

SOCIAL STUDIES 2

1. GENERAL COMMENTS

The standard of this year's paper compared well with that of the previous year. All the questions were developed from the topics in the social studies syllabus. However there was a slight fall in the performance of the candidates compared to last year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) A good number of candidates provided answers in good English language with accurate spelling.
- (ii) A good number of candidates wrote legibly and arranged their points carefully which made marking comfortable.
- (iii) Many of the candidates demonstrated clear understanding of the questions through the answers they provided.
- (iv) Some of the candidates provided additional excellent information to attract very good marks
- (v) Appreciable number of candidates adhered to the rubrics of the paper.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates could not expand their points and merely provided one sentence answers. Little or no effort was made to expand points to attract additional marks.
- (ii) The challenge of wrong spelling of words run through some candidates' narratives.
- (iii) Some candidates did not adhere to the rubrics of the paper hence lost marks.

4. SUGGESTED REMEDIES

- (i) Candidates are advised to read relevant literature to get the right facts and information needed to answer Social Studies questions.
- (ii) Candidates should first read the rubrics, understand and apply the rules governing the paper.

- (iii) Teachers of the subject should run candidates through the rubrics of the paper especially final year candidates for them to be conversant with the challenge of not observing the rubrics.
- (iv) More exercises should be given to candidates for practice and the use of past question papers would be helpful.
- (v) Teachers should assist candidates to expound on points when required. This effort is rewarded by extra marks especially with questions that demand some amount of narratives. Mere points do not attract full marks.

5. **DETAILED COMMENTS**

Question 1

- (a) (i) **Define the term superstition.**
- (ii) **List two examples of superstitious belief in Ghana.**
- (b) **Outline *five* effects of superstitious beliefs in Ghana.**

This question was on the superstitious beliefs in Ghana and the effects on society. Candidates had enough room to raise either negative or positive effects of superstition.

The a) part requested candidates to define the word superstition and was well answered by about 95% of the candidates.

For the b) part, candidates who merely listed the effects lost marks. A good amount of knowledge was demonstrated by most candidates in this question.

Remarkable answers such as superstitious belief could bring about irrational fear, prevent scientific growth and development, encourages rest, human rights abuses, etc run through most of their narratives.

Errors in spelling of words was the second challenge for some candidates.

Question 2

- (a) **State four characteristics of a good map.**
- (b) **Highlight the steps you will take to draw the map of your school compound.**

Question 2 was a typical geography question which requested candidates to demonstrate understanding of what a good map was and to apply the knowledge to show how a good map is made using their school compound as an example.

The question was poorly answered and candidates scored low marks. The characteristics of a good map includes: should have a title, date, scale, plan or legend, direction etc.

Steps to take to draw the map of the school compound includes: a reconnaissance or a visit to the site to observe the place, draw a rough sketch map of the place, revisit to the site for correction and further observation, measurement of the place, choose a scale, draw the outline of the place to a scale, insert features etc

Question 3

- (a) Study the table below and match correctly the events in column A against the year it occurred in column B.

<i>A (EVENT)</i>	<i>B (YEAR)</i>
<i>(i) Formation of the Fante Confederation</i>	<i>1852</i>
<i>(ii) The Yaa Asantewaa war.</i>	<i>1898</i>
<i>(iii) The Sagrenti war</i>	<i>1900</i>
<i>(iv) The Poll Tax Ordinance</i>	<i>1874</i>

- (b) Outline four causes of the 1948 riots in the Gold Coast.

Question 3 was a history question which tested candidate's knowledge on some of the major political events that took place in Ghana and the dates the events took place.

The (a) part was answered by most candidates however a few candidates lost all of the 4 points because of the wrong answers they provided.

For the (b) part three groups of candidates were observed. The first group provided the points for the causes of the 1948 riot in the Gold Coast but could not expand them to attract full marks. The second group could not provide any relevant points, had a lot of spelling mistakes and difficulty to put down meaningful sentences to attract any mark. The third group expanded the points and scored very good marks.

The points needed to be expanded by candidates include:

Few Africans served in a white dominated civil service, a kind of discrimination

The Burns constitution did not satisfy political aspirations of the Gold Coasters making the government unpopular

Economic decline after the Second World War increased hardship also for Gold Coasters.

Shortage of goods leading to higher prices of goods, and uncomfortable living etc.

Question 4

Highlight five ways of ensuring political stability in Ghana

This question was on governance which required candidates to highlight ways of ensuring political stability in Ghana for 20 marks

Questions of this nature require candidates to actually show knowledge and understanding of the question by expanding their points satisfactory to attract 4 marks each. Mere listing of the points was the challenge of candidates who attempted this question.

Sample answers may include:

Tolerance to divergent views. Since there are various ways of dealing with issues and challenges the very good views and very good methods of other political opponents could be accepted, improved upon and used. This is one way political stability could be ensured in Ghana etc.

Question 5

- (a) (i) **Define primary production.**
- (ii) **List two examples of a primary production industries in Ghana.**
- (b) **Identify *five* problems facing the primary production industries in Ghana.**

This question was on socio- economic development in Ghana .The question requested candidates to demonstrate knowledge, and understanding of primary production industry in Ghana, and the problems facing the industries.

The question was quite popular with candidates with as nearly as 95% of the candidates attempt it and scoring very high marks. The (a) part was well answered however the (b) part was poorly answered.

The challenge was their inability to expand the points to attract full marks.

Relevant points were raised such as inadequate storage facilities like silos and stores, and competition from imported goods as some of the problems facing the primary industry.

Question 6

- (a) (i) **Define discipline.**
- (ii) **List five acts of indiscipline in the Ghanaian society.**
- (b) **Identify four reasons that account for indiscipline in the Ghanaian society.**

Question 6 was on the sub-topic indiscipline in the Ghanaian society. It was in two parts.

The (a) part was a definition and specific acts considered as indiscipline in Ghana and the (b) part reasons that account for indiscipline.

It was a popular question and candidates who answered it scored above average marks.

The following relevant points were not mentioned by candidates:

Urbanization, breakdown of traditional values and norms and the crave for material things.

On the whole, the performance of candidates was good.