

DAGAARE 2

1. GENERAL COMMENTS

The 2018 paper as compared to that of the previous year was of the same standard. Candidates' performance this year improved over that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Most candidates performed very well in almost all the questions.
- Many of them were able to answer the questions as required by the instructions.
- A good number of them attempted almost all the questions.
- They were able to use the right registers, especially, in the essays.
- Most of the comprehension questions were well answered. This was featured prominently in "j" where they were expected to provide a suitable title for the passage.
- This time round, candidates did not answer more than one essay question.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- A few candidates deviated in the essays; especially 1(a) and (b).
- Sadly, some candidates either copied the comprehension passage for their essays or interlaced sentences from the comprehension passage with their own sentences.
- A few also copied questions before answering them; that is a total waste of time.
- Some candidates used 'ŋ' as a word in Dagaare.

4. SUGGESTED REMEDIES

- Teachers are encouraged to discourage students from copying from the comprehension passage or any part of the question paper as answers to questions.
- Candidates should equally be encouraged to understand every question before answering it. They should at least look out for the command or operative word in the question.
- Students should be taught the difference between a phoneme and a word.
- Candidates must be encouraged to stick to the demands of every question.

5. DETAILED COMMENTS

Question 1(a)

Discuss the work you would like to do in the future

The question expected candidates to write what they want to become in future. This could range from being a lawyer, through engineering, piloting to teaching.

The few candidates who attempted the question did well. Most of them were able to state the name of the profession, why they like it and the prospects involved. They gave very good reasons for their choice of future careers. These include financial rewards, social status, opportunities for travelling, getting the chance for scholarship and further studies, etc

Some candidates, however, deviated; they rather wrote a friendly letter.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

The question expected candidates to write a letter to a friend, telling her/him how she/he would spend this year's Christmas.

About 90% of candidates answered this question. Most candidates did very well. Some were able to state the date and the fact that it is the upcoming Christmas, their initial preparations towards the occasion, the Christmas day itself and how they would end it. Some tried to explain the meaning and importance of Christmas.

Most candidates actually used the required registers for the essay.

Other candidates deviated; they were rather writing to their friends to come and spend the Christmas with them.

Some also wrote the salutation as 'Fo zomeņa' – 'Your friend' instead of 'N zomeņa' – 'My friend' which is the required salutation.

- Some candidates unfortunately had their subscriptions as 'yours faithfully'. Some appropriate ones could be: 'Yours ever', 'As ever', 'Your friend', 'It's me', etc

Question 1(c)

Describe your best teacher

The question expected candidates to describe a teacher they like most. Candidates were expected to mention the school being attended, the class and the name of the particular teacher.

A few candidates who answered this question were able to mention the name of their best teacher and the subject he/she teaches. They then went ahead to talk about his/her physical characteristics as in height, complexion, size, etc and stated a number of reasons why they like him/her among the other teachers. Many of them gave various reasons for the choice of the particular teacher. Some included the physique, neatness, make up and mode of dressing, how he or she goes about teaching, interactions with others in the school and outside the school and how he/she assists and encourages candidates in their studies.

Generally, the candidates who answered this question scored high marks.

However, some candidates deviated by taking the question as a letter.

Question 1(d)

State and describe a special gift you received from your best friend.

The question expected candidates to describe a special gift given to them by their best friend. They were expected to mention the gift and when (date, occasion, etc) they received it. The reason(s) for the gift should also be given. It is important to mention the name of the friend and shed a bit of light on him/her.

The candidate could then go further to describe the gift and its value to underscore the fact that it was special to them.

That is the question most candidates did not answer.

The few who attempted it, performed poorly.

Question 2 Comprehension

The candidates were to read a passage and answer ten (10) questions numbered (a) – (j)

Questions a, c, d, f and g were stated facts while questions b and h were inferential questions. As has always been the case, candidates easily answered the questions on stated facts but had difficulties with the inferential questions because the answers could not be found directly from the passage.

Question i, tested candidates on the meaning of idioms. This was also poorly done. Candidates should practise giving meaning of idioms in comprehension passages to improve their performance. In question j candidates were to give a suitable title to the passage, using a limited number of words. A title should be the gist/summary of the passage.

About 95% of candidates did very well in the comprehension. Most of them gave direct answers to the questions. That is an indication that they understood the passage.

Only a few candidates wrote down the questions before answering them, a practice which should be discouraged.

Question 3 - Lexis and Structure

Questions 3(a-e) tested candidates' knowledge of pronouns. Question 3 (f-j) tested the classes of some underlined words while question 3 (k-o) tested the opposites of some underlined words. Question 3 (p-t) were on conjunctions

Most candidates did well on this bit of the paper. They were able to provide the required pronouns, word classes and those that are almost opposite in meaning to the other words as provided.

Only a few candidates did poorly.

DAGBANI 2

1. GENERAL COMMENTS

As usual, the Paper 2 consisted of three parts: Composition, Comprehension and Lexis and Structure respectively.

The Composition had four (4) topics from which candidates were required to write on only one. The Comprehension had a passage the candidates were to read and answer ten (10) questions that followed it. The last part, which was the Lexis and Structure was made up of twenty (20) questions. Candidates were required to answer all the questions.

The questions in all the parts of the papers were within the syllabus. They measured up to the standard required of BECE questions.

The performance of candidates this year was average as compared to that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Most of the candidates were able to write on the composition topics.
- Most candidates were able to express themselves well and answered the questions satisfactorily.
- A good number of them proved to have command over the orthography of the Language.
- Many of them answered the different requirements of the Lexis and Structure questions very well.
- Candidates are encouraged to continue to study hard for better results.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- The first weakness of the candidates was that some of them could not write their own compositions. They either copied the comprehension passage or parts of the passage as their composition. Some also copied the composition topics and some other questions as their composition.
- The second weakness was that most of them could not answer the questions in the Lexis and Structure part.
- The third weakness was that some of the candidates could not answer the inference and summary questions in the comprehension.

4. **SUGGESTED REMEDIES**

- On the issue of copying from the comprehension passage as their composition, teachers should spend time to teach their students how to write compositions of different types. They should also advise their students against such practices. Candidates should be encouraged to study and practise how to write compositions on their own.
- Teachers should teach their students how to answer comprehension questions.
- Teachers should also teach their students the various aspects of grammar.

5. **DETAILED COMMENTS**

Question 1(a)

Discuss the work you would like to do in the future.

This was a discussion topic on what work the candidate would like to do in future. Candidates were to indicate their choice of work. They were also to discuss four reasons for the choice they mentioned. Some of the possible reasons to be advanced could include financial rewards, social status, opportunities for travelling, getting the chance for scholarship and further studies, etc.

The candidates were expected to discuss these reasons in detail. A good conclusion, recapping the main issues discussed, was expected.

Most candidates who attempted the question did well in their discussions.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

This was a friendly letter telling a friend who attends another school how the candidate would be spending the forthcoming Christmas. In the letter, candidates were to greet and indicate the purpose of the letter. They were expected to give a detailed account of how they would prepare for the forthcoming Christmas. They were to discuss four (4) points very well to make their intentions clear to their friend. The following points could be discussed: gathering of various food items, shopping, invitation to friends, how the party would be organized, taking of pictures and visiting of interesting places, friends and family members, attending church for thanksgiving, etc

Many of the candidates attempted this topic and performed very well.

Question 1(c)

Describe your best teacher.

This was a descriptive composition. Candidates were to mention the school they attend, class or form and the particular teacher's name. They were to give reasons why they like the particular teacher among other teachers. They were to describe his/her physical structure, his/her neatness, mode of dressing, how he/she teaches, social life, his/her assistance to students in their studies, and he/she being firm and fair in his/her dealing with students.

Many candidates wrote on this topic. Most of them were able to mention the names of their schools and names of the teachers. They were able to talk about the help he/she gives to students.

Many of the candidates performed very well on this topic.

Question 1(d)

State and describe a special gift you received from your best friend.

This topic was both narrative and descriptive in nature. Candidates were to mention the type of gift, the date on which it was received and who gave it to them. They were to state how special the gift was to them and also state the occasion for which the gift was given. They could also add the mood in which they were upon receiving the gift.

Candidates who wrote on this topic were able to mention the gift and the occasion on which it was given to them. The few candidates who wrote on it performed very well.

Question 2 - Comprehension

Candidates had to read a passage and then answer the questions that followed it. The questions were ten (10) in all. They were based on stated facts, inference, vocabulary explanation and summary – providing a suitable title to the passage.

These were the expected answers to the questions.

- Ni ot mooi buyim/o daa b̄rila buyim
- O daa dola s̄ɔŋ zuɣu/O daa dola s̄ɔŋ zuɣu dundoŋni
- O daa zula soŋgbali/O da zula nimdi
- O daa baŋya ni so zu o nimdi ka b̄hi/Biliɛɣu daa yeli o ma din kam daa niŋ
- O ni daa baŋ ni Amiliya palo maa n-zu o la/o daa b̄rimi ni sokam baŋ ni Amiliya palo maa nyela tayiya.

- Naawuni daa ɲari bilieri noya
- Bilieri
- Nambɔɣu daa kpe naawuni ka o tehi nidibitu ni bilieri yeri yeltɔya
- Kapirichi/Mambumo
- Amiliya mini bilieyy/Amiliya zu nimdi/Naawuni mini bilieri/Amiliya mini bilieyu ma.

Candidates who answered these questions performed very well.

Question 3 - Lexis and Structure

This part of the paper tested the candidates' knowledge on pronouns, word classes, opposites and identifying conjunctions in sentences.

In questions (a)-(e) – candidates were to replace some underlined nouns with pronouns. The correct answers were as follows:

- Bε
- Ba
- Ti
- O
- O

In questions (f)-(j) – candidates were to identify the types of word classes the underlined words belonged to in the sentences. The correct answers are as follows:

- Bachiniɲdipahirili
- Bachinamdili
- Bachiniɲdili
- Bachinamdili
- Bachituɣirili

In questions (k)-(o) – candidates were to provide the opposites of some underlined words in the sentences. The correct answers are as follows:

- Bila
- Ti'malisa/ti'nyayisa
- Feranima/fara
- biela
- vunyayili

From questions (p)-(t) – candidates were to identify the conjunctions in the various sentences. These are the correct answers:

- mini
- amaa
- dama
- di mini/mini
- bee

The performance of candidates in this part of the paper was not encouraging. Most of them scored low marks.

DANGME 2

1. GENERAL COMMENTS

The 2018 Dangme 2 compared favourably with that of the previous year. The scope of the paper covered all the aspects of the Ghanaian Language and Culture studies as prescribed by the examination syllabus. The rubrics to the questions were very clear.

In general, candidates performed better in this year's paper as compared to that of last year. This notwithstanding a few individual candidates performed below average especially in the Comprehension and some aspects of the Lexis and Structure.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- In general, candidates demonstrated good understanding of the questions and answered them quite appropriately.
- For the essays, candidates ensured systematic and orderly presentation of facts and ideas in their write-ups. The relevant points were raised and presented logically and in appropriate paragraphs.
- Candidates also displayed some level of maturity in their use of language; for example, figurative expressions.
- Candidates generally demonstrated good understanding of the comprehension passage and answered the questions appropriately.
- A good number of candidates dealt sufficiently and effectively with the grammatical issues involved in the Lexis and Structure aspect of the paper.
- There was a dramatic improvement in candidates' use of the orthography of Dangme this year.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- The majority of the candidates far exceeded the prescribed number of words for writing the essays. On the other hand, a few candidates wrote far below the expected number of words.
- In some cases, some candidates wrote only the address without writing the actual letter. In other cases, they wrote an address, salutation and a subscription for questions that did not demand those formalities.
- Some candidates also demonstrated lack of understanding for the comprehension passage. Candidates had difficulties with some of the higher order (inferential) questions as well as finding a suitable title for the passage.
- A few candidates lifted very long sentences and in some cases, whole paragraphs as answers to some of the questions.

- Many candidates used colloquial and dialectal forms and wrongly pronounced versions of words instead of the standard Dangme. Some examples are: “*he ye*”, “*lae*” for “*hlae*”, “*hi4*” for “*hi1 4*”, “*b4 m4di*” for “*b4 m4de*”, “*eny4 ni*” instead of “*eny4ne*”, “*klaa*” for “*kulaa*”, “*pee ye*” for “*pee*”, “*omo*” for “*omɔ*” (rice), ‘e’ for ‘i’, ‘ngmaa’ for ‘ngmae’
- Some candidates abused the use of the capital letter. For example, they used the capital ‘I’ in the middle of sentences instead of a small one.
- A few candidates copied the whole or portions of the comprehension passage for their essays.
- In tackling the letter, some candidates wrote the date in other languages such as English, Twi and Ga.

4. SUGGESTED REMEDIES

- Orthography/standard Dangme should be vigorously taught in the schools.
- Candidates should register for and write the languages they are competent in.
- Pupils should be taught how to read and derive meaning from texts.
- Both intensive and extensive reading in Dangme should be encouraged and possibly enforced in all the schools.
- Pupils’ attention should be drawn to the fact that they do not gain marks for only writing an address (without the letter) and also to questions that demand no such features.
- Conversation lessons should be held during L1 classes for teachers to correct faulty language/pronunciations such as “*klaa*” for “*kulaa*”, “*lae*” for “*hlae*”, *enyɔne* etc.
- The grammar of the language should be seriously taught in the schools.

5. DETAILED COMMENTS

Question 1(a)

“Moo Ngma kɛ tsɔɔ ni tsumi nɛ o suɔ kaa o ma tsu hwɔɔ se”

The question required the candidate to write about the work he/she would like to do in future. This question was one of the least attempted. However, the few candidates who attempted it were able to state their job of preference.

Most of the candidates wanted to be doctors, teachers, farmers, drivers and even charcoal peddlers. In each case, however, the candidates were able to justify the choices made. Some of the issues raised were that the jobs are lucrative and command a lot of respect. Those wanting to be doctors and nurses would provide good treatment for the sick and preach healthy sanitation practices. Some argued that other jobs such as charcoal peddling do not require heavy capital to start, etc.

On the whole, those who attempted this question demonstrated clear understanding of the demands of the question and, therefore, performed quite well on it.

Question 1(b)

“Moo ngma sɛ womi ya ha o huɛ kɛ tsɔɔ lɛ bɔ nɛ o ye jeha nɛ ɔ bloonya a ha”

For this question, the candidate was tasked to write a letter to a friend describing or narrating how she/he was going to spend the up-coming Christmas. This was the most attempted question. And the majority of the candidates who answered it demonstrated that they understood the demands of the question. They were able to observe all the rules regarding the writing of a friendly letter.

The writing of the address, salutation and valediction was appropriately done. However, when it came to the real content of the essay, some candidates were found wanting. Some could not account properly for what they actually did. They were expected to discuss their initial preparations such as shopping, cleaning the home and surroundings, throwing invitation to friends, attending church services, visits to friends and relatives, throwing of Christmas parties, etc.

All the same, the general performance on this question was good.

Question 1(c)

“Moo Kale tsɔɔli nɛ a ngɛ o sukuu ɔ a kpɛti nɔ nɛ o suɔ e sane pe kulaa”

For this question, the candidate was required to describe vividly one of the teachers in the school. The question was the second most attempted question. Quite a good number of the candidates answered it and demonstrated that they understood the demands of the question. The majority of the candidates were able to give vivid and orderly descriptions of the teacher of their choice. Candidates were able to state the physical appearance, including height, colour, eye size, ear, nose, mouth, head and hair, etc. Social issues such as showing love, teaching well, punctuality at school, patience and kindheartedness, marital status, preference when it comes to food, games, etc. were well brought out. Indeed, candidates were able to use the right adjectives in their descriptions. The general performance was good.

Question 1(d)

“Moo Kale nike ni pətæ ko nɛ o huɛ ko ba ha mo lingmi nɛ ɔ he munyu”

The demand of this question is that the candidate was to describe a special gift he/she ever received from a friend. This was the least attempted and those who chose it did not perform very well on it. They possibly did not understand the question.

Candidates were to mention the type of gift, the date on which it was received and who gave it to them. They were also expected to state how special the gift was to them as well as the occasion for which the gift was given. They could also add the mood in which they were upon receiving the gift.

Candidates who wrote on this topic were able to mention the gift and the occasion on which it was given to them. A few candidates who wrote on it performed very well.

Question 2 - Comprehension

This aspect of the paper tested candidates' understanding of written texts. The question demanded that the candidate should read the passage, absorb the meaning and answer the questions – which were made up of both content-based (recall) and inferential questions.

Quite a good number of the candidates did well on this aspect of the paper. Many of the candidates understood the recall questions and answered them well. On the other hand, the majority of the candidates had considerable difficulty in dealing with the higher order (inferential) questions including providing a suitable title of the passage. While the candidate was required to provide a suitable title using only seven words, quite a good number of them lifted whole sentences/lines in the title.

Nonetheless a few candidates really provided suitable titles for the passage. E.g. “Ayɛflo Julɔ”, “Ayɛflokɛ bimwɔyɔ”. “Mawu Ngɛ bimwɔwi a nya” etc.

Question 3 - Lexis and Structure

This aspect of the paper had four (4) parts and tested candidates' knowledge in the following areas – pronouns, word classes, antonyms and conjunctions.

The first part tested candidates' knowledge about Dangme pronouns: both the objective and subjective cases of pronouns. Candidates were to use the appropriate pronouns in place of the proper and other nouns used in the sentences. The majority of the candidates performed well on this section. Very few candidates showed lack of understanding here and just wrote anything.

The second part tested candidates' knowledge about Dangme word classes such as adverbs, adjectives, verbs, conjunctions, and (common) nouns. For this part, the candidate was to write the word class of underlined words in given sentences. Quite a good number of candidates did well on this test. A few candidates, however, messed up and therefore got most of the answers wrong.

The third part requested the candidate to supply the antonyms for some underlined words in given sentences. The majority of the candidates performed very well on this aspect as they were able to supply the appropriate antonyms to the underlined words in the given sentences.

The last part requested that the candidate pick the conjunctions in the given sentences. Both coordinating and subordinating conjunctions were tested in this part. Again, a good number of the candidates did well on this test. With the exception of the subordinating conjunction “ne” which posed a challenge to a few candidates, the rest were well handled. General performance on this section was good.

EWE 2

1. GENERAL COMMENTS

The standard of this year's paper was the same as that of the previous year. The questions were rendered in a manner that suited the level and experience of all candidates. Candidates' performance was very good compared to the previous year. The usual weak areas of performance was on composition.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The majority of candidates answered all the questions required i.e. an essay, the comprehension and the lexis and structure:

- Their performance in the comprehension was very encouraging.
- The handwriting of most candidates was bold and reader-friendly.
- Almost all the candidates numbered their questions.
- Good paragraphing was also observed.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates failed to attempt the required number of questions. Some attempted the comprehension and Lexis and Structure and left out the essay while others also answered either only the Lexis and Structure or the Comprehension.
- Those who could not compose an essay reproduced either the composition passage or jumbled examination materials for their essays.
- Some ignored the rubrics and wrote short essays on each essay topic which caused them to waste time and never had any good marks.
- The works of some candidates were incomprehensible; once they could not be understood, marks could not be awarded.
- A few candidates also deviated content-wise in writing their essays and this naturally affected their performances badly on the whole.
- Some candidates never attempted any question; i.e. their answer scripts were left blank.

4. SUGGESTED REMEDIES

- Candidates are reminded to attempt only one essay according to their preference.
- They must endeavour to answer all the questions on the Comprehension and the Lexis and Structure.
- Candidates are advised to desist from reproducing the Comprehension passage or any other examination materials for their essays.

- They are encouraged to learn how to write essays in not less than 150 words in order to improve their performance. Candidates are supposed to read the demands of the essays, understand their requirements and produce them.
- Candidates are encouraged to read widely.

5. DETAILED COMMENTS

Question 1(a)

Discuss the work you would like to do in the future

This was a heavily patronized question. Candidates were expected to state the work they intended to do in the future which would serve as an appropriate introduction for the essay.

In the body of the essay they were to discuss the reasons for their choice of job. Some of the reasons expected from the candidates are good financial rewards, social status, opportunity to travel, the chance to go for further studies, the fact that little or no initial capital would be required, the need to help the community, and the need to adhere to the wish of the family.

Even though some could give reasons for their various choices, most of them discussed the importance of the work to the society which affected their scores for the body of the essay.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

This was another question that attracted many a candidate. In their introductions, candidates did very well to extend their greetings to the recipients and stated the reason for writing the letter to them. Some of them gave details of their preparations for the upcoming Christmas i.e. shopping, gathering food items, invitation to friends, organization of parties for merry making, taking of pictures, other social activities, visits to friends/family members, church service for thanksgiving etc.

However, a few said things which did not seem possible i.e. starting the preparation in their homes, travelling to distant places like Northern Region, America, Kakum National Park etc. in a matter of minutes to continue the Christmas. Some also extended the Christmas activities to the New Year celebrations. All these sound as fairy tales. Candidates are to note that though they were expected to compose an essay, they have to produce realistic essays.

Question 1(c)

Describe your best teacher

Most candidates answered this question. Candidates are commended for mentioning the school they attend and the names of the teachers they like best as their introduction.

For the body, they stated the physique of the said teacher such as height, size, complexion, size of nose, head, mouth; his/her work, regularity, punctuality, good interaction with others within and outside school.

They reiterated in their conclusions the major reasons for which they like that very teacher.

However, some candidates talked about the activities that go on every day in their schools as their content which, of course, was a deviation. Such candidates are advised to address the issues of the content in order to score good marks.

Question 1(d)

State and describe a special gift you received from your best friend.

Just a handful of candidates attempted this question. Candidates stated the type of gifts received and the persons who gave them the gifts. Some even stated the dates they received the gifts. All these are good points for the introduction which is remarkable.

For the body, candidates talked about how special the gifts were to them i.e. for birthday, Christmas, Easter, Speech and Prize Giving Day, etc. Candidates also expressed gratitude to the persons who gave the gifts to them which is very remarkable.

General remark on Content: there is always a number of points expected to be developed by candidates for every essay. A candidate who falls short of the required number is affected. It was observed that some candidates spent all the time talking about the same point over and over again which cost them marks for content. Candidates are advised to write on different points relating to their essays and each major point can be presented in one paragraph.

General remarks on Expression: Expression is the vehicle through which candidates' ideas are communicated to the examiner on a said topic which can connote the sense of future, habitual or the past, depending on the tenses used. Question 1c, for example, is a descriptive essay, so candidates have to convey their ideas best in the simple present/habitual tense. Question 1d is a narrative of some experience and should be best expressed in the past tense. Candidates are to take note of the above in order to use the appropriate tenses and expressions.

General remark on Conclusion: A good essay always has a conclusion, but some candidates failed to provide conclusions to their essays. Candidates are reminded that a good conclusion can be the highlight or the summary of one's content. It can also be the reason of choice which should be discussed.

Question 2 - Comprehension

Questions a, c, d, f and g were on stated facts which the majority of the candidates got right. Questions b and h were inferential questions. The answers could not be found in the passage, so most candidates got them wrong. Candidates are advised to do more exercises on inferential questions in order to do better.

Question i, a question to test the meaning of idioms, was poorly done. Candidates should practise giving meaning of idioms in comprehension passages to improve their performance. Question j demanded the title of the passage. Though some did quite well, the majority could not. A title of a given passage refers to the gist/summary of the passage so candidates must learn to do so to improve on their scores.

General remarks on Comprehension: some candidates never numbered their questions. Some presented portions of the passage which had no relation to the questions, as answers. Some copied the questions and never answered them. All these affected their performances negatively, so they are to desist from such practices.

Question 3 - Lexis and Structure

Questions 3a-e tested candidates' knowledge of the pronouns of the Language. A few candidates got all right while some failed to do so. Candidates are advised to learn the identification of pronouns. E.g. Kofi kple Ama refers to two people which you are not part of so wo (they) will be the right pronoun to substitute for the two in question 3a.

Question 3f-j tested the classes of some underlined words. Though the majority of candidates did quite well, some fared badly. Candidates should learn the word classes and be able to identify them in sentences. E.g. Fɔ Nufiala vas ulu egbea kaba – the underlined word kaba is “dɔwɔnyadɔnya”, an adverb.

Question 3k-o tested the opposite of some underlined words. The majority of candidates were able to produce the opposite words while some gave their synonyms which were wrong. Candidates are advised to know the difference between ‘opposite’ and ‘similar’ in meanings of words and produce what is demanded.

Question 3p-t tested conjunctions. It is remarkably noted that every candidate who attempted this did very well.

General remark on Lexis and Structure: there is still more room for improvement on the part of candidates since some of them could not score any mark here. Some also failed to number their work.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper was good, and it matched well with that of previous years. The questions were of good quality and within the reach of the candidates. Many candidates showed a better understanding of most of the questions they answered which reflected generally in their performance.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Candidates observed the rubrics of every question and answered them as requested.
- Many candidates were able to write about one hundred and fifty (150) words on the composition topics they chose and this time, only a few of them copied the comprehension passage for their essays.
- The candidates were able to handle the comprehension questions very well. Most of them gave clear and straight forward answers to the recall questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Generally, candidates displayed the usual trend of poor grammar, spelling and presentation of loose and jerky sentences. This trend was not very different from the situation in the previous years.
- Most of the candidates also had problems with simple punctuations. They wrote long sentences without paragraphs and they did not punctuate their sentences well as expected.
- Although the candidates answered the recall questions on the comprehension passage very well, majority of the them could not answer the questions on inference and meaning. About 90% of them lifted long sentences from the passage as their answers.

4. SUGGESTED REMEDIES

- Candidates should be given more exercises on basic grammar, tenses, spellings, etc in order to overcome their problems on the mechanics of the language.
- Students should also be given raw sentences and be made to punctuate them regularly to help them acquire the skill of properly punctuating texts.
- Finally, teachers should make a conscious effort of helping their students to read and understand passages. This they can do by constantly giving them more questions on meaning and inference.

4. **DETAILED COMMENTS**

Question 1(a) Discuss your future career

Here the candidates were expected to give a good introduction about the kinds of occupations in Ghana and state which one they prefer. In addition, they were supposed to give a vivid description of their chosen career as well as the reasons for their choice.

- Personal reputation - respect accorded members of the profession.
- Economic/financial benefits - good salary etc.
- Benefit to the nation at large.

A good conclusion to justify their love for the chosen career, such as the effort they are making in order to achieve those goal or how happy they would be should their dreams become a reality.

Candidates wrote well on the topic and showed interest in the various professions they would love to engage in after school. However, mechanical errors affected their marks.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

The letter was an informal type and was to be addressed to a friend. The elements were provided. Thus: Address, Dates, Salutation, Pleasantries and Valediction. E.g. invitation to friends, organization of parties, church services and pictures were noted.

Candidates who chose this question write the letter as expected. Nevertheless, some used past tense instead of the future tense.

Question 1(c)

Describe your best teacher

A good number of candidates wrote on the topic. The candidates described the teachers vividly.

They wrote the schools' names as well as the teacher's name. The candidates also gave a precise description of the said teacher and their reason the likeness. E.g. physique, neatness, mode of dressing, how the teacher is regular and punctual in school, the teachers' interaction with people within the school and outside the school.

Candidates did well by using simple present/habitual tense in answering their question and this was exactly what they were expected to do.

Question 1(d)

State and describe a special gift you received from your best friend.

Candidates were expected to mention the type of gift and the sender, the occasion it was received, such as, birthday, Christmas, Our day etc. Candidates also needed to mention the type of gift – money, books, ticket for a special even shoes etc, how special it was, his impression about the gift and how well he appreciates it.

A few candidates wrote on the topic and most of them did not express their appreciations for the gift and its relevance.

Question 2 - Comprehension

This was a compulsory question in the Ghanaian language for all the candidates. A simple prose passage was given, and candidates were supposed to read and answer ten questions on it.

The questions were of different types;

- Recall - questions (a), (b), (c), (d), (f), (g)
- Inference - questions (e), (h)
- Idiom and meaning question (i)
- Title - question (j)

The questions included, recall, inference and meaning. The candidates were able to answer the questions on recall appropriately. However, some candidates lifted some portions of the passage to answer the questions on inference and meaning – questions “e, h and I”.

Question 3 - Lexis Structure

This part had four divisions, namely: substitutions of nouns with pronouns, word classes, antonyms/opposites and conjunctions.

The questions were in four subsections of five questions each.

- Subsection 1- Question a - e required candidates to give suitable pronouns for some underlined noun phrases in given sentences. The expected answers were; a-W4 (They), b – H4n (them), c – Y1 (We), d – no (him), and e - \$ (She).

Many candidates were unable to use appropriate pronouns in place of the noun phrases in sentences “c, d and e”.

- Subsection II: Candidates were to state the word class of underlined words in question f – j. Candidates were expected to give the following answers; f – Ny1etamsi (Adverb), g – Dzintamsi (Adjective), h – Ny1e (Verb), I – Dzin (Noun), and j -Nkab4mudze (Conjunction).
- Subsection III: Candidates were tasked to give the opposites of underlined words in questions k - o. These were, k – ketseketsē/kakraba (small), l- D1w (sweet), m – Ehiafo (The poor), n – kakraabi/kumaabi (few) and o – enyihafō/akwadwer/akwadwefo (lazy).
- Subsection IV: Candidates were required to identify the conjunction in given sentences p – t as follows; P – ne (and), q – nanso (but), r – efis1 (because), s – na (and) and t – anaa (or).

In all, the candidates put up an excellent performance in this section. Candidates answered the questions well and scored good marks. Some candidates however could not differentiate adverbs from adjectives. adverb is ‘nyēe-tamsi’ and Adjective is ‘dzin-tamsi’.

GA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. The paper covered the scope of the syllabus, touching on all the aspects of the Language prescribed for study. The majority of the candidates answered almost all the questions which helped in their overall performance.

Generally, the performance improved this year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Candidates numbered their answers in the same way that the questions were numbered.
- Candidates wrote legibly and this made scoring of their work easy.
- Almost all candidates attempted all the questions as required by the rubrics.
- Most candidates answered the comprehension questions using their own words which shows that they read and understood the passage.
- Good paragraphing was also ensured in the essays.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Sound representation: candidates wrongly used 'e' to represent the sounds /e/ and /ɛ/; they also used 'o' to represent the sounds /o/ and /ɔ/.
- Word division was a problem. They split words at will. They did not show that the subject pronoun is joined to the verb as one word, and the possessive pronoun is joined to the noun possessed as one word.
- Punctuation was another issue of concern: Candidates ended sentences without any punctuation, and began sentences with lower case letters.
- Some candidates spoken Ga, instead of the written one. For example, "Nuu" instead of "Nuu le".

4. SUGGESTED REMEDIES

- The observations made above should be isolated for special attention during teaching. For example, teachers can construct minimal pairs to show the differences between the sound /o/ and /ɔ/ and between /e/ and /ɛ/ and their representation in Ga.

/o/	/ɔ/	/e/	/ɛ/
to	tɔ	gbe	gbɛ
bo	bɔ	le	lɛ
tso	tsɔ	ke	kɛ

- There could then be a progression to show differences in di-syllabic words as in “gbeke” and gbeke.
- The teaching of grammar should be intensified
- There should be more exercises on formation of words.
- Conscious effort should be made to teach students syllabic words.
- Students should read more Ga books to develop their vocabulary
- They should do more exercise on inferential question in order to do better.
- Candidates should practice the use of idioms and their meanings to improve their vocabulary.

5. DETAILED COMMENTS

Question 1(a)

Discuss the work you would like to do in future.

Candidates were expected to indicate in their introduction their introduction that there are different types of jobs or professions that are available, name some and go ahead to settle on one. They would then argue in the body of the essay, the reasons for their choice of work. For example, candidates may have consideration for financial reward, social status and natural ability as reasons for the choice. Other reasons include desire of the family, opportunities to travel around the country or outside the country, further studies, etc. some cited low or hassle-free initial capital for their choice,

This topic was very popular among candidates. The most common choices were being a doctor, a lawyer, a teacher and a farmer. Many candidates wrote good essays.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

Candidates needed to remember that this was a friendly letter and observe the features of such a letter. That is, from the address, through the salutation to the use of familiar language and a simple subscription without a signature or full name.

They were then expected to indicate preparations for the Christmas: shopping, invitation to friends, organization of parties, taking of pictures, visits to friends and family members, church service etc.

This question was answered by many candidates. They raised many of the points indicated above and many others. Generally, candidates who attempted this question wrote good essays in terms of content, expression and organization.

Question 1(c)

Describe your best teacher.

A very good number of the candidates answered this question. This was an essay topic that placed teachers under the scrutiny of their pupils. Candidates were expected to give reason for their choice. Some described teacher's buildup such as height, size and complexion. They talked about his/her habits and attitude to work as a teacher, demeanor and social life.

A few candidates who appeared to have gone into the examination hall with an essay in mind wrote about their friends instead of their teachers. This certainly was a deviation. On the whole, candidates wrote good essays.

Question 1(d)

State and describe a special gift you received from your best friend.

Candidates were expected to describe a special gift given to them by their best friend. They were expected to mention the gift and when (date, occasion and even time) they received it, and from whom exactly. The name and a little background information about that friend would be in order. The reason(s) for the gift should also be given as well as how they would use the gift. This was meant to elicit some creativity from the candidate. The candidate could then go further to describe the gift and its value to underscore the fact that it was special to them.

Very few candidates attempted this question and performance was very poor. They appeared to miss the point between gifts from friends and gifts from a best friend.

Question 2 - Comprehension

Candidates were expected to read a comprehension passage and answer the questions on the passage.

Questions a, c, d, f + g is stated facts which most candidates got it right. Questions b, h were inferential questions. The answers could not be found in the passage, so most candidates got them wrong.

Question i which tested the meaning of idioms was poorly done.

Question j demanded the title of the passage. Though some did quite well, the rest could not. A title of a given passage refers to the gist of the passage so candidates must learn to do so to improve.

General remarks on comprehension: some candidates never numbered their question. Some presented portions of the passage which had no relation to the question as answers. Some copied the questions and never answered them. All these affected their performances negatively.

Question 3 - Lexis and Structure

The questions were intended to test various aspects of Ga grammar.

3(a) – (e): Pronouns: Some candidates did not isolate the subject pronoun from the verb, which are written in Ga as one word, so as to answer 3c correctly. In 3e, again some candidates did not isolate the possessive pronoun from the possessed noun, which in Ga, are written as one word.

3c Wɔ or Wɔtee

3e E or Enyemimeɪ

3(f)-(j): Word class of underlined words. Many candidates answered all five questions correctly.

3(k)-(o): Opposite: Candidates were to give the opposites of underlined expressions. Candidates were expected to give forms of expression that could conveniently replace the underlined expressions in the sentences. For 3(o), many candidates gave the actor or agent of the verb rather than the verb “fe anihalo” – is lazy person.

3(p)-(t): Conjunction: Candidates were to isolate the conjunctions in the given sentences.

In general, candidates performed very well on this aspect of the paper.

GONJA 2

1. GENERAL COMMENTS

This year's paper was composed of three main parts. Part I was made up of four topics from which candidates were to write on only one. Part II was the comprehension. In this section, candidates were expected to read a passage and answer all the ten (10) questions that followed. Part III was the Lexis and Structure, which consisted of twenty (20) questions. This area tested pronouns, word classes, vocabulary, opposite in meaning and conjunctions.

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

There was some improvement in candidates' performance over that of the previous year. However, there is more room for improvement in orthography, expressions and content.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates performed credibly well in the composition. A good number of them were able to write the required number of words.
- There was improvement in the orthography. Many candidates were able to spell most words correctly.
- Most students answered question (b), discussing the work they would like to do in future. They were able to state clearly some good reasons why they would love to be in their chosen occupation.
- Those who attempted question (c) were also able to describe their best teachers and advanced very good reasons for their choice.
- Some candidates were able to express themselves using some proverbs and idiomatic expressions nicely.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates could not write the essay; they merely copied from the comprehension passage or questions on the paper as their answers.
- Some candidates were so weak in orthography that they could not even write simple words correctly.
- The correct use of punctuation marks was still a big problem. Some candidates used lower case letters to start their sentences.
- Some candidates wrote their essays without using paragraphs. The essays were just a block.
- There were some essays that did not make any meaning as they were only a combination of letters.

4. **SUGGESTED REMEDIES**

- Teachers should take essay writing in their class very seriously. They should teach the various types of essay writing for candidates to grasp the various techniques.
- Candidates should be discouraged from copying the comprehension passage or materials from the question paper.
- There is the need to strengthen the teaching of punctuation marks. Emphasis should also be put on paragraphing.
- Candidates need more exercises and assignments in dictation to build their spelling skills.
- Teachers should encourage candidates to develop the habit of reading more story books in the language.

5. **DETAILED COMMENTS**

Question 1(a)

Discuss the work you would like to do in the future.

This was an essay for discussion. Candidates were expected to give a brief introduction for their choice of work/profession.

Some reasons adduced for the choice of work included financial rewards, social status, opportunities for travelling, getting the chance for scholarship and further studies.

The question was attempted by many candidates. The weakness among some candidates was that they could not write the required number of words. Some candidates simply copied the comprehension passage and naturally scored zero.

Teachers should put in more efforts to take their candidates through the writing of the various types of essay. Candidates should be discouraged from copying questions or passages from the question paper.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would like to spend the forthcoming Christmas.

Candidates were expected to give details of the preparations they would be making for the coming Christmas activities such as; gathering the various foods, shopping, invitation to friends, how the party would be organized, taking of pictures and visiting of interesting places, friends and family members, attending church for thanksgiving, etc.

The majority of candidates attempted this question and most of them were able to follow the format of informal letter writing. However, most candidates could not express themselves very well.

A lot of spelling mistakes were observed. Adequate tuition should be given to candidates in the area of informal letter writing. Teachers should emphasize the use of paragraphs in essay writing and this should be taught explicitly in the classrooms.

Question 1(c)

Describe your best teacher.

Candidates were expected to mention the school being attended, the class and the name of the particular teacher. They needed to paint a detailed mental picture of the physical appearance of the teacher

Candidates were also expected to give reasons for the choice of the particular teacher, among others. Examples include his or her physique, neatness, make up and mode of dressing, how he or she goes about the teaching, how he/she interacts with others in the school and outside the school, how he/she assists and encourages candidates in their studies.

A good number of students did very well on this question. They gave various interesting reasons for their choice of teacher.

However, some candidates handled the question as an informal letter. They therefore provided an address, salutation, the body and valediction. Some just copied the comprehension passage or questions from the question paper. This group of students scored zero for the question.

Teachers need to handle descriptive essays more seriously with candidates and should discourage their candidates from merely copying passages or questions from the question paper for their answers.

Question 1(d)

State and describe a special gift you received from your best friend.

Candidates were to state what the gift was, the name of the person who gave the gift, the occasion on which it was given, how special the gift was to them, their mood upon receipt of the gift and its relevance.

Few candidates attempted this question. Most candidates could not give exhaustive descriptions of the gift, its benefits and their mood when they received the gift.

There is the need for teachers to teach narrative and description essay writing more seriously in their classes to enable candidates to write on such topics correctly.

Question 2 - Comprehension

Candidates were to read a given passage and answer ten (10) questions that followed. These questions covered stated facts, inference, critical thinking, vocabulary and providing a suitable title to the passage. Each question carried 1 mark.

The following were the expected answers:

- Nè e yaa nyò edè
- Ade ere be kekoṅwule kama
 - Kebia pupòrbi na dese kelaṅ so
 - Kebia pupòrbi na dese laṅ to
- Ade ere be kekoṅwule kama
 - E lara lòṅe be keberṅ n we
 - E lare kiya nyòsopo n gana warṅe to
 - E yuri lòṅe be eblaṅ
 - E nyò edè
- Ade ere be kekoṅwule kama
 - Enio bishi esa monè e yuri eblaṅ na be ako
 - Kebia na kute kusòṅe ku wòrò
- Ade ere be kekoṅwule kama
 - E bee shinne baasa a pin faue kejafo la eyu nna
 - E bee shinne r ṅaba kejafo nna
- Ade ere be kekoṅwule kama
 - E wòrò kuboru de juley ṅ wòtò kebia pupòrbi na be ebol to
 - E bee shinne kebia pupòrbi maṅ naa tiṅ a malga
 - Ebòrè kuu kebia pupòrbi be kamalga

- Kebia pupɔrbi
 - Kebia pupɔrbi e bra kejafɔ be luwu
 - Ade ere be kekoŋwule kama
- i. Jajeso
 - ii. Lubi
 - iii. Jaga
 - Ade ere be kekoŋwule kama
 - Kusɔnɛ ku bra kejafɔ be luwu
 - Kejafɔ nɛ kebia pupɔrbi be asheŋ
 - kusɔnɛ ku ba nɛ kejafɔ tɔ kapɔ
 - Kejafɔ yuri lɔŋɛ be eblaŋ
 - Kabia pupɔrbi kpeŋso bra kelaŋtoko

Some candidates performed very well in this section.

Question 3 - Lexis and Structure

This section consisted of twenty (20) questions with each question carrying one (1) mark.

The section tested candidates on pronouns, word classes, antonyms and conjunctions.

Candidates were expected to answer the questions as follows:

Ashuŋso

- Bu
- Bumo
- Anye
- Mo
- E

Verbs

Mmalgaba be Ntuṅso

- Mfa -
- Nite -
- Malga -
- Kama -
- Nε -
- Gboṅgboṅji -
- Kekraso -
- amaṅsherbiwuro -
- damta -
- bee sha kushuṅ -

Word Classes

- kedelgeso
- kushuṅso
- kushuṅso
- kukulwuso
- kechṳsobi
- fimbi
- belbelso
- etirpo
- fimbi/gberεbi
- kṳ ntṳ/maa sha kushuṅ

Achṳsobi

- nε
- ama
- nkpal
- hali
- nko

Conjunctions

Generally, candidates did very well on questions ‘a to e’ (the pronouns) and then ‘p to t’ (the conjunctions).

KASEM 2

1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of the previous years. All the questions were within the teaching and examination syllabuses.

Most of the candidates fared well in the three parts i.e. Composition, Comprehension and Lexis and Structure.

Candidates' performance was generally commendable and a little bit above the performance of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Good language use: some candidates showed some level of early maturity. This is evidenced in their essays. They had good control of the language as they attempted to use idiomatic expressions and proverbs.
- Creativity: A good number of candidates were creative and quite resourceful as they could even think beyond what the marking scheme prescribed.
- Good paragraphing: Most of the candidates had the ability to develop their points or ideas in their essays, using appropriate paragraphs.
- Some essays were long and comprehensive enough to capture the required contents of the essays.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Poor spellings: many candidates had problems with their spellings. It seemed they had little knowledge about the Kasem orthography. Even words found in the question paper were wrongly spelt by some candidates. For example:
"Lie" for "lei" – "thank" or "songs"; "burinu" for /bereno/ - "teacher" "didani" for /dedaane/ - "evening"; "kuduro" for /kadooro/ etc.
- Punctuations ordeal: Most of the candidates had no idea about punctuations; they did not start sentences and proper nouns with caps respectively. Proper nouns such as /Navrongo/, a town's name was written as "navrongo", /Anutua/ a person's name was written as "anutal", etc.
- Bad writing: Some candidates' handwriting was nothing to write home about. They simply could not be read.
- Waste of time: Many candidates wasted time only repeating the same ideas.
- Some essays were unnecessarily lengthy.

4. **SUGGESTED REMEDIES**

- From all indications, it seems many schools do not have Language teachers. As much as possible language teachers should be sent to cover all schools in the language area.
- It is also strongly suggested that language teachers should mount a forum to discuss how to remedy some of the teething problems such as spellings, punctuations and grammar.
- Study should be carried out by all concerned persons as far as correct or appropriate way of handling the subject (Kasem) is concerned so as to reduce the incidences of most of the mistakes confronting learners.

5. **DETAILED COMMENTS**

Question 1(a) - Composition

Discuss the work you would like to do in the future.

Candidates were requested to select one topic and write on it using not less than one hundred and fifty (150) words.

The topic demanded the candidate to choose a credible vocation or occupation that can sustain him/her after he/she has attained adulthood in life. Many candidates opted for it. Their introductions were quite attractive. They opined that there are some uncountable occupations, but they preferred the ones that they chose. They advanced valid and convincing reasons to support their choices. Their reasons of course included: financial advantages, social status, opportunity to gain from job, help for the community and family members, as well as to make a decent living.

On the whole, candidates performed well.

Question 1(b)

Write a letter to a friend in another school telling him/her how you would spend the forthcoming Christmas.

This topic was by far the most popular of all the topics. Candidates were able to follow the appropriate features of letter writing. In this case, it is an informal letter, hence the need to use appropriate registers and informal letter language.

Some candidates unfortunately invited their friends to the Christmas celebration. But they managed to narrate to their friends what to expect during the festivities period. That is, the preparations they had made. These include gathering of various food items, shopping, invitation to friends, how the party would be organized, taking of pictures and visiting of interesting places, friends and family members, attending church for thanksgiving, etc

All points or ideas provided by the marking scheme were captured in candidates' presentations. Many candidates fared well in the topic.

Question 1(c)

Describe your best teacher.

This topic also attracted a good number of candidates who performed a little above average. They provided valid points or ideas and developed them to appreciable standards. They mentioned the name of the teacher, sex, age, marital status and where the said teacher teaches in the school, his/her relationship with other members of staff, how he/she takes his/her lessons as well as how he/she relates with the students. They were expected to also touch on the physical appearance of the teacher as in size, height, complexion, etc. Even though only a limited number of candidates attempted this question they satisfied the requirements of the marking scheme. Generally, they did well.

Question 1(d)

State and describe a special gift you received from a friend.

This topic appealed to very few candidates. Those who attempted it put it in the form of letter writing and as such their essays contained all the features of letter writing. This was a deviation. However, they provided all the ingredients of the marking scheme.

These include the type of gift, the date as well as on what occasion, the person from whom it was received and the mood of the recipient.

The candidate needed to explain why the gift is a special one.

Question 2 - Comprehension

Candidates were to read a given passage in Kasem and answer ten (10) questions based on stated facts, inferences, meaning and summary. Their responses were very good. In this light, they fared quite creditably.

Question 3 - Lexis and Structure

The questions in this section were varied:

- Questions 3(a-e) were on pronouns. This area was well answered by almost all the candidates. Question 3 (f-j) tested the candidates on the word classes of some underlined words while question 3 (k-o) tested the opposites of some underlined words. Question 3 (p-t) were on conjunctions. Like in their responses on the pronouns, almost all the candidates were comfortable offering suitable responses on all the other aspects.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years and was well within the scope of the syllabus. All aspects of the paper were well taken care of.

There was an improvement in candidates' performance as compared to that of previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- A number of candidates were able to advance their points appreciably in the essay. They also discussed such points coherently.
- A few candidates showed a reasonably good control over grammar, tense and punctuation and therefore performed credibly.
- Most candidates satisfied the required number of words for the essay and scored very high marks as a result.
- Many candidates used handwriting that was very legible and this enhanced scoring.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates wasted precious time in writing long essays, well beyond the required number of words and could, therefore, not have enough time to answer other questions.
- The spelling, punctuation and word-division of some candidates were very poor. Others also divided words which were to be combined.
- Some candidates wrote addresses and salutations for essay topics which did not demand the features of a letter.
- A few candidates lifted the comprehension passage or portions of it for their essays.

4. **SUGGESTED REMEDIES**

- Candidates' attention should be drawn to the need to read the rubrics carefully before attempting to answer the questions.
- Teachers should encourage more oral and written exercises and a lot of home work on spellings, punctuation, and word division and separation.
- Candidates should be advised to do independent work and not to lift answers from the question paper.

5. **DETAILED COMMENTS**

Question 1(a)

Discuss the work you would like to do in future.

A reasonable number of candidates attempted this question. They made their choices most of which bordered on becoming a doctor, a lawyer, an engineer, a teacher or a farmer. They then went ahead to give good reasons for their choice such as monetary gains, prestige in society, opportunity to serve their country, travel outside, further studies, personal calling, family desire, etc.

A good number of candidates, however, could not advance any good reasons for the choices they made and lost a great deal of marks as a result.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

This question was intended to test how effectively candidates can plan towards an upcoming event. They were to show how they would prepare by buying new clothing, food items, invitation to friends and relatives, etc. They were also expected to indicate activities that would be performed such as organizing parties with friends for merry making, taking of pictures, visiting friends and relatives, attending church service, etc.

Most candidates did well by satisfying the demands of question. A critical component was the fact that the essay was to be in a letter form, a friendly letter for that matter. Thus all the features of a friendly letter were to be observed.

Unfortunately, a few of the candidates described how Christmas is generally celebrated and not how they would celebrate theirs as the question expected.

Question 1(c)

Describe your best teacher

This question required candidates to describe their best teacher by mentioning the name of their school and the name of their chosen teacher. They were then to describe him/her in terms of his/her physique, age, neatness and mode of dressing, school or classroom work, social life, etc. They should then conclude by indicating why he/she is their choice of best teacher.

This question was the favourite of most candidates and they did well by giving detailed description of their chosen teacher as the question demanded.

A few candidates, however, described their class teacher and not a best teacher in the school. Others also just described any teacher without indicating why they were describing him/her.

Question 1(d)

State and describe a special gift you received from your best friend.

The question required candidates to state and describe a special gift they received from their best friend.

Most of the candidates did well by mentioning the gift and the friend from whom it was received. They then described it, indicated the date and occasion on which it was given, how useful it would be to them, etc. They then concluded by expressing their gratitude to the giver of the gift.

Some candidates also described the gift but could not show how useful it would be to them.

Question 2 - Comprehension

A passage in Nzema was given and candidates were asked to answer the questions based on it. The questions comprised stated facts, inferences, meaning and summary. Most candidates did well on the stated facts and inference questions.

The main challenge was, however, in those on meaning and summary. Many candidates performed woefully in these areas.

Question 3 - Lexis and Structure

This question was made up of 20 sub questions subdivided into four sections with each section containing five questions. The first section required candidates to replace some underlined noun phrases with appropriate pronouns whilst the second section required them to identify the word classes of some underlined words.

Candidates were to identify the opposites of some underlined words in the third section and the last section asked them to identify the conjunctions in some given sentences.

Most of the candidates did very well on the pronouns and conjunctions in Sections 1 and 4 respectively, but there was real chaos when it came to the identification of word classes in section 2 and determining the opposites of words in Section 3.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The paper was appropriate to the level intended. The questions were within the reach of candidates and did not require from the candidates, materials outside their experience.

The performance of candidates as compared to that of previous years was also very good and highly commendable but there is still room for improvement in both content and orthography

2. A SUMMARY OF CANDIDATES' STRENGTHS

- It was good to note that majority of the candidates answered the essay topics with confidence. They gave detailed narrations, using good grammar, idiomatic expressions and well-thought out points. In all, most candidates portrayed a good knowledge of all the features for the organization of the essays.
- Most of the candidates also performed very well in the Lexis and Structure Section, showing a marked improvement in the teaching and learning of that component of the subject.

3. SUMMARY OF CANDIDATES' WEAKNESS

- Candidates' performance in the comprehension was poor. There was a pronounced degree of lifting, which implies that the teaching and learning of that component of the subject is very weak, especially with regards to questions on inference.
- Many candidates copied the comprehension passage for their composition and Mechanical Accuracy was generally poor.
- Spelling, punctuation and good paragraphing still remain great problems for many candidates.

4. SUGGESTED REMEDIES

- The teaching and learning of composition writing should be given much more attention. This could be done by giving students a lot of exercises and discussing their problems with them after marking.
- Candidates should be taught how to answer all types of comprehension questions namely, recall, inference idiom and meaning and title to the passage.
- Teachers should encourage students to do extensive reading in order to improve upon their spelling, punctuation and paragraphing.

DETAILED COMMENTS

Question 1 Composition

- **Write about your preferred future career.**

Requirements of the question:

- A good introduction stating that there are many occupations, professions, vocations etc. in Ghana, one can choose.
- Identification of the preferred career.
- Reason(s) for the choice:
 - Personal reputation - respect accorded members of the profession.
 - Economic/financial benefits - good salary etc.
 - Benefit to the nation at large.
- A good conclusion to justify the choice of career.

Many of the candidates who attempted this question did extremely well. some went to the extent of stating the efforts they are making in order to qualify for the chosen career.

Question 1 (b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

- The question required candidates to write an informal letter.
A good introduction expressing happiness in the opportunity to write referring to an earlier letter received from the recipient where necessary. Exchange of pleasantries especially inquiring about the condition of health of some members of family and friends.
- Stating the period of the Christmas holidays and where they intent to spend it; giving reasons for the choice.
- Description of some major activities to be embarked on during the holidays, stating the people involved. Etc. e.g. birthday celebration, weddings, arrival of family members from abroad.
- A good subscription to an informal letter.

Many of the candidates who attempted this question dwelt on activities of the Christmas day instead of the entire Christmas holiday. Hence their performance was quite poor.

Question 1 (c): Describe your best teacher.

Requirement of the question.

- A good introduction: e.g. there are many teachers, in my school (to be named) but the one I like best is (name).
- A brief biodata of the teacher, his home town, age,
- A brief physical description of the teachers.
- At least three good reasons why the candidate likes the teacher.
 - very kind, friendly and appreciable.
 - very hard working
 - in depths knowledge of the subject taught.
 - His interest and participation in co - curricular activities
 - His contribution in the general welfare of the teacher, church etc.
- A suitable conclusion.

Question 1 (d): A priceless gif from a friend, recently.

Requirements of the question

- A good introduction e.g.: I have received may gifts from friends recently but the one I received from (name of friend) is something I would always remember for the rest of my life.
- The occasion on which the gifts was received e.g. birthday.
- A good description of the gift.
- A good conclusion.

PART II

Question 2

Requirements of the question:

Candidates were required to read the given comprehension passage and answer all the questions (a-j) on it.

The questions were of different types;

- Recall - questions (a), (b), (c), (d), (f), (g)
- Inference - questions (e), (h)
- Idiom and meaning question (i)
- Title - question (j)

Candidates were more comfortable with the question on really than the others.

PART III

Question 3

Candidates were required to answer 20 question (a -t).

The questions were in four subsections of five questions each.

- Subsection I- Question a - e required candidates to give suitable pronouns for some underlined noun phrases in given sentences. The expected answers were; a-Wɔn (They), b – Wɔn (them), c – Yɛn (We), d – no (him),and e - \$no (She).
- Subsection II: Candidates were to state the word class of underlined words in question f – j. Candidates were expected to give the following answers; f - ɔkyerɛfo (Adverb), g – Nkyerɛkyerɛmu (Adjective), h – Adeyɛ (Verb), I – Edin (Noun), and j -Nkabomde (Conjunction).

The performance of candidates in this section was highly commendable.

- Subsection III: Candidates were tasked to give the opposites of underlined words in questions k - o. These were, k – ketewa (small), l- fenemfenem/dɔkɔdɔkɔ (sweet), m – Ahiafo (The poor), n – kakra/kumaa (bi) (few)and o – anihafɔ/akwadwofo (lazy)

Candidates were able to answer this set of questions very well.

- Subsection IV: Candidates were required to identify the conjunction in sentences p – t as follows; P – ne (and), q – nanso (but), r – efise (because), s – na (and) and t – anaa (or).

In all, the candidates put up an excellent performance in this section.

TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. The questions adequately covered wide aspect of the concepts and skills required at the end of the programme. In other words, the standard of the paper showed no deviation from that of previous years. The questions were quite simple and straight forward. Candidates understood them well and answered them accordingly.

The performance of candidates as compared with that of previous years was good and highly commendable.

2. SUMMARY OF CANDIDATES STRENGTHS

- Candidates demonstrated good understanding of the question and proceeded to answer them appropriately. It emerged generally from candidates' scripts that most of them understood the demands and tenets of the questions and so answered them appropriately.
- Most candidates were able to develop points on issues demanded by the questions and presented them in appropriate paragraphs.
- The required number of questions was answered by a greater number of candidates and there were very few cases of candidates writing more than one essay topic. There were very negligible cases of deviations in the essays compared to previous years. Candidates therefore adhered to the rubrics of the paper especially in attempting the essay topics.
- Except for the deductive or inference questions, candidates' performance on the comprehension was quite good.
- Candidates' answers on the lexis and structure were praiseworthy. Answers to the various aspects of the questions were nicely laid out in the answer booklet.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Few candidates who had difficulties writing the language copied down the comprehension passage as their essays. Some did not attempt it at all. Some also wrote down the address of the letter alone which no mark was awarded. Poor handwriting and unintelligible expressions were also noted. Some scripts could hardly be read.
- Some candidates lifted long portions of the comprehension passage as answers to some questions especially the inference questions; a sign of their inability to construct their own structures. As a result, those questions were also poorly answered.

- Furthermore, explanations of grammatical expressions and literary devices in the passage were poorly done.
- In the Lexis and Structure, some candidates could not give the appropriate or proper and suitable pronouns to underlined nouns in some given sentences. Word classes of some words could also not be identified by some candidates.

4. **SUGGESTED REMEDIES**

- Language co-ordinators and circuit supervisors at the districts should identify challenging areas in the syllabus and organise workshop and in-service training for language teachers.
- Teachers should encourage their pupils to do extensive reading in schools through the formation of reading clubs in schools.
- Writing should be re-introduced in schools to help improve the handwriting of pupils. Teachers should also devote some time for dictation and spelling drills to improve the orthography of pupils in the language.
- Candidates showed weak or poor understanding of deductive questions. Hence teachers should work seriously on this aspect during teaching.
- Finally, some candidates had difficulty in the use of punctuation marks, subject-verb agreement, noun-pronoun agreement and capitalization. Teachers are advised to stress these points during teaching.

5. **DETAILED COMMENTS**

Question 1(a)

Discuss the work you would like to do in future.

Majority of candidates attempted this question and most of them did well. Candidates were expected to mention their choice of work and state reasons for the choice; for example, financial reasons, to get money to take care of the family, help the community, opportunity to travel, social status, etc.

Most candidates met the requirements of the question. However, the means to achieve the desired ambition in some cases was missing.

Question 1(b)

Write a letter to your friend in another school telling him/her how you would spend the forthcoming Christmas.

Candidates followed the procedures of letter writing, thus, providing the address, date, salutation and valediction. The following points were expected: preparation for the impending Christmas like shopping, gathering food items, invitation to friends and family members, attending church service for thanksgiving etc.

The very good candidates were able to meet the requirements of the topic. However, some just described how they were going to spend the Christmas without inviting the friend to the celebration.

Question 1(c)

Describe your best teacher

This topic attracted a lot of candidates. Most of them treated the topic very well. The question demanded the name of the teacher, age and the school where he is teaching, hometown, nationality, academic qualification, physique, personality traits, professional performance, morality and hobbies.

The reasons for liking the teacher was also to be stated – his commitment to duty, how he relates with his colleagues, his students and even people outside the school. Candidates' work met the demands of the question, but wrong spelling and other grammatical errors had a toll on the marks allocated for mechanical accuracy.

Question 1(d)

State and describe a special gift you received from your best friend.

Nearly all candidates avoided this topic. Candidates were to mention the type of gift, like uniform, footwear, school bag, clothes, textbooks etc, from whom it was received; an uncle, a colleague, a friend, an organization and others.

In the body of the essay, candidates were expected to state how special the gift was to them and the occasion like Christmas, birthday, Easter or during a local festival.

Candidates were expected to express their gratitude to the friend and emphasize the benefits derived from the gift. However, few candidates who attempted the question failed to state the benefit they derived from the gift.

Question 2 - Comprehension

Candidates were given a short prose passage to read and answer ten questions on it. The questions were of different types;

- Recall - questions (a), (b), (c), (d), (f), (g)
- Inference - questions (e), (h)
- Idiom and meaning question (i)
- Title - question (j)

The stated facts or lifting questions were well answered but questions on inference and explanation of grammatical expressions were poorly answered. For example, most candidates could not explain properly the expression “aniammohosem”, which means “mpaninsem/merewasem/n’aninsɔadeɛanaa waka deɛnsɛsɛɔka” meaning saying what a child should not say or utter or showing disrespect in speech by a child.

In some cases, candidates lifted or copied out a whole paragraph as an answer to some inference questions. This was not good at all.

Question 3 - Lexis and Structure

This question had four sections: a-e, f-j, k-o and p-t.

- Subsection I- Question a - e required candidates to give suitable pronouns for some underlined noun phrases in given sentences. The expected answers were; a- Wɔn (They), b – Wɔn (them), c – Yɛn (We), d – no (him),and e - \$no (She).
- Subsection II: Candidates were to state the word class of underlined words in question f – j. Candidates were expected to give the following answers; f - ɔkyerɛfo (Adverb), g – Nkyerɛkyerɛmu (Adjective), h – Adeyɛ (Verb), I – Edin (Noun), and j -Nkabomde (Conjunction).
- Subsection III: Candidates were tasked to give the opposites of underlined words in questions k - o. These were, k – ketewa (small), l- fenemfenem/dɔkɔdɔkɔ (sweet), m – Ahiafo (The poor), n – kakra/kumaa (bi) (few)and o – anihafɔ/akwadwofo (lazy).
- Subsection IV: Candidates were required to identify the conjunction in sentences p – t as follows; P – ne (and), q – nanso (but), r – efisɩ (because), s – na (and) and t – anaa (or)

Most candidates were able to do the exercise. However, some candidates wrote wrong pronouns like “womo”, instead of won” i.e. They. “Ye”, “yemo” instead of “yen” i.e. We. “O”, “oanom” instead of “ono” i.e. He/She.

Some candidates also wrote the pronouns together with the verbs but failed to underline the pronouns and thus rendering their answer wrong. For example,

- Woyennamfonom instead of Woye nnamfonom
- Yekodwam instead of Yeko dwam
- Owo sika pa ara instead of Owo sika pa ara.

In general, one can say that, the candidates performed well in the lexis and structure section of the paper.