ends "Once bitten, twice shy".

The few candidates who chose this question did well by producing good illustrative stories. However, a few of them produced stories which have nothing to do with the proverb.

Question 5 - Translation

Candidates were asked to translate a given passage from English into Nzema. As a compulsory question, most candidates attempted it and did well by translating ideas. However, some of them did word for word translation and therefore lost the import of the message.

Question 6 - Comprehension

Candidates were to read a given passage and answer all questions based on it. Most candidates did well but some could not answer the inference and grammatical questions. A few candidates who had correct answers but made mistakes in spelling some words thereby losing some precious marks as a result.

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m]**

Candidates were asked to explain the difference between voiced and voiceless consonant sounds and give four examples of each. They were also to show how the consonants [s] and [m] are distributed in the Nzema language with two examples in each case.

Candidates who attempted this question performed abysmally. Most of them did not know that voiced consonants are produced when the vocal cords vibrate in the course of production and voiceless ones are produced when they do not vibrate. As a result, some of them could also not give the correct examples. Most of them were, however, able to show how the consonants [s] and [m] are distributed.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

Candidates who attempted this question could not satisfy its requirements. Some candidates confused the term syllable (1n111kp4k1) with tone (1nel1). They could also not identify the syllabus types which include vowel alone (V), consonant and vowel (KV), lengthened vowel (V:), consonant and lengthened vowel (KV:) and nasal consonant (N). They were also to give examples such as V – ako, KV – ako, V: – eeko, KV – kooko, N – nza.

Question 9

- (a) **Indicate the word class of the underlined word in each of the following sentences.**
- (b) **State the function of the underlined words in each of the following sentences.**

Candidates were asked to identify the word classes of underlined words in given sentences and to identify the functions of phrases underlined in given sentences.

This question was well answered by most candidates who attempted it.

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

Candidates who attempted this question also did well.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper was good and compared favourably with that of previous years. Generally, the performance of the candidates was encouraging. It was on the same level as compared to that of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some of the candidates provided mature responses; evident that they had prepare for the paper. Significant among them was correct themes for the poems they attempted. Additionally, most of the candidates were able to give and explain the importance of marriage.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some of the candidates just provided points in answer to questions that needed to be discussed or explained in full.

With respect to the question on folktales, most of the candidates could not discuss the correct structure of a folktale.

On written literature, most of the candidates could not satisfy the points for the structure of a poem. Some gave only the points and failed to explain them or exemplify them.

4. SUGGESTED REMEDIES

Candidates should be carefully taken through the procedure for answering question generally. Teachers should teach their students how to answer question son written literature most especially discussing the structure of poems and the plot of a story.

Teachers are entreated to give their students more exercises in this area of study, mark them and discuss them well with the students.

5. DETAILED COMMENTS

Question 1

- (a) What is a folktale?**
- (b) Discuss the structure of a folktale.**
- (c) Give four importance of folktales.**

The candidates were required to explain a folktale, discuss its structure and give four importance of folktales.

Expected answer:

- (a) A folktale is a story circulated by word of mouth has among a group of people. It usually has animals and insects as the characters. A folktale has no author and has a specific structure and a moral.
- (b) Structure of a folktale
 - (i) Opening: opened with the expression “*Akono o yia...! Oo yia ...!*”
 - (ii) Body: the story itself.
 - (iii) Conclusion: the moral is given. “*Yem4 a le. Asalada konwu...!*”
 - (iv) End: Another person is invited to tell a story with the expression, “*Me nw4ra ne saa 4y1 fl o ...!*”

Most candidates were able to show what a folktale is. However, the structure was poorly answered. On the importance, only a few stated and explained correctly. Most of them only wrote points and failed to explain them.

- Example:
- (i) It enhances retentiveness
 - (ii) It helps children to be eloquent
 - (iii) It teaches good morals
 - (iv) It is used to entertain, etc.

Question 2

- (a) **What is traditional marriage?**
- (b) **Give three reasons why people marry.**
- (c) **Discuss three rites performed in the marriage process.**

The question expected candidates to define marriage give three reasons for marriage and discuss three rites performed in the marriage process.

Expected answers:

- (a) Marriage: A relation between a male and a female who have agreed to live together as man and wife, having passed through the required rites with the blessing of both parents and the society.
- (b) Three reasons for marriage:
 - (i) for company and support;
 - (ii) for procreation;
 - (iii) for social respect;
 - (iv) prevents promiscuity, etc.
- (c) Three different rites performed.
 - (i) K4k4b4l1 – permission to marry the woman (knocking)
 - (ii) Asuazul1 – payment of bride price (evidence that the woman has been legally and customarily married.
 - (iii) At4fol1liela – the traditional wedding

- (iv) Adendual1 – money paid to siblings of the girl
- (v) Ba nli akunlu fal1 – Item given to the mother of the bride.

Generally, most of the candidates were able to meet the demands of the question. However, a few only gave points and failed to explain them

Question 3

- (a) Discuss the role of the major character in the novel.**

The candidates were required to discuss the role of Adwoba Ehwia in the story.

Expected answer:

- (i) In the home serving parents
- (ii) Being with uncle in Tarkwa and schooling
- (iii) Role as a student in Ghana
- (iv) As a student abroad
- (v) Role as a medical doctor
- (vi) Role as a patriotic citizen
- (vii) Role on education of the girl child and on the environment

Most of the candidates who attempted this question were able to satisfy the demands of the question. A few, however, wrote a summary of the story.

Question 4

- (a) Discuss the plot of the novel sequentially.**

Expected answer

- (i) Introduction: The writer used the marriage of the main character which should have ended the story to begin the story.
- (ii) Opening: The story introduces the family of the main character, Adwoba Ehwia.
- (iii) Development: Discusses the main character's schooling both at home and abroad.
- (iv) Conflict: The challenge that the main character went through and that of her parents.
- (v) Climax: The sickness of the main character.
- (vi) Denouement: Antidote found for treatment of main character; meets her lover and marries.

This question was poorly answered with candidates writing a second edition of the story.

Question 5

- (a) Discuss two major themes of the drama.**
- (b) Explain four literary expressions as used in the drama.**

Candidates were required to discuss two major themes of the drama and explain four literary expressions as used in the drama.

Expected answers:

- (a) Themes:
- (i) Maltreatment of other peoples' children in marriage – when !menlebo4 was married to Menwon1 Ay111 she maltreated his children and forced them out of their father's house.
 - (ii) Women abandoning their husbands when they are in financial crises. When Menwon1 Ay111 lost his job and became poor the wife failed to go into farming with her husband and sought divorce.
- (b) Literary expressions and how they have been used in the drama.
- (i) “*Ak411 Izane ky1 ewua nu a 4bolo*” – This proverb was used by Menwon1 Ay111 that life changes with time. He used it to show that since the wife died his life has changed for worse.
 - (ii) “*Nyamenle a kposa ak411 ale1 a*”. – (God takes care of the poor). !menlebo4 gave this proverb when her husband lost his job to assure her husband that God is in control.
 - (iii) “*Maanle nu Iy1 kuma*” – (The world is a dangerous place) – Toab1 said this to advise the children of Menwon1 Ay111 that they should take good care of themselves.
 - (iv) “*...w4 adwenle Idi*” – (You are an intelligent child). This was an expression by Menwon1 Ay111 to acknowledge the fact that his son Ale1f1 was very intelligent in spite of his age.

Most of the candidates were able to give two themes. While some discussed them, some could not. With respect to the literary expressions, the candidates gave their meaning without relating them to the drama.

Question 6

This was a context question which comprised three subquestions:

- (a) **Who made the statement and who was the addressee?**
- (b) **When and where did this interaction take place?**
- (c) **State the outcome of this interaction.**

In this question, an extract was quoted from the drama with candidates being asked to answer questions on them.

Expected answers:

- (a) The statement was made by Toab1 to Menwon1 Ay111.
- (b) It was made when Menwon1 Ay111 told Toab1 that he intended to marry !menlebo4. It took place at Menwon1 Ay111's house.

- (c) Menwon11 Ay111 went ahead to marry !menlebo4 despite Toab1’s advice. The woman maltreated her husband’s children and they were compelled to leave their father’s house. As a result of the woman’s extravagant way of life, when Menwon11 Ay111 lost his job he became poor. The woman sought divorce.

Subquestions (a) & (b) were well answered. However, candidates gave sketchy answers to the third part and were penalised for that.

Question 7

- (a) **What is the theme of the poem “Ageege Adendul1”?**
 (b) (i) **What is the mood of the poet?**
 (ii) **Quote a line from the poem to support the response.**
 (c) **State any three structures of the poem.**

Expected answers:

- (a) Challenges that travelers went through on their Ageege trip.
- (b) Sadness and advised against those who want to undertake the trip to Ageege. –
 “Sia no anzodwol1 1minli Ageebe”
 “Anr11 Ageege bagele w4 k1 agua”
- (c) (i) Structure: has four stanzas with unequal number of lines.
- (ii) Sentence structure: used simple, compound and complex sentences. E.g.
 (a) “Ageege adendul1 4”
 (b) “B1maa me nzule menlua me ahonle”
 (b) “Saa ...anr11...”
- (iii) Literary expressions
 (a) Idioms: “*Adendul1 bom a to ...*” used to show the painful struggle travelers went through.
 (b) Simile: “*Ageege 11kpo k1 twea*”. Used to express the hardships in Ageege.
 (c) Repetition: “...*b1maa*” used to show the pain they went through, etc.

For the first two parts the candidates were able to satisfy the requirements of the question. However, the part on the structure was poorly answered. Candidates mentioned the features but failed to exemplify them.

Question 8

- (a) **What is the theme of the poem “Asoo 4bay1 bo1”?**
 (b) **State any three structures of the poem.**

(c) **Discuss the function of these literary devices: repetition and hyperbole.**

Expected answers:

- (a) Theme: Hardship that Ghanaians went through some time back in their history.
- (b) Structure:
- (i) Stanzas: Six stanzas. Lines in the stanzas are irregular. Some have seven lines and others ten.
- (ii) Literary expressions:
- (1) Poet used personification e.g. “*Adell Ilie ehia Idanla zo*” to show the rot in the system.
- (2) Proverbs: “*M44 ll дума la a blb4 a*”
- This was used to show that those known in society were considered in the allocation of essential commodities.
- (3) Idiom: “*Yem4 bl nzi edw1kl 4*” used to show how people were selfish in the society.
- (iii) Sound pattern: Assonance – *Awozinli lyl kabii...*
- (iv) Repetition: “*Asoo 4bayl bol*” was used to end each stanza.
- (c) (i) Use of repetition: The poet ended each stanza with “*Asoo 4bayl bol*” to show the poet’s pessimism in the system.
- (ii) Use of hyperbole: “*Menli lyl fii kl Inweazo Inwea*” used to show the number of people who had queued to buy essential goods.

Candidates were able to handle subquestion (a) well but they failed to exemplify the type of structure used as required by subquestion (b). Candidates could not identify the hyperbole in the poem.

TWI (AKUAPEM) 1

1. GENERAL COMMENTS

The standard of the paper both in structure and content was similar to the previous years' papers. The performance of candidates in the paper also was similar to the performance of candidate in previous years.

2. A SUMMARY OF CANDIDATES' STENGTHS

- (1) Most of the candidates were able to write the composition (Section A) to the required number of work (500).
- (2) Most of the candidates understood the composition topics they selected and came out with good scripts on them. A particular example is question 2 on four problems confronting their school and question 4 on the proverb, once bitten twice shy.
- (3) Candidates understood the comprehension passage and were able to answer almost all the questions on it.
- (4) A few candidates were able to answer the Translation (Section B) as expected of them.
- (5) Many candidates could answer question 7 and 8 (Phonology) to the satisfaction of examiners.
- (6) Candidates' performance in question 9 (Language Structure) was very commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Generally candidates' performance revealed weaknesses in Mechanical Accuracy – in the form of wrong spelling, tense, concord and punctuation.
- (2) A large number of candidates were unable to answer question 2(b) on the grammatical name of a selected expression and its function.
- (3) Many candidates were unable to answer the question 2(f) on literary device.
- (4) The distribution of the consonant [m] was a great problem – question 7(c)(ii).
- (5) The definition/explanation of syllabus posed a great challenge to many of the candidates – Question 8(a).
- (6) Many candidates were unable to provide all the 4 syllable types in Akan – Question 8(b).
- (7) Question 10 candidates revealed very scanty knowledge about the types of clauses – Question 10(b)(i), (ii), (iii) and (iv).

4. **SUGGESTED REMEDIES**

To improve candidates' performance there should be more exercises in the following aspect:

- (i) Mechanical accuracy – spelling, tense, concord, punctuation, etc.
- (ii) Literary devices
- (iii) Phonology – description and distribution of consonants, articulation of consonants, etc.
- (iv) Grammar – clauses, phrases – i.e. types, examples.

5. **DETAILED COMMENTS**

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

Candidates were required to discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

The demands of the question:

- (i) A good introduction affirming that there is corruption in the country.
- (ii) Body of the composition
 - (a) to discuss four causes of corruption e.g. the 'get-rich quickly' syndrome, inadequate remuneration for workers, insatiable human needs, etc.
 - (b) to discuss four solutions e.g. public education of the negative effects of corruption on the nation, better remuneration for workers, etc.
- (iii) A good conclusion e.g. calling on all to help fight the menace.

Candidates were able to satisfy the demands of the question.

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

Candidates were to write a letter to the headmaster of their school about four problems affecting students in the school.

The demands of the question:

- (i) All the formal conventions of letter-writing.
- (ii) Discussion of four problems e.g. inadequate classrooms, water shortage, lack of teachers, teachers' poor attitude towards teaching, poor feeding, etc.
- (iii) Expression of optimism that the headmaster help solve the problems so as to enable students enjoy their stay in the school, etc.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

Candidates were required to write a speech on “the benefits of environmental cleanliness in the community.

Demands of the question

- (i) Introduction – Addressing the chair and acknowledging the presence of distinguished personality at the function.
 - Appreciation to the organisers for the opportunity given him/her
 - Commendation to the organisers for the theme.
- (ii) Body: Benefits of environmental cleanliness
 - Good health
 - Prevention of diseases
 - Reduction of mortality rate
 - Tourist attraction, etc.
- (iii) A good conclusion e.g. a call on all and sundry to help ensure environmental cleanliness within the community, etc.

Candidates were able to discuss the benefits of environmental cleanliness and thus satisfied the demands of the question.

Question 4

Write a story that ends “Once bitten, twice shy”.

Candidates were required to write a story – real or imaginative, to illustrate the proverb “Once bitten twice shy”.

Demands of the question

- (i) Any suitable introduction e.g. a vivid explanation of the proverb.
- (ii) Body: Narration of a story real or imagined, to illustrate the proverb.
- (iii) A good conclusion.

Question 5 - Translation

Candidates were required to translate a passage from English into Akuapem Twi.

Demands of the question

Candidates were to translate the passage bringing out the main ideas in a very coherent manner. They were required to break the passage into fifteen ideas comprising sentences, clauses and phrases.

The translated version was expected to be as near as possible to the original English passage when translated back.

A few candidates were able to translate the passage as expected. However, many of them were unable to do justice to the question.

Question 6 - Comprehension

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

Demands of the question

Candidates were required to

- (i) recall some stated facts in the passage – questions (a), (c), (d) and (g)
- (ii) state the grammatical name of a given expressions – (b)(i) &(ii)
- (iii) explain certain idioms/expression – questions (e)(i) & (ii)
- (iv) inference questions – questions (h) and (i)
- (v) title/summary – question (j)
- (vi) Literary devices – Question (f)

Candidates were able to answer all the questions that needed recall of facts. However, they performed poorly on the following:

- (i) grammatical function
- (ii) idiom and meaning
- (iii) literary device
- (iv) title

Question 7

- (a) **Explain the following: Voiced consonants and Voiceless consonants**
- (b) **Write down four voiced consonants and four voiceless consonants of your language.**
- (c) **With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

Demands of the question

- (a) To state the manner of articulation of voiced and voiceless consonants stating the state of the glottis during their production so as to clearly differentiate between voiced and voiceless consonants. Example

- During the production of voiced consonants the vocal cords get close together so as the speech air forces its way through them, they vibrate hence 'voiced'.
 - During the production of voiceless consonants the vocal cords stay apart so as the speech air passes through them. There is no vibration hence voiceless.
- (b) To give four examples of voiced consonants e.g. [b], [d], [g], [m], [n], [ŋ], [r], etc.
Four examples of voiceless consonants e.g. [p], [t], [f], [h], [s], etc.
- (c) Explain/discuss the distribution of [s] and [m] and illustrate same in words.
Candidates were expected to state that [s] occurs at
- (i) word initial position as in [sua], [s4s4], [sika], etc.
 - (ii) word medial position as in [as4], [as1m], [4sofu], etc.
 - (iii) but it does not occur at word final position.

[m] occurs at

- (i) word initial position as in [maakyɪ], [mako], [mmaa], [mmarima]
- (ii) word medial position as in [amua], [kwæmɪ], [pampuro], [4bærɪma]
- (iii) word final position as in [as1m], [pam], [apɪm], [sum], etc

A few candidates were able to explain what voiced and voiceless consonants are. They were able to give good examples of both voiced and voiceless consonants as well as discuss the distribution of [s] with good examples.

However, the majority of candidates could not discuss the distribution of [m]. They failed to state that it occurs at word final position.

Question 8

- (a) **What is syllable?**
- (b) **State four types of syllable structure in your language.**
- (c) **Give two examples each of the four syllable types.**

A few candidates were able to state that in speech, the speech air does not come out in a continuous flow but they come out in puffs. Some of the candidates were able to state all the 4 syllabus types in Akan i.e. A, !, A!, AAC and give examples.

Question 9

- (a) **Indicate the word class of the underlined word in each of the ten sentences.**
- (b) **State the function of the underlined words in each of the five sentences.**

Candidates were able, generally, to state the word class in subquestion (a). However, they were unable to state the function of the words in subquestion (b).

Question 10

(a) What is a clause?

(b) With two sentences each, give examples of the following clauses:

(i) Declarative clause

(ii) Imperative clause

(iii) Adverbial clause

(iv) Adjectival clause

(a) Candidates were to explain only a main clause and left a subordinate clause.

(b) (i) Candidates were able to explain a main clause (statement) with good examples;

(ii) Candidates were able to explain main clause (imperative) with good example;

(iii) Candidates were unable to state what a subordinate adverbial clause is let alone giving example;

(iv) They were also unable to explain adjectival clauses.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper and candidates' performance this year (2017), is generally good, because many of the candidates were able to present a good exercise that can yield appreciable grade.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The good candidates provided precise and concise answers to all the questions they attempted and therefore scored very good marks. They adhered to all the rubrics for each section of the paper. Their handwriting was also legible and this enhanced the processing of their work.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following were the weaknesses of some candidates.

- (1) Many candidates ignored the importance of punctuation marks. They failed to use upper cases at the initial position of very important lexical items, for example, names of persons and towns that they mentioned in their presentation. The examples below ran through the work of many candidates.

s/n	Candidates' Errors	Correct Rendition
1	4sei bonso	\$sei Bonso
2	akyer1	Akyer1
3	antiri	Antiri
4	akonn4bea	Akonn4bea
5	aburi	Aburi
6	mamp4n	Mamp4n
7	kofi brenya	Kofi Brenya
8	afua brago	Afua Brago
9	sawakyi	Sawakyi
10	abena agyem	Abena Agyem
11	kwaku diawuo	Kwaku Diawuo

- (2) One other weakness of candidates is non-adherence to rubrics. Candidates were required to answer one question only from each of the four (4) parts of the paper. But some weak candidates answered two questions that alternate in the same section.
- (3) Twi pronouns and verbs: it is quite disheartening that at this level, many a candidate have not mastered the “Golden Rule” in Twi which demands that the pronouns subjects and verbs are written together as single units. The following are examples that ran through a lot of candidates’ exercise:

s/n	Errors	Correct version
1	4k4 t44	\$k4t44
2	W4 y11	W4y11
3	W4k4 pra	W4k4pra
4	4nk4 sua	4nk4sua
5	Wo tuu	Wotuu
6	Ab1 tene	Ab1tene
7	W4 saa	W4saa
8	W4 ayi	W4ayi
9	B1se saa	B1sesaa
10	Y1 k4b44	Y1k4b44

4. **SUGGESTED REMEDIES**

- (1) Tutors who handle candidates should draw the attention of candidates to the morphology of these important lexical items during the reading exercise of the prescribed textbooks. Tutors must be more meticulous when vetting candidates’ exercises.
- (2) Candidates must be exposed to past question papers which carry the rubrics for each section.
- (3) Tutors should make conscious effort to teach the structural differences between English and Twi pronouns subjects and their verbs.
- (4) The class must read very good Twi textbooks and make efforts to study the structures these books provide.

- (5) Copious exercises is also very helpful and more importantly, tutors must vet candidates' assignments meticulously.

5. DETAILED COMMENTS

Question 1

- (a) **What is a folktale?**
- (b) **Discuss the structure of a folktale.**
- (c) **Give four importance of folktales.**

The very good candidates were able to meet the requirements of the question and therefore scored excellent marks. However, there was a group of candidates who fumbled with subquestion (b) because they listed only *beginning*, *medial* and *final* without explanation and therefore scored very low marks.

The four importance of the genre such as providing advice, enjoyment, eloquence, knowledge about creation, values in the society and others were merely listed without explanation by the weak candidates, though the question explicitly demanded this. Thus they lost a good deal of marks.

Question 2

- (a) **What is traditional marriage?**
- (b) **Give three reasons why people marry**
- (c) **Discuss three rites performed in the marriage process.**

The candidates who tackled this question were able to define marriage as the formal union of a man a woman, typically as recognized by Akan traditional law, by which they become husband and wife. The question also demanded full notes on any three of the practices associated with Akan marriage such as *k4k44k4* (knocking), *Danta* and *Tamboba* for the father and mother respectively; *Akonta sekan* for the brothers-in-law; *Trinsa* (Dowry); *AdwankIse* (the maiden dish) that the bride prepares for the husband's family.

Candidates were required to give and explain any three reasons why people marry in the Akan society. The good candidates gave tangible reasons, such as procreation, respect, protection, union of families, job opportunities for livelihood. On the other hand, the same weak candidates failed explain their answers and scored low marks. On the whole candidates failed to explain their answers and scored low marks. On the whole candidates' performance was above average.

Question 3

- (a) **Discuss the role of the major character in the novel “!nn1 Nso Bio”.**

Candidates were expected to discuss all the various activities about Kofi Brenya in three main stages – his birth to his childhood activities, his primary education at Sawakyi and Bekwae his secondary education at Mfantsepim in Cape Coast and his waywardness making it impossible for him complete his secondary education. He was enlisted in the army and worked in Burma as a staff of the Military Health Services. He trained as a medical doctor in Britain, he returned and offered services to his community and finally married Afua Birago who had also become a qualified nurse.

As usual, the good candidates met the requirements of the question while the weak ones could not and scored low marks.

Question 4

(a) Discuss the plot of the novel “Nso Bio” sequentially.

Like question 3, the events should be discussed in three main stages such as the initial which involve the birth of Kofi Brenya, his childhood activities which also include the attitude of his parents, peer groups and other adult neighbours. The second stage dwells on Kofi Brenya’s education at Sawakyi, Bekwae and Cape Coast and his inability to complete his secondary education as a result of his own misbehaviour that caused the withdrawal of the scholarship he had enjoyed from his community. The final stage deals with Kofi Brenya’s enlistment, his employment in Burma, study tour in Britain as medical student, Kofi Brenya’s arrival home and services offered to the community. His marriage with Afua Birago was the climax.

Few candidates attempted this question. Their performance was above average.

Question 5

(a) Discuss two major themes of the drama.

(b) Explain four literary expressions as used in the drama.

Candidates were able to discuss the first encounter of Osei Bonsu and Akosua Akyer1 which developed a serious relationship. The two persons went to their respective home towns to solicit their parents’ endorsement. Thus Osei Bonsu was in Asante Mampon while Akosua Akyer1 visited hers in Aburi.

The second event: having succeeded in convincing their parents, Osei Bonsu married Akyer1 in a grand fashion. Things later proved that he exceeded the normal limits in the society as far as the wedding was concerned.

Another major event: As the marriage was based on false hopes, it nearly collapsed. But strange enough, the situation was saved, this time by Akyer1, Osei Bonsu’s wife. She gave out of her hard-earned savings an amount of ₵400.00 to Osei Bonsu to settle all his debts.

The performance of candidates who attempted the subquestion (b) was good.

Question 6

This was a context question which comprised three subquestions:

- (a) Who made the statement and who was the addressee?**
- (b) When and where did this interaction take place?**
- (c) State the outcome of this interaction.**

It was Antiri who made the statement. The addressees were Akosua Akyer1 and Akon4bea, the mother of Akyer1. It happened in the morning at the living room of Antiri in Aburi. It was the time Akyer1 and Akonn4bea appeared before Antiri to discuss Akyer1's marriage to Osei Bonsu. After this, Osei Bonsu had the opportunity to marry Akosua Akyer1 in a grand fashion which proved that he exceeded the normal limits in the society. This landed the marriage in a mess, but the situation was saved by Akyer1 who gave out of her hard earned savings an amount of ₵400.00 to Osei Bonsu to settle all his debts.

Candidates' performance was okay.

Question 7

- (a) What is the theme of the poem "Dua Kor4 Gye Mframa a, !bu"?**
- (b) (i) What is the mood of the poet?**
(ii) Quote a line from the poem to support the response.
- (c) State any three structures of the poem.**

Candidates who attempted subquestion (a) provided very good answers. Many candidates met the requirement of subquestion b(i) but a few others fumbled with b(ii) because their responses were not explicit. With the structure of the poem, the poem has four stanzas, each stanza has nine lines, each line is composed of short sentence, literary devices such as repetition, proverbs, idioms and rhetoric questions were used.

Many candidates were able to give these relevant examples. Therefore their performance was good.

Question 8

- (a) What is the theme of the poem "Asase Yaa"?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

- (a) Candidates mentioned one of these good answers: Asase Yaa is generous to mankind, animal kingdom and plants. All creation benefits from Asase (the Planet

Earth), despite the over dependence of creation on Asase Yaa, she is not perturbed.

- (b) - The poem has only one stanza.
- The stanza has forty one (41) lines.
- Each line has short sentence.
- Literary devices include personification, contrast, simile, hyperbole, proverb and appellation.

The good candidates met the requirements of this section and scored full marks.

- (c) (i) Repetition: reinforces the poet's recognition of the benefits creation enjoys from Asase Yaa (the Planet Earth).
- (ii) Hyperbole: depicts the stable condition of Asase Yaa (the Planet Earth) in spite of supporting the various activities of mankind, animal kingdom, rivers and plants.

These good points were provided by many of the candidates and they scored good marks.

TWI (ASANTE) 1

1. GENERAL COMMENTS

The paper compared favourably with those of the previous years. The questions were well framed, concise and devoid of any ambiguity.

Generally, candidates' performance was not as good as that of last year. A number of candidates scored less than ten (10) ten and even zero (0) out of the total marks of one hundred and twenty (120).

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Composition: Generally, candidates were able to write the required number of words. Most of them were able to raise very good points and discussed them well, especially those who selected Questions 1 and 2. Question 1 asked candidates to discuss four (4) causes of corruption in Ghana and suggest four (4) ways to curb the situation. Question 2 was letter writing. It asked the candidates to take himself/herself as the head of prefect of his/her school and write a letter to the school headmaster telling him/her four (4) problems that affect students in the school.

(2) Comprehension: Candidates' performance in this section was very encouraging. Most of them were able to give a suitable title to the passage as well as handling both inference and stated fact questions well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Mechanical Accuracy: A large number of candidates scored zero (0) in this area. In addition to poor spelling and punctuation, some candidates began their sentences with lower case letters.

(2) Language Structure: Generally, candidates performed very poorly in this area. It seemed most candidates gave it very little or no attention at all during the preparation for the examination. It must be noted that a large number of candidates had very little or no knowledge at all with respect to adverbial clause and adjectival clause.

4. SUGGESTED REMEDIES

(1) Teachers of the language should not overlook the importance of orthography in language teaching and learning.

(2) Teachers of the language should give the teaching of the language structure (phonology and syntax) the premium it deserves. They should be very mindful of the books they recommend for their students as most of the books, especially the 'Questions and Answers' ones in the market are substandard.

- (3) Students must be encouraged to read a lot of Twi literature books and write more essays.
- (4) Workshops, seminars and in-service training should be organized for teachers of the language as it was observed that, most of them has problem with regard to the language structure.

5. **DETAILED COMMENTS**

Question 1

Discuss four (4) causes of corruption in Ghana and suggest four (4) ways of curbing the situation.

It was the second most popular question. Candidates who selection it performed well. Most of them were able to give good introduction and very suitable conclusions.

As expected, most of the candidates gave the following causes and remedies:

Causes:

- The lust to get rich quickly
- Inadequate remuneration for workers
- Insatiable human needs
- External pressure e.g. demand from family members, society, institution, etc.
- Temptation of people to live beyond their means (showmanship)
- Job insecurity (especially political appointees an political interference)
- Inadequate social security after pension or retirement for public and civil servants

Suggested remedies

- Public education on probity and accountability
- Punitive measures should be meted out to offenders
- Adequate remuneration for work done
- Better or attractive social security scheme to cater for Ghanaian workers after retirement (pension)
- Honest public workers should be identified and given good awards for others to emulate
- Religious bodies and the media houses and other institutions should shun people who amass wealth through bribery and corruption

Question 2

You are the head prefect of your school. Write a letter to your school's headmaster and tell him about four (4) problems that affect students in the school.

This was the most popular question. Most candidates who selected it performed relatively well. As expected most of them used formal language, titled the letter, presented their facts in an orderly manner and gave the appropriate valediction.

With respect to content, candidates were expected to give a very good introduction. Candidates were expected to discuss the problem and give a good conclusion.

As expected most of them identified the following:

Problems identified facing the school:

- Utilities such as water, sanitation, electricity, etc.
- Accommodation – living quarters for teachers, overcrowded dormitories, inadequate classrooms
- Inadequate teaching and learning materials, such as text books (suitable), library books, etc.
- Lateness and unpunctuality on the part of students and teachers
- Absenteeism
- Poor feeding
- Immorality among teachers and students
- Unnecessary or unjust punishment by prefects and teachers, etc.

Conclusion: Candidates were expected to make an appeal (urgent/earnest) to the headmaster and school authorities to heed to the request made on behalf of the students to bring about improvement in the school as a whole.

Question 3

Write a speech to be delivered to a Youth Association in your community on the topic “The benefits of environmental cleanliness in the community”.

This was the least attempted question. It required candidates to write a speech on the theme “the benefits of environmental cleanliness in the community”.

Introduction: Candidates were expected to address the chair and observe protocol; show of appreciation to deliver the speech and mention of the topic as well and its definition in brief.

As expected the few candidates who attempted this question came out with the following benefits:

- Good health
- Accessibility during emergencies – free movement among houses
- Reduction in illness and frequent deaths
- Reduction in expenditure on hospital bills
- Increased productivity – more food, more income, etc.
- Happy moments in the community to bring about social cohesion and unity
- Increase in the life-span of the people
- Attraction of tourists and other visitors

Conclusion: Candidates were expected to thank the executive and audience for the opportunity and listening to him/her.

Question 4

Write a story that ends “Once bitten, twice shy”.

This essay was the third most patronized question. Most candidates who selected this question wrote very nice stories but a large number of them failed to write the required number of words. It was expected that the story would end with the statement appropriately. Any story which failed to do so scored very low mark for content.

Candidates were expected to use informal language. The body of the story was expected to take this structure;

Introduction: Any suitable introduction that directs the mind to an episode capturing some experiences.

Body:

- Narration of incident(s) – about himself/herself, a friend or any other person (protagonist)
- Possible causes: laziness, disobedience, truancy, procrastination, negligence, deceit by somebody, lackadaisical attitude, etc.

Consequences

- Loss of properties such as money, personal effects, etc.
- Failing examinations
- Punishment/sanctions
- Putting oneself into trouble
- Humiliation, etc.

Question 5 - Translation

An English passage of one hundred and seventy (170) words was given to candidates to translate into Twi (Asante) for twenty marks.

Generally, candidates’ performance was average. It is worth noting that almost all the candidates scored zero with respect to the Mechanical Accuracy which was two marks. Also, most candidates found it very difficult to translate the following words or expressions – “midnight”, “snoring”, “hurdle”, “novice”, “graveled walkway”, “gravel” and “the shrill sound of a cricket”.

Question 6 - Comprehension

Relatively, candidates performed very creditably in this section. They did well in answering both the ‘stated fact’ and ‘inference’ questions. It must be stated, however, that most candidates had the question on the grammatical name and the grammatical function of the expression “*Nnipa a Ik44 twi k44 breman*” wrong.

Also, a number of them could not indicate the kind of literary device of the following sentence: “Owuo puee kuro no mu”. Though the answer is personification, most of the candidates wrote either idiom or exaggeration.

Question 7

- (a) Explain the following: Voiced consonants and Voiceless consonants**
- (b) Write down four voiced consonants and four voiceless consonants of your language.**
- (c) With two examples of words each, demonstrate the distribution of the following consonants in your language: [s] and [m].**

Question 7 was in three parts. The first part required candidates to explain ‘voiced consonant’ and ‘voiceless consonant’. The second part asked candidates to give four examples of each. The third part asked them to use two examples each to show the distribution of the following sounds - | s | and | m |.

Generally, candidates who selected this question found it very difficult answering the first and the last part.

Question 8

- (a) What is syllable?**
- (b) State four types of syllable structure in your language.**
- (c) Give two examples each of the four syllable types.**

Question 8 was in three parts. The first part asked candidates to explain the term ‘syllable’. The second part requested them to state four types of syllable structure in Asante Twi and the third part asked them to give two examples each.

Like question 7, this question was poorly answered. Quite a number of them were unable to explain the term appropriately. Also, very few of them were able to get the examples correct.

Question 9

- (a) Indicate the word class of the underlined word in each of the following sentences.**
- (b) State the function of the underlined words in each of the following sentences.**

Question 9 was in two parts: (a) and (b). The (a) contained ten questions and the (b) five questions. Relatively, candidates who selected this question performed well in (a) than in (b).

Question 10

- (a) What is a clause?**
- (b) With two sentences each, give examples of the following clauses:**
 - (i) Declarative clause**
 - (ii) Imperative clause**
 - (iii) Adverbial clause**
 - (iv) Adjectival clause**

This question was poorly answered. Not many of the candidates were able to explain the term 'clause' appropriately. Candidates must be reminded that the adverbial clause is not the same as the adjectival phrase and adjectival clause is different from adjectival phrase. Adverbial clause and Adjectival clause contain a verb but Adverbial phrase and Adjectival phrase do not.

TWI (ASANTE) 2

1. GENERAL COMMENTS

Generally the paper was a standardized one. Candidates who prepared well were able to answer the question they chose nicely. Writing the in an essay form where the questions demanded. Those who did not prepare well tabulated the points without any explanation.

The performance of candidates was below expectation. Performance ranged between 6 – 7 marks out of the 80 marks with a few falling between 45 and 59 marks. Surprisingly, some candidates scored zero (0).

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates' strength was on questions 1(a) & 1(c), 2(a) & 2(b), 7(a) & 7(c) and 8(a) & 8(c).

In questions 1(a) and 2(a) candidates were able to give the definitions nicely except a few candidates who left some important aspects of the definition out. Most of them use the right register in giving the explanation.

On questions 7(a) and 8(a), they were able to give the main themes in the poem rightly which is very commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weakness were on questions 1(b), 2(c), 7(b)(ii) and 8(c).

In question 1(b) which was on the structure of Akan folktales (Ananses1m), candidates could not follow the right procedure. Most of them left the major aspects out.

In question 2(c) they could not differentiate between “*Tiri Nsa*” and “*Tiri Adel*” in performing marriage rites. Some candidates wrote the investigation before marriage (Amare1 Nhwehw1mu) as part of the customary rites. Others spent their time writing about the Western type of marriage being practiced by Ghanaians these days.

Candidates could not quote some lines to support the answer they gave in question 7(b)(ii).

In question 8(c), they could not show how the poet used repetition (Ntimu) and Hyperbole (Anihanehane) in the poem. They rather gave examples of these two literary devices.

In some instances, candidates just wrote down points without explaining them which earned them ½ of the marks to be awarded.

It was observed that some of the students had not read the set books on their own.

4. **SUGGESTED REMEDIES**

Language (Twi) teachers should be given in-service training to help them teach all the aspects of the language to enable students answer questions in every area of the language.

Students are advised to buy and read the set books well. They should be taught how to analyse the structure and other literature aspects of the book as well as how to answer literature questions. Classroom teachers should pay more attention on the written literature to help students know how to answer questions from the book.

Poetry appreciation should be treated well in class to help the students know how to answer such questions well.

5. **DETAILED COMMENTS**

Question 1

- (a) What is a folktale?**
- (b) Discuss the structure of a folktale.**
- (c) Give four importance of folktales.**

More than sixty percent (60%) of the candidates answered this question. Candidates were able to define folktale (Ananses 1m) well to obtain the full mark. However, a few candidates who attempted the question could not define it well. They left some of the main ideas in the definition unmentioned, such as “designed by our forefathers based on their knowledge, wisdom and experience in life”. Another significant point some candidates left out was “pass on from one generation to another.

Candidates did not answer subquestion 1(b) well which indicated that they did not understand that part of the question. The question demanded the structure of Ananses 1m (Akan folktale) which is the beginning (*YInsesese nsesese o*), the middle which is the main story (*Ananses 1m no nankasa*) and the ending (*m’ananses 1m a metoe 1 yi, s 1 1y 1 dlo!, s 1 ny 1 d 1 o!, ebi nk 4 na ebi mmra, mede soa asomasi*)

Candidates just mentioned the teller (4tofo4) and the listeners (atiefo4). They also mentioned when, where and how people gather themselves in either circle or semi-circle form to listen to folktale telling leaving the details of the structure.

In subquestion 1(c) all those who answered it had it halfway right because they did not explain the points they raised. They just tabulated them.

Question 2

- (a) What is traditional marriage?**
- (b) Give three reasons why people marry**
- (c) Discuss three rites performed in the marriage process.**

Most candidates who answered this question – Akanfo4 Aware 1 defined it well to attract the full marks for that part. Some candidates left out marriage as “being a union between two people from different families” which did not earn them the full marks. Such

candidates concentrated on the marriage being an agreement between two people who have decided to lie together as husband and wife.

In question 2(b), the candidates were able to give reasons why we marry but most of them did not explain the points they gave. Others who tried to explain could not explain them correctly. Just a handful answered it well.

On the question 2(c) most of the candidates could not differentiate between “Tiri Nsa” and “Tiri Ade1” which are two different things. Others added *Aware NhwewhwImu* (Marriage investigation) which is not part of the marriage rites to the explanation.

Some candidates wrote about the western type of marriage being practiced these days in Ghana so they mentioned things like the Rev. Minister/Pastor blessing the marriage, giving out rings and Bible and cutting of cakes, etc.

Question 3

(a) **Discuss the role of the major character in the novel “!nn1 Nso Bio”.**

More than 90% of candidates answered this question but deviated in a way. Instead of them to write on the role the main character “Kofi Brenya” played, they described him. For example “*Kofi Brenya na ne maame ne Eno Abena Agyem na ne papa ne \$panin Kwaku Diawuo*”.

- \$no na 4k4hw11 ne mfidie a 4reba 4kum anomaa a w4fr1 no p4de11 a 11k4t44 d4t4 bi mu a 4rek4yi no a mm4bor4 hwee no no.
- \$no na w4retwer savakyi mm4fra din de w4n ahy1 suku ase a ne maame maa no k4hy11 mpa ase no, etc.

A few candidates who had an idea about the content of the question three could not string their points together to write it in an essay form but wrote just the points, e.g.

- Ne maame maa no k4hy11 mpa ase bera a na Maseta Nimade nenam afie mu retwer1 mm4fra din de w4n ak4hy1 sikuuase w4 Sawakyi.
- Wank4pra tiafi so memeneda an4pa bi nti nkwadaa a w4w4 korom h4 ban ne s1 w4reb1gye no mmratode1, etc.

Question 4

(a) **Discuss the plot of the novel “!nn1 Nso Bio” sequentially.**

Candidates did not answer this question at all. Just about 7% answered it but not to expectation.

Question 5

(a) **Discuss two major themes of the drama.**

(b) **Explain four literary expressions as used in the drama.**

Candidates were not clear about the question 5 (a). The question required candidates to give the major events (NsIntitire) in the set book. Candidate mistook it to be ‘moral lessons’ (Adesuade1/Adesua).

Candidates gave answers like “!s1 s1 nn11maafo4 gyae ak1ses1m a w4y1 kyer1 nipa bi a w4ne w4n nanu” i.e. The youth of today must abstain from boasting.

Again, some said that “Mmerante1 a aduru aware1so ntie afutuo mfiri mpanimfo4 h4 ansa na w4ay1 w4n adwene s1 w4ret4ware”. Youth of marriage age must adhere to advice from the elderly.

In question 5(b), most of the candidates did not give the meaning of the idioms they were to explain as they have been used in the book, but they gave another idioms similar to what they have to answer. Those who tried to answer it did not give meanings to show how they have been used in the Drama. For example, an idiom like “Akyene anim da h4 a w4nyan nky1n”, candidates gave the answer as “As1m nokor1 da h4 a ylka” which is wrong because this is not how it has been used in the story. A second example is “K4 nna kra nna”. Candidates wrote “ne y4nko br1bo4 pa ara a 4ne no y1 biribiara bom”.

Question 6

This was a context question which comprised three subquestions:

- (a) **Who made the statement and who was the addressee?**
- (b) **When and where did this interaction take place?**
- (c) **State the outcome of this interaction.**

Candidates who answered Question 6 did well in the 6(a) which was a two-in-one question but in the 6(b), the answers given were partially right. Most of the candidates could not give the time but were able to mention the place the conversation went on. The question was “Ber1 b1n ne hefa saa nkutahodie yi k44 so?” candidates wrote ‘Aburi’ as their answer without mentioning the exact place the conversation took place.

Candidates answered the question 6(c) well to attract the marks awarded.

Question 7

- (a) **What is the theme of the poem “Dua Kor4 Gye Mframa a, !bu”?**
- (b)
 - (i) **What is the mood of the poet?**
 - (ii) **Quote a line from the poem to support the response.**
- (c) **State any three structures of the poem.**

Candidates who answered this question did well in the 7(a). They were able to give the main theme in the poem to attract the required marks.

In question 7(b)(i) candidates gave more than the required answer. Candidates were to write the mood of the poet and most of them wrote three or four answers at the same time. For example

- Na 4nwomfo4 no w4 4haw mu
- Na 4nwomfo4 no w4 awerlho4 mu
- Na 4nwomfo4 no w4 anibere mu
- Na 4nwomfo4 no w4 ahohiahia mu

In question 7(b)(ii) they were to support their answer with quote lines from the poem but most of them could not quote and those who attempted to quote, quoted wrongly.

Candidates answered the 7(c) well by describing the structure of the poem.

Question 8

- (a) What is the theme of the poem “Asase Yaa”?**
- (b) State any three structures of the poem.**
- (c) Discuss the function of each of the following literary devices as used in the poem.**

Candidates were able to answer question 8(a), which is the main theme in the poem well.

In 8(b) they were to give the structure of the poem and it was also answered well but in

the 8(c) where candidates were to explain how Repeation (Ntimu) and Hyperboly (Anihanehane) were used by the poet in the poem, candidates rather gave examples of these literary devices. For example “\$nwomfo4 no de Ntimu y11 adwuma Asese Yaa.”

- \$nwomfo4 no de Anihanehane y11 adwuma
- Asase Yaa a apo amene wo4
- Asase Yaa a woso mmep4 ne nkoko4