

RÉSUMÉ OF HUMANITIES

1. STANDARD OF THE PAPERS

The Chief Examiners of all subjects handled in the Section unanimously reported that the standard of the question papers was comparable to that of previous years.

2. CANDIDATES' PERFORMANCE

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

3. A SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners of the various subjects identified the following as commendable features of candidates' performance:

- (1) The Chief Examiners for Government 2, Social Studies 2, Geography 2, Economics 2, History 2 and Christian Religious Studies 2 commended most of the candidates on their ability to keep to the rubrics of the papers.
- (2) Some candidates were reported to have presented their answers in very clear and legible handwriting in History 2, Government 2, Social Studies 2 and Christian Religious Studies 2, Geography 2 and Islamic Religious Studies 2.
- (3) It was also reported that a good number of the candidates for Christian Religious Studies 2, Social Studies 2, Music 2, 3A, 3B, Geography 2 and Islamic Religious Studies 2 demonstrated good knowledge of the various subjects.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The Chief Examiners for Economics 2, History 2 and Government 2 observed that most candidates exhibited poor command of the English Language, poor grammar, poor tenses and spelling challenges.
- (2) It was also reported by the Chief Examiner for Islamic Religious that some of the candidates failed to obey the rubrics of the papers.
- (3) The Chief Examiners for History 2, Government 2, Christian Religious Studies 2, Islamic Religious Studies 2 and Economics 2 reported of deviations by some of the candidates as well as their inability to expound on their points.

- (4) Other weaknesses reported were on the following areas:
 - (i) Map interpretation, comparative studies on major climates and desert land forms in Geography 3
 - (ii) Chord progression and cadences in music 2, sight-reading, breathing skills and interpretation of rhythms in Music 3.

5. SUGGESTED REMEDIES

All the Chief Examiners recommended, among other things that:

- (1) Candidates should be encouraged to devote time to the reading of relevant literature and novel to enrich their language and knowledge on the various subjects.
- (2) Tutors are enjoined to urge their candidates to stick rigidly to the rubrics.
- (3) Candidates should be encouraged to read questions thoroughly.
- (4) Candidates should be advised to expound on their points when required.
- (5) Teachers need to engage students in sight reading lessons from the early stages of the course.
- (6) Teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery.
- (7) Map interpretation in Geography should be practised frequently for mastery.

CHRISTIAN RELIGIOUS STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper is comparable with those of previous years. Questions set were spread across the syllabus.

2. PERFORMANCE OF CANDIDATES

The general performance of the candidates was a little better than that of last year.

3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Quite a good number of the candidates showed mastery of the subject-matter.
- (2) Most candidates exhibited good and clear understanding of the rubrics as they answered questions from the various sections as directed.
- (3) A major strength was in answering questions on the 'Themes from the Synoptic Gospels and Acts of the Apostles'.
- (4) Most candidates have actually read both the Bible and commentary books required of them.
- (5) A good number of candidates were able to spell Biblical names correctly which is an improvement on the previous years.

4. SUMMARY OF CANDIDATES' WEAKNESS

- (1) Lack of In-depth knowledge
Some candidates exhibited lack of in-depth knowledge in Section C (Themes from selected Epistles) of the paper.
- (2) Poor grammar
Some candidates could not use The English language rightly. These candidates had problems with spellings, tenses, grammar and lexis.
- (3) Sequence of events
In answering questions, some candidates did not follow the sequence of events.

5. SUGGESTED REMEDIES.

- (1) Teachers should be encouraged to provide a lot of assignments on topics drawn from the Selected Epistles.
- (2) Teachers should assist candidates to improve upon their grammar and spelling.

- (3) Workshops or training programmes should be organized for teachers of Christian Religious Studies often to help them update their knowledge on the teaching of the subject especially the section C aspect of the paper (Themes from Selected Epistles)

6. DETAILED COMMENTS

SECTION A: THEMES FROM THE OLD TESTAMENT

Question 1.

- (a) **Outline in Chronological order, the first creation story.**
(b) **Give three reasons why man is regarded as the crown of creation.**

The question on the creation story in chronological order was attempted by majority of the candidates who wrote the paper. Most of the candidates were able to present their narratives on the creation story chronologically. They were also able to state why man is regarded as the crown of creation. This enabled them to scale through with ease, scoring all the marks allocated for the question. However, a few of the candidates failed to present their answers in the intended order and this probably could be as a result of their inability to understand the word “chronological”. In addition, few other candidates added the second creation story in their presentation which was not the demand of the question.

The following points were not mentioned by candidates in answering the (b) part of the question.

- (i) Ability to distinguish between good and evil because he has intelligence.
- (ii) Man was given the creative ability of God.
- (iii) Man was given the ability to subdue the earth.

Question 2

- (a) **Give an account of the report brought to Moses by the twelve spies.**
(b) **What three lessons can political leaders learn from the mission of the spies?**

Candidates who answered this question were able to handle the (a) part of the question very well. They were able to narrate the events from the wilderness of Paran at Kadesh to the time they returned from Canaan and the events after they had presented their reports.

This earned them very good marks. However, few candidates added the role of Moses as a leader.

Unlike the (a) part, the (b) part of the question was poorly answered as candidates failed to link the lessons learnt from the Biblical story to what political leaders should learn, Candidates should have mentioned the following points:

- (i) Exaggerations should be avoided, if its purpose is to put fear in people.

- (ii) Nothing should be hidden from people/ need for transparency.
- (iii) Political leaders are not to be discouraged by negative reports.
- (iv) Believing in one's self is necessary for individual and national progress.
- (v) Fear can paralyze an individual or nation.

Question 3

- (a) Recount the story of the death of Saul on Mount Gilboa.**
- (b) State two effects of disobedience.**

This was not a popular question and the few candidates who answered it did not perform too well.

Most of them deviated and wrote on the events that led to the rejection of Saul instead of the events that led to his death on Mount Gilboa. In spite of this, the (b) part of the question was very well answered by the candidates. Candidates could have considered the following as good points for the (a) part of the question:

- (i) The Philistines fought the Israelites at Mt Gilboa where Israel suffered defeat and fled.
- (ii) The Philistines overtook the Israelites in the pursuit.
- (iii) The archers of the Philistines' wounded Saul.
- (iv) In order to avoid being killed by the Philistines Saul asked his armour bearer to kill him.
- (v) Saul committed suicide by killing himself when the armour bearer refused.
- (vi) The Philistines took Saul's head and his armour as trophies.
- (vii) The Israelites in defeat and lost of their king fasted for seven days to mourn him.

Question 4

- (a) Highlight four punishments Amos warned Israel about if they failed to repent.**
- (b) List three sins Amos condemned which are prevalent in our society today.**

Very few candidates answered this question. However, most of these candidates did not perform well. They highlighted on the sins of the Israelites instead of the punishments to be meted out to them by God if they failed to repent.

Candidates were expected to mention the following punishments:

- (1) The Samaritan women would be taken in hooks like fish and cast into Harmon.
- (2) In all their squares, there shall be wailing, and in all the streets they shall say 'Alas!'
- (3) All business men who exploited the poor in the course of their transactions would have
- (4) their hopes dashed.
- (5) Those who looked forward to the day of the Lord as a day of joy and exoneration would be disappointed.

Some of the sins Amos condemned which are prevalent in our society as requested in the (b) part include:

- (i) Cult prostitution
- (ii) Paying lip services to God
- (iii) Not keeping the Sabbath holy
- (iv) Forced slavery

THEMES FROM THE SYNOPTIC GOSPELS AND THE ACTS OF THE APOSTLES.

Question 5

- (a) This is my beloved Son, with whom I am well pleased.
Discuss the events which led to the above statement.**
- (b) What four steps can Christians take to become committed to God?**

Majority of the candidates had no problem in answering this question. By far it was one of the most popular questions in Section B. Candidates were able to narrate the baptism story very well but could not bring out the differences as presented by the Synoptic gospel writers.

A good example is the disparity among the synoptic gospels about the time and the descending of the dove on Jesus which are peculiar to Mathew and Mark. Again, candidates failed to mention that it was only Matthew who reported that John hesitated to baptize Jesus.

Candidates could have stated the following points in their answer.

- (i) The voice quoted and confirmed Jesus as the Messiah/ anointed one/ the Christ.
- (ii) Jesus got baptized in order to identify Himself with the sinners he came to redeem.
- (iii) The significance of the voice at Jesus baptism indicated that he had the fullest recognition as the Messiah.

However, some candidates wasted so much time writing about the work of John the Baptist, that is, his preaching about repentance and forgiveness of sins. The part (b) was well answered, with candidates scoring the full marks.

Below are some points candidates could not mention at all:

- (i) Knowing more about the beliefs and practices of one's religion.
- (ii) Readiness to accept responsibility
- (iii) Obedience to civil authority/ patriotism.
- (iv) Caring for the poor and needy.

Question 6

- (a) Outline the roles women played in the resurrection stories according to the Synoptic Gospels.**
- (b) What three roles do women play in the church today?**

Though a good number of candidates answered this question, they did not perform too well especially for the Part (a). Some of the candidates used the resurrection account in St. John's Gospel instead of the accounts in the Synoptic Gospels.

Others also wrote on the roles of Peter and Thomas in the resurrection stories and lost marks.

Some important points not stated by the candidates include:

- (i) Matthew writing that the women went to the tomb after the Sabbath was fully completed.
- (ii) Candidates couldn't mention Joana's name.
- (iii) Candidates didn't also write that the women saw the vision of the angel who gave them information regarding Jesus' resurrection.

Meanwhile, the part (b) which was on the roles of women in the church today was answered very well by candidates.

Question 7

- (a) Relate Peter's miraculous escape from Prison.**
- (b) State three factors that motivate people to pray.**

This question was unpopular and was not answered well by the few who attempted it.

Candidates deviated by writing on Peter and John's arrest after the healing of the lame man at the Beautiful Gate, few others also wrote on the arrest of the apostles leading to Gamaliel's intervention.

However, the 'part (b) was well answered. Some of the points that were not mentioned by

Candidates included the following:

- (i) To dedicate or commit oneself to God anew (Dedication prayer).
- (ii) To bless or consecrate an object/building, vestments etc.
- (iii) When led by the Holy Spirit/fellowship of believers.

THEMES FROM SELECTED EPISTLES

Question 8

- (a) Recount James’s argument that faith without works is dead.**
- (b) Mention three benefits of faith to a Christian.**

Under this section, this question was popular. Though most candidates chose this question, they did not do well in answering it. The candidates presented answers as if they were giving sermons. However, few of them had good marks in the part (b) of the question.

Below are some of the points that candidates could have listed:

- (i) It shows that Christians are not under the Law but under the grace.
- (ii) It promotes healing/ it is a factor in receiving miracles.

Question 9

- (a) Highlight Peter’s reasons for calling on Christians to remain loyal to their masters in all situations.**
- (b) List three virtues worthy of practice by Christians.**

This question was attempted by only a few candidates who performed poorly. Most of them wrote ‘sermons’ or deviated completely. Teachers of the subject should give a second look at this aspect of the Syllabus. In spite of this, the ‘part (b) was well answered by the candidates. Peter taught that:

- (i) A Christian should be law abiding and have respect for constituted authorities.
- (ii) Christians should discharge their civic duties and responsibilities promptly to all men/ masters even if they were gentle or harsh towards them.
- (iii) Christians should submit themselves and respect every human institution, including the authorities of the state, eg: Governors, etc.
- (iv) He stressed that the Christian’s good behaviour would put to shame the ignorance of foolish men.

ECONOMICS 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous year.

However, the performance of candidates was lower than the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates obeyed the rubrics of the paper to a very large extent.
- (2) Candidates began answers to each question on a fresh page.
- (3) Candidates' handwriting has improved tremendously.
- (4) Some candidates quoted correct formulae in their work.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates labelled their diagrams wrongly.
- (2) Some candidates just stated points without any detailed explanation and so lost vital marks.
- (3) A few candidates displayed total ignorance of some topics.

4. SUGGESTED REMEDIES

- (1) Candidates should draw and label diagrams correctly.
- (2) Candidates are to note that they must list points and add relevant examples where necessary to earn the full marks.
- (3) Candidates should cover all topics in the syllabus thoroughly and be taught how to answer questions in order not to deviate in their answers.

(4) **DETAILED COMMENTS**

Question.1

The table below shows the terms of trade of country Z from 2013 to 2015. Study the table and answer the questions that follow.

YEAR	PRICE INDEX OF IMPORTS	PRICE INDEX OF EXPORTS
2013	85	80
2014	80	90
2015	75	90

- (a) Calculate the terms of trade for the years 2013, 2014 and 2015.
(b) In what year(s) did the country experience:
(i) favourable terms of trade;
(ii) unfavourable terms of trade? Explain your answer in (b) (i) and (b) (ii).
(c) Define terms of trade.

This was a question on terms of trade of a country. Candidates were expected to calculate the terms of trade and interpret the values for the three years, indicating which year(s) were favourable or unfavourable. Between the two data-response questions, it was the least popular with candidates and also performance was below average.

In the part (a), candidates were to calculate terms of trade for three years. Some candidates added the imports to exports, others also subtracted imports from exports, while others divided imports by the figures for exports in the table. These were all wrong. The correct formulae for calculating terms of trade is given by

$$\frac{\text{price index of exports} \times 100}{\text{price index of imports}}$$

Thus for 2013, terms of trade is

$$\frac{80}{85} \times \frac{100}{1} = 94.12\%$$

For 2014, terms of trade is

$$\frac{90}{80} \times \frac{100}{1} = 112.5\%$$

For 2015, terms of trade is

$$\frac{90}{75} \times \frac{100}{1} = 120\%$$

In the part (b), candidates were to indicate the year(s) that were favourable or unfavourable, based on the results in part (a). Candidates were able to state that the favourable years were 2014 and 2015 while the unfavourable year was 2013.

They could not however, state the reasons for their answers. Candidates are to note that in 2014 and 2015, terms of trade was greater than 100, while in 2013, terms of trade was less than 100.

Some candidates simply stated that the quantum of exports was greater than imports in 2014 and 2015.

Even though this is true, that is not the reason for saying that a year is favourable.

In the (d) part, candidates were to define terms of trade. This was done satisfactorily by most candidates. Performance in this question was below expectation.

Question 2

The table below shows the cost schedule of a firm. Use it to answer the questions that follow.

Output of Goods (Bags)	Total Variable Cost (TVC) \$	Total Cost (TC) \$	Average Fixed Cost (AFA) \$	Average Variable Cost (AVC) \$	Marginal Cost (MC) \$
0	0	50	-	-	-
5	10	60	U	W	Y
10	15	S	V	X	Z
15	30	T	1.7	2	3

- (a) What is the fixed cost of the firm?**
- (b) Calculate the values of S, T, U, V, W, X, Y and Z.**
- (c) Using your answer from the table above, plot the total fixed cost (TFC) curve (on the graph sheet on page 16).**

This was to test candidates' responses on the cost theory of a firm. They were to calculate values in a given table and draw the fixed cost of the firm. It was very popular and performance was good.

In the (a) part, candidates were able to state correctly that the fixed cost of the firm is \$50 because at 0 output, total cost incurred is \$50.

In the (b) part, candidates were able to calculate correctly the figures in the table as follows:

S = TC ₁₀	= \$65	W = AVC ₅	=	\$2
T = TC ₁₅	= \$80	X = AVC ₁₀	=	\$ 1.50
U = AFC ₅	= \$10	Y = MC ₅	=	\$ 2
V = AFC ₁₀	= \$5	Z = MC ₁₀	=	\$ 1

In the (b) part, candidates were to draw the graph of the fixed cost. A few candidates did this correctly and scored the full mark here. It was observed that a great number of the candidates did not do this on the graph sheet provided on page 16 of their answer booklet. On the whole, performance was good.

Question 3

- (a) **What is capital?**
(b) **Explain with example, the following types of capital:**
(i) **circulating capital;**
(ii) **social capital;**
(iii) **fixed capital.**
(c) **Explain three characteristics of capital.**

This was a question on definition of capital, explaining with examples specific types of capital and then also stating three characteristics of capital. This question attracted a good number of candidates and performance was good.

In the part (a), candidates correctly defined capital as man-made assets used in further production of goods and services.

A few however, stated that it is an amount of money used to establish a business or any form of resource used in producing good and services which was wrong.

In the part (b), candidates were able to define the various forms of capital but failed to give relevant examples and therefore lost vital marks. Candidates are to note that examples of circulating capital are fuel and raw materials, examples of social capital are roads, schools, electricity, while examples of fixed capital are factory buildings and machinery/equipment.

Some candidates stated that fixed capital was fixed and cannot be moved from one place to the other, but fixed capital does not change its form in production.

In the (c) part, candidates were to explain three characteristics of capital. Candidates

correctly stated some features as man-made assets. It is mobile, it is subject to wear and tear and has a cost of production.

Candidates are to note that much as these features are correct, they were to properly expound and give examples where necessary. The performance on this question was above average.

Question 4

- (a) What is a population census?**
- (b) Differentiate between optimum population and over-population.**
- (c) Highlight any *four* features of a good population census.**

This was a question on population census, optimum and over-population and features of a good population census.

In the (a) part, some candidates stated that it is the number of people living at a particular place within a given time period. This was wrong. A census is a periodic and systematic head count of the people in a geographical location over a period of time, usually ten years.

In the (b) part, candidates were to distinguish between over and optimum population. Some candidates stated that in optimum population, people were equal to the resources and in over population, people were more than the available resources. Candidates are to note that optimum population is that size of the population which combines effectively with available resources to yield maximum output per head. Also, overpopulation is that size of the population which when reduced, will combine effectively to increase output per head.

In the (c) part, candidates' responses were poor and so attracted few marks.

Candidates are to note that some features of a good population census are that it should be done

on a regular basis, there must be a systematic counting, it should be a personal enumeration, should cover all ages and categories of people and must be done by qualified enumerators.

Some candidates rather stated the uses of a census, which was wrong.

Question 5

- (a) What is employers' association?**
- (b) Explain any *two* weapons used by employers' associations in regulating the activities of trade unions.**
- (c) Explain any *four* ways of improving efficiency of labour.**

This question was on Employers' Association in the (a) part and weapons used by this association in regulating the activities of trade unions. This was not a popular question and performance in it was below average.

Most candidates defined employers' association as an organisation of employers with common objectives. But candidates are to note that an employers' association is a group of employers in the same line of business who come together to cater for the interests of their members. eg. Association of Ghanaian Industries etc.

With the part (b), candidates were to explain two weapons used by employers' association in regulating the activities of trade unions. Most candidates mentioned strike actions and demonstrations which are used rather by employees, and so deviated, losing vital marks.

Candidates are to note that the weapons used by employers' associations include collective bargaining with trade unions, the use of threat of lock-out, strike breakers, dismissal and so on.

With the part (c), candidates were to state ways of improving labour efficiency. A few candidates confused employer with employee. However, most candidates correctly mentioned points like education and training, favourable work environment, improved quality of other factors of production, good management - labour relations, improved wages and salaries, adoption of division of labour as well as specialisation and so on.

Question 6

- (a) **Distinguish between increase in demand and increase in quantity demand of a commodity.**
- (b) **With the aid of appropriate diagrams, explain the effects of:**
- (i) **an increase in the price of beef on the demand for fish;**
 - (ii) **an increase in the price of kerosene on the demand for Kerosene stoves.**

This was a question on the need for candidates to distinguish between change in demand and change in quantity demanded in the (a) part.

In the part (b), candidates were to find out the effect of an increase in the price of beef on the demand for fish, and then how an increase in the price of kerosene affects the demand for kerosene stoves.

For the part (a), candidates were able to show the distinction between the two, but failed to indicate the direction of the movement of the demand curve in the case of change in demand, with a change in quantity demanded. Some candidates simply stated a movement along the same demand curve, not indicating a downward movement.

The part (b), posed a problem for the candidates. Some were not able to draw and label the diagrams correctly. Others also drew the two diagrams but failed to show the directional movement of price and quantity.

In the first instance, candidates are to note that fish and beef are close substitutes therefore, an increase in the price of beef will lead to a fall in the quantity demanded. Consumers will therefore shift to fish, a substitute and for the same price, demand for more quantities of fish.

In the second scenario, kerosene and kerosene stoves are perfect complements. Thus, an increase in the price of kerosene will lead to a fall in the quantity demanded of kerosene. The result will be a fall in the demand for kerosene stove because the price of kerosene has gone up.

Performance in this question was below expectation and it was also not a popular question.

Question 7

- (a) (i) **What is money?**
- (a) (ii) **Distinguish between quasi-money and commodity money.**
- (b) **Identify any *four* attributes of a good medium of exchange.**

This was a question on money, which attracted a lot of candidates and performance in it was generally good.

The part (a) required candidates to define money which was satisfactorily done.

In the part (b), candidates were to distinguish between quasi money and commodity money.

Some candidates stated that quasi money is stock of money not needed for direct consumption but to facilitate various sectors of the economy. Others also stated that it is money that can easily change its form.

However, quasi money also known as near money can easily be converted to cash. eg. Bills of exchange, promissory notes etc.

Commodity money according to some candidates is cash needed to purchase items, gained from selling goods or exchange of goods for other goods. These are all wrong. Commodity money is any item valuable in its own right as an item, and also doubles as money in a particular locality eg. cowries, salt, etc.

In the part (b), candidates were able to correctly state the attributes of money as acceptability, portability, divisibility, homogeneity to mention a few. Candidates should note that such points need to be elaborated on with relevant examples.

The (a) part posed a slight challenge for candidates but the (b) part was well-done.

Question 8

- (a) Define national income.**
- (b) Explain the following national income concepts.**
 - (i) value-added;**
 - (ii) cost of living;**
 - (iii) standard of living.**
- (c) State any three reasons why national income estimates are not a good measure for comparing standard of living among nations.**

This was a question on national income where candidates were to define the term in the part (a), explain some concepts in the part (b) and state reasons why national income estimates are not a good basis for comparing standard of living among nations in the part(c).

With the part (a), candidates correctly defined national income as the monetary value of all final goods and services produced within a country in a year.

In the part (b) candidates were to explain value-added, cost of living and standard of living. With value-added, some candidates stated that it is the additional money that is added to the prices of goods and services for use by the government. But value- added is the amount by which the value of product increases at each stage within the production process.

With cost of living candidates were able to correctly state that it is the amount of money a household or an individual spends to obtain a standard basket of goods.

With standard of living, candidates are to note that this is said to be high if the quantity and quality of goods and services consumed by citizens of a country goes up. Per capita income is a standard for measuring standard of living.

With the (c) part, some candidates mentioned points as black market economy, war and advertisements distort national income figures. But candidates are to note that differences in the general price level, differences in population, composition of output, aspect of leisure, different income distribution, women in paid employment and the exchange rate all affect national income and are therefore not a good measure for comparing the standard of living among nations.

GEOGRAPHY 2

1. **GENERAL COMMENTS**

The standard of the paper compared very well with that of the previous years.

2. **PERFORMANCE OF CANDIDATES**

The performance of candidates as compared to the previous years was good.

3. **SUMMARY OF CANDIDATES' STRENGTHS**

Some candidates drew very good outline maps of Ghana and Africa. Location and insertions of land marks were also well presented.

Most candidates demonstrated good knowledge and understanding of

- (a) Manufacturing industries in Tropical Africa
- (b) Mining in Ghana,
- (c) Ocean Transportation and
- (d) Irrigation farming in the Niger valley.

4. **SUMMARY OF CANDIDATES' WEAKNESSES**

The following were observed:

- (a) Difficulty with the understanding of concepts of urban and rural settlements, and how they differ from one another.
- (b) Difficulty with the understanding of subsistence agriculture, its characteristics, advantages and disadvantages.

5. **SUGGESTED REMEDIES**

- (a) Teachers should encourage reading and research on concepts of urban and rural settlements, and how they differ from one another.
- (b) Subsistence agriculture, its characteristics, advantages and disadvantages.
- (c) Teachers must cover enough of the topics to prepare candidates adequately.

6. **DETAILED COMMENTS**

Question 1

- (a) **Highlight *three* characteristics of manufacturing industries in Tropical Africa.**
- (b) **State *three* ways by which manufacturing industries contribute to the economic development of Tropical Africa.**
- (c) **Outline *four* problems facing industrial developments in Tropical Africa.**

Question 1 was about manufacturing industries in Tropical Africa, their economic contributions and problems facing the industries. Performance was satisfactory.

However, some candidates were unable to expand their points sufficiently to attract full marks.

Question 2

- (a) **Outline *four* ways in which urban settlements differ from one another.**
- (b) **Outline *three* factors that have contributed to the high population density in Japan**
- (c) **State *three* problems resulting from the high population density in Japan.**

The question was not popular and majority of them who answered it scored averagely.

The part (a), requested a contrast between urban and rural settlement. Candidates could not answer the question well and lost marks.

The following points needed to be expounded on for full marks:

- (i) Site/physical location
- (ii) Situation/location in terms of other settlements
- (iii) Functions
- (iv) Plan and lay out
- (v) Outlook
- (vi) Quality of services
- (vii) Accessibility etc

The part (b) of the question requested an outline of factors that have contributed to the high population density in Japan.

Some candidates provided factors relating to Tropical Africa such as early marriages, lack of family planning, etc, which are not relevant to the Japan setting, and lost marks. With the part (c) of the question, candidates were able to provide problems resulting from high population in Japan but could not expound on the points sufficiently to attract full marks.

Performance was, however, average.

Question 3

- (a) **Identify *four* ocean routes used in world trade.**
- (b) **In what *four* ways has water transportation contributed to economic developments?**
- (c) **Outline *four* ways of improving transportation on inland water ways.**

Question 3 was on ocean transportation; inland water ways and how inland waterways can be improved.

The parts (a) and (b) of the question were well answered by most candidates. However, the (c) part was challenging as some candidates could not outline ways of improving inland water ways.

The following points could have been expounded on for full marks:

- (i) dredging of river channels
- (ii) manpower development
- (iii) building of canals
- (iv) clearing of water weeds
- (v) provision of medical facilities etc.

Question 4

- (a) Describe *three* characteristics of subsistence agriculture in Ghana.
- (b) Outline *four* advantages of subsistence agriculture.
- (c) Highlight *three* disadvantages of subsistence agriculture.

The question was on subsistence agriculture and not many candidates attempted it, and performance was poor.

Candidates could have presented the following points for the part (a):

- (i) Mixed cropping
- (ii) Small size of farms
- (iii) Labour intensive
- (iv) Involves the practice of slash and burning etc

Candidates had challenges with, the part (c) of the question also.

The following points could have been considered by candidates among others:

- (i) unreliable farm labour
- (ii) burning destroys useful soil organisms
- (iii) may not support large families
- (iv) easy spread of plant diseases on the farm
- (v) output is relatively low etc.

Question 5

- (a) Draw a sketch map of Ghana.
On the map, locate and name *one* area important for the manufacturing of
 - (i) cement;
 - (ii) cocoa products;
 - (iii) flour.
- (b) Highlight *three* benefits of large-scale manufacturing industries in Ghana.
- (c) Highlight *three* benefits large-scale manufacturing industries have over small-scale manufacturing industries.

Question 5 examined candidates on manufacturing industries in Ghana and performance was impressive.

Outline map of Ghana was neatly drawn.

The part (c) was not well answered by candidates. They could not outline the advantages which large scale manufacturing industries have over small-scale manufacturing industries. The following points were expected from candidates:

- (i) Operation is more efficient
- (ii) Leads to increased trade.
- (iii) Higher Gross National Product (GNP)
- (iv) Higher Production
- (v) More employment avenues.
- (vi) Absorbs more risks, etc.

Question 6

(a) Draw a sketch map of Ghana.

On the map, show and name one area each where the following materials are mined.

- (i) gold;**
- (ii) crude oil;**
- (iii) bauxite.**

(b) Describe the process of mining gold in Ghana

(c) Identify *four* problems affecting the mining industry in Ghana.

The question tested candidates on mining in Ghana. The question was popular with candidates as performance was impressive.

The challenges candidates faced in answering this question was their inability to provide the chronological accounts of the method of mining gold in Ghana.

The following may be considered:

- (i) Prospecting of mineral
- (ii) Site identified
- (iii) Location of gold bearing rocks may determine method of extraction
- (iv) Deep mining when gold is located in the crust of the earth.
- (v) Surface mining when gold is found on the surface.

Question 7

(a) Draw a sketch map of Africa.

On the map, locate and name:

- (i) one mountainous area with low density of human population;**
- (ii) one coastal area with high density of human population;**
- (iii) one town in 7(a) (i) above;**

- (iv) **Cape Verde island.**
(b) **Give five reasons for the low density of human population in the middle belt of West Africa.**

Question 7 tested candidates' knowledge on human population of Africa, high and low population areas and the location of Cape Verde Island.

The question was popular with candidates as they scored high marks.

Sketch maps of Africa were well drawn and locations of features in the maps carefully presented.

A good number of candidates could not locate the Cape Verde Island and lost marks.

The performance in the part (b) of the question was average.

The following points could have been presented in addition:

- (i) Poor soils
- (ii) Rugged topography
- (iii) Unfavourable climate
- (iv) Limited industries
- (v) Pests and diseases
- (vi) Historical events etc

Question 8

- (a) **Draw a sketch map of Africa.**
On the map, mark and name:
(i) **latitudes 37° N and 35° S;**
(ii) **longitudes 17° W and 51° E;**
(iii) **Mt. Kilimanjaro;**
(iv) **Lake Victoria.**
- (b) **Outline *five* benefits of highlands in Africa.**

It was a question on location of Africa as a continent with reference to its longitudinal extent and latitudinal extent, major mountains and lakes.

Candidates had the challenge of fixing the right longitudes and latitudes on the outline map of Africa and lost marks.

Some candidates in addition could not locate mountain Kilimanjaro and Lake Victoria on their sketched maps.

The part (b) of the question was well answered by most candidates.

Question 9

- (a) Describe *two* methods of irrigation agriculture in the Niger Valley.**
- (b) Give *two* reasons for the practice of irrigation agriculture in the Niger valley.**
- (c) Outline *four* problems associated with irrigation agriculture in the Niger valley.**

Candidates were to essentially describe methods and reasons for irrigation agriculture in the Niger valley and outline the problems associated with irrigation agriculture in the Niger valley.

Most candidates avoided this question and the few who answered it performed averagely. The major challenge was their inability to identify the methods of irrigation agriculture in the Niger valley. The few who identified them could not describe the processes involved.

Candidates could not provide reasons for the practice of irrigation agriculture in the Niger valley.

Some of the reasons include:

- (i) The area is drained by River Niger.
- (ii) The need to cultivate all year round Agriculture
- (iii) Some of the areas experience drought and therefore has need for water supply etc.

GEOGRAPHY 3

1. GENERAL COMMENTS

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

2. PERFORMANCE OF CANDIDATES

General performance of candidates dipped, slightly this year. Question 1 which is a compulsory question was not attempted by many candidates and consequently affected performance negatively.

3. SUMMARY OF CANDIDATES' STRENGTHS

Most candidates showed a better understanding and application of knowledge on the following topics:

- (i) Dot maps,
- (ii) Karsts topography
- (iii) The concept of urban flooding.

4. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had difficulties with the following topics:

- (i) Map interpretation, e.g. Identification of landforms on Topographical maps and Calculation of gradient.
- (ii) Comparing major climates
- (iii) Conditions which influence the formation of waterfalls and river capture
- (iv) Deposition landforms in arid regions.eg Seif dunes.

5. SUGGESTED REMEDIES

- (i) Candidates should practice a guided map reading and interpretation exercises, as map work component is compulsory and carry a bigger mark allotment.
- (ii) Adequate preparation through reading, research and practice should be inculcated in students in order to address inadequate and poor in- depth knowledge on map interpretation, calculation of gradient, desert land forms and climates.
- (iii) Teachers should cover enough topics on, **Biogeography, Geomorphology, Climatology, Statistics and Map interpretation.**

6. DETAILED COMMENTS

Question 1

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

(Attach the topographical map extract to your answer booklet)

- (a) On the attached topographical map extract, mark and name the following features using the letters in the brackets:
- (i) Ridge (RG);
 - (ii) Col (CL);
 - (iii) Confluence (CF);
 - (iv) Spur (SP);
 - (v) Isolated hill (IH).
- (b) Shade an area above 950ft in the north western part of the map. In your answer booklet, calculate the gradient along the line between points A and B on the map.
- (c) Describe two drainage characteristics of the River Tain.

Question 1 was on map interpretation and compulsory. It was generally an application question and carries a greater mark allotment.

The question was crafted to test candidates' knowledge and understanding on map interpretation with respect to identifying general landforms on Topographical Maps, Contour reading, Calculation of Gradient and Characteristics of Rivers.

The general performance was not satisfactory. The following were challenges observed:

- (i) Some candidates did not attempt the map interpretation and lost a good deal of marks.
- (ii) Some candidates could not read contour lines very well.
- (v) Some candidates could not calculate the gradient between two points on a map.
- (vi) Some candidates could not describe the characteristics of the River provided on the

Question 2.

The population distribution in the regions of country M in the year 2011 is represented in the table below. Use the data to answer the questions that follow:

Region	Population
A	100,000
B	380,000
C	160,000
D	220,000

- (a) **Using the map on page 3 and a scale of one dot to represent 20,000 persons, produce a dot map for country M.**

(Detach the dot map of country M on page 3 and attach it to your answer booklet).

- (b) **On the dot map produced in 2 (a), suggest a suitable title.**
(c) **State two advantages of dot maps.**

Question 2 was a statistical question which tested candidates' knowledge, understanding and application of statistical knowledge to solving a problem.

The problem was for candidates to calculate population density and to show a graphical representation of the statistical data with the use of Dots, produce a suitable title for the Dot map and describe the advantages of Dot maps.

Performance was very impressive as most candidates scored very high marks.

Question 3

With the aid of annotated diagrams, explain the characteristics and mode of formation of the following features:

- (a) **gorges;**
(b) **seif dunes.**

Question 3 was a typical Geomorphology question on Desert land forms and valley formation.

The Gorge is an erosional landform and the Seif dunes a depositional land form. The question demanded description of the mode of formation and characteristics of each of these landforms using diagrams to support presentation.

Performance was very poor as most candidates who attempted the question could not demonstrate enough knowledge and understanding of the landforms.

The challenges as observed include:

Inability of candidates to describe the characteristics and sequence of how the features are formed and could not provide suitable diagram to support presentation.

Some of the useful points expected from candidates on gorge are:

Characteristics:

- (ii) also called ravines/canyons
- (iii) elongated
- (iv) steep sided could be associated with fault lines
- (v) deep narrow river valley

Mode of Formation:

- (i) formed mostly in the upper course of a river
- (ii) formed when waterfalls retreat upstream
- (iii) formed also along fault lines
- (iv) rivers cut deeply along lines of weaknesses vertically
- (v) further vertical erosion deepens the valley to form a very deep and elongated valley called a gorge.

Question 4

- (a) (i) **List *three* landforms found in limestone regions.**
- (a) (ii) **Draw a well labelled diagram to show the underground features of a limestone region.**
- (b) **Outline *three* ways by which limestone is beneficial to man.**

Question 4 was on Karst topography which required candidates to use diagram to show understanding of underground features of the Karst region.

The question was quite popular with candidates as performance was very good. The challenges were their inability to spell stalactites and stalagmites correctly and the interchange of the positions of these land forms.

Candidates should take note that stalactites are growths from the roof of the limestone caves and stalagmites are growths from the floor of the limestone caves.

Question 5

- (a) **With the aid of annotated diagrams, explain eclipse of the moon**
- (b) **State *three* characteristics of Great Circles.**
- (c) **Outline *three* uses of Great Circles.**

Question 5 was on the formation of the eclipse of the Moon with the support of a diagram, the characteristics of Great Circles and their uses. Performance was very good.

A few candidates confused the formation of the lunar/moon eclipse with solar eclipse in their narratives.

Candidates should take note that in the formation of lunar eclipse, the Earth rather comes between the sun and the moon as a unique reference.

In the part (b) of the question, a lot more candidates could not identify the characteristics of Great circles.

These include:

- (i) they run in all directions
- (ii) imaginary circular lines drawn on maps/globes
- (iii) each halve is called hemisphere etc

The (c) part of the question which was on the uses of Great Circles was well answered.

Question 6

Contrast the characteristics of the Equatorial climate with Tundra climate:

Question 6, a Climatology question was poorly answered by candidates.

Few candidates attempted the question and performance was merely satisfactory.

Candidates could not contrast the Equatorial and the Tundra Climates satisfactorily

Candidates should look at the following areas:

temperature amount differences, temperature distribution differences, rainfall amount differences, rainfall distributions, cloud cover, humidity, locations etc.

Question 7

With appropriate diagram, outline three conditions under which the following features can be formed:

- (a) **river capture;**
- (b) **waterfall.**

Question 7 was a Geomorphology question and requested candidates to demonstrate their knowledge and understanding on the conditions under which river capture and waterfall can be formed using appropriate diagrams to demonstrate understanding.

Performance was not satisfactory as a good number of candidates scored poor marks. Candidates could have considered the following:

River capture

- (i) there must be two parallel consequent rivers
- (ii) the consequent rivers must be separated by watershed
- (iii) one of the rivers must have powerful tributary eroding head ward etc.

Waterfall:

- (i) there must be the presence of fault line scarp along river valley
- (ii) there must be a plunge of water from a higher elevation to a lower elevation
- (iii) plunge of plateau edge
- (iv) presence of hanging valley
- (v) presence of dyke across river valley etc

Question 8

Write a geographical account of flooding in urban areas under the following headings:

- (a) *four causes;*
- (b) **three effects;**
- (c) **four measures that can be used to control the flooding.**

Question 8 was a Biogeography question which tested understanding and the application of knowledge on the causes, effects and measures to forestall flooding in urban areas.

The question was popular, and candidates scored very high marks.

GOVERNMENT 2

1. GENERAL COMMENTS

The standard of this year's paper compared well with that of the previous year.

Questions set conform to the blue print of the syllabus with no ambiguity and unquestionable clarity. The performance of candidates dropped compared to last year.

2. SUMMARY OF CANDIDATES' STRENGTH

- (1) Some candidates provided answers in good English language and accurate spelling.
- (2) An appreciable number of candidates wrote legibly and arranged their points in paragraphs which made the scripts very easy to mark.
- (3) A few number of the candidates exhibited clear understanding of the questions through the answers provided.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Once again majority of the candidates could not express themselves well in the English language making their presentation messy.
- (2) The issue of bad spelling of words featured prominently coupled with illegible hand writing.
- (3) Majority of the candidates did not obey the rubrics of the paper. They answered more than the required number of questions from each section of the paper.
- (4) Many candidates did not support their essays with relevant facts.

4. SUGGESTED REMEDIES

- (1) Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.
- (3) Teachers of the subject should give more exercises on Paper 2, through that they would be able to assess the strengths and weaknesses of candidates so as to address them.
- (4) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.

5. DETAILED COMMENTS

SECTION A

ELEMENTS OF GOVERNMENT

Question1

- (a) **Define *fascism*.**
- (b) **Highlight *four* features of a fascist state.**

Few candidates answered this sub-structured question.

In the (a) part of the question, the explanation of fascism was not satisfactorily given. Candidates expressed fascism in terms of *dictatorial rule associated with Benito Mussolini of Italy*. The issues of *aggressive nationalism and racism were not mentioned*.

In the (b) part of the question, features of a fascist state were not adequately outlined as stated in the marking scheme. Points like racism, highly centralized economy, flouting of international laws and conventions were rarely mentioned.

However, few candidates used the general features of dictatorial rule to answer the question admirably i.e. absence of rule of law, lack of judicial independence, abuse of human right, the use of coercive force, repression of political opposition among others.

Performance of many of the candidates who attempted the question was poor with just a handful doing exceptionally well.

Candidates were expected to raise and expand the following points:

- (a) Fascism is defined as a system of government headed by a dictator and emphasizes aggressive nationalism and racism in which government has a total control over all activities in the state.
- (b)
 - (i) The leadership is supreme. It makes laws and decrees, execute and adjudicate them without internal or external control.
 - (ii) A fascist government adopts autocratic tendencies. It uses its coercive agents, the police, army, navy and air force in organizing violence and terror in society/Abuse of fundamental human rights.
 - (iii) Political participation is limited to a few elite while the majority of the population is not allowed to take part in decision making.
 - (iv) The state is superior to individuals. Individuals can even be killed in pursuit of state goals.

- (v) A fascist government represses political opposition and only one political party is allowed to exist. All political enemies are suppressed, killed or detained without trial.
- (vi) There is massive use of propaganda. The state owns the mass media. The state decides the type and nature of information and education to be given to the masses.
- (vii) It is based on aggressive nationalism which manifests itself in territorial expansion and the desire to dominate other states.
- (viii) There is lack of respect for international laws and conventions. The state flouts international principles and general agreements.
- (ix) The economy is highly centralized. The state controls all the factors of production, distribution and exchange.
- (x) Fascism is opposed to liberal democratic, socialist and communist ideals. democratic principles like rule of law are never observed.
- (xi) It believes in the myth of racial purity and therefore persecutes minorities.
- (xii) The state is hierarchically structured with a leader at the top.
- (xiii) Fascist societies accept inequalities as the ideal e.g. men are superior to women and soldiers to civilians.
- (xiv) It rejects all forms of religion.
- (xv) Fascism is fanatical rather than rational.
- (xvi) Fascist rulers rule for life.
- (xvii) Absence of an independent judiciary.

Question 2

(a) Identify *three* types of delegated legislation.

(b) Give *four* reasons for the control of delegated legislation in West Africa.

This was a popular question attempted by many candidates with a satisfactory performance. In the (a) part of the question, a large number of candidates were able to identify Bye laws, Orders-in council, ministerial orders and several others as types of delegated legislation. However, some candidates mistakenly stated *centralization, decentralization and devolution* as types of delegated legislation.

Candidates in the (b) part of the question satisfactorily outlined reasons for the control of delegated legislation. Some of the points raised were maintenance of law and order, accountability, protection of liberties of citizens and misuse of public funds. Candidates raised almost all points in the marking scheme.

The overall performance of candidates on this question was good.

The candidates were expected to raise and expand the following points as provided for in the marking scheme;

- (a)
 - (i) Orders-in-council.
 - (ii) Bye - laws.
 - (iii) Prerogative orders.
 - (iv) Ministerial orders.
 - (v) Statutory orders or instruments.
 - (vi) Rules of professional bodies.
 - (vii) Provisional orders.
 - (viii) Special procedure orders.

- (b)
 - (i) To maintain law and order.
 - (ii) To safeguard citizen's liberties from obnoxious laws.
 - (iii) To make officials accountable for their actions.
 - (iv) To prevent misuse of public funds.
 - (v) To prevent bodies with powers of delegated legislation from being autocratic.
 - (vi) To prevent undue usurpation of the legislature's power.
 - (vii) To ensure the rules are within the ambit of the Enabling Act.
 - (viii) To prevent unnecessary duplication of laws, rules and regulations.

Question 3

(a) Define absolute monarchy.

(b) Outline *four* differences between monarchy and a republic.

This was not a popular question and the few candidates who attempted performed poorly. They could neither define absolute monarchy nor differentiate between monarchy and a republic.

The performance of candidates on this question confirm again that students do not take seriously the study of 'SECTION A' (ELEMENTS OF GOVERNMENT) the foundation of the study of government.

The marking scheme expected the candidates to define absolute monarchy and outline differences between monarchy and a republic in the following way:

- (a) An absolute monarchy is a system whereby the government of a state is headed by a king or queen who is both the head of state and head of government.
- (b)
 - (i) The head of state is known as a monarch in a monarchy while in a republic the head of state is called a president.
 - (ii) The head of government in a republic is elected by the people, while the monarch in the monarchy comes to power through hereditary right.
 - (iii) Members of the legislature in a republic are elected by the people, some legislators in a monarchy are appointed while others inherit their positions.

- (iv) The principle of the rule of law is seriously adhered to in a republic while in an absolute monarchy the principle of the rule of law does not always exist.
- (v) In a republic, the constitution is adhered to while in an absolute monarchy the constitution may not be followed.
- (vi) In a republic, the head of government can be removed through a vote of no confidence or impeached while a monarch cannot be removed by legal process.
- (vii) There is fixed tenure of office for the leaders in a republic while the monarch rules for life.
- (viii) In a republic legal sovereignty resides either in the constitution or parliament while in the monarchy it resides with the monarch.
- (ix) In a constitutional monarch, the monarch only reigns but does not rule while in a republic, the president/prime minister runs the day-to-day administration of the state.
- (x) In a monarchy there is absence of separation of powers while in the republic, there may be separation of powers.
- (xi) In a monarchy laws are made by the monarch and his elders whereas in a republic laws are made by elected representatives.

Question 4

Highlight *five* roles played by political parties in a state.

This was a popular question attempted by majority of candidates who put up good performance. The only reservation and observation were the fact that many of them could not give enough explanation to earn full marks.

Few other candidates considered the question as the functions of government and hence deviated.

However, the overall performance was good.

For academic purpose, the scheme provided the following points:

- (i) They help in promoting national unity by their nationwide membership.
- (ii) They help in recruiting political leaders.
- (iii) They help in aggregating the views and opinions of the people.
- (iv) They seek to win elections and form government.
- (v) They educate the citizenry politically.
- (vi) They serve as a link between the government and the people.
- (vii) They put the government of the day on its toes by constructive criticisms.
- (viii) They provide alternative government.
- (ix) They help to ensure a peaceful change of government.
- (x) They serve as training grounds for future politicians.

- (xi) They publish manifestoes which articulate their vision and translate into their public policies/interest articulation.
- (xii) They engage in political mobilization of the people.
- (xiii) They provide employment opportunities to their members.

Question 5

- (a) What is pressure group?**
- (b) Highlight *four* methods employed by pressure groups to achieve their objectives.**

This was another popular question which was attempted by many candidates and their performance was good. However, a handful of candidates deviated in the (b) part of the question by writing on the *roles of pressure groups* in a state.

The scheme provided the following points to address the question:

- (a) An organization of people with similar interest coming together to influence government decisions for the benefit of its members.
- (b)
 - (i) Propaganda.
 - (ii) Mass media e.g. sponsoring of adverts on radio and print media to create awareness.
 - (iii) Demonstrations/campaign.
 - (iv) Strikes
 - (v) Lobbying of policy makers.
 - (vi) Petitions and memoranda.
 - (vii) Lectures and debates.
 - (viii) Use of illegal means e.g. violence, sabotage, civil disobedience; political assassinations, kidnapping etc.
 - (ix) Constitutional means such as litigation or resort to courts.
 - (x) Support for political parties and candidates.
 - (xi) Press Conferences.
 - (xii) Boycotts.
 - (xiii) Conducting research into certain problems and forwarding their findings to the government for adoption.

SECTION B

POLITICAL AND DEMOCRATIC DEVELOPMENTS IN WEST AFRICA AND INTERNATIONAL RELATIONS.

Question 6

Highlight any *five* democratic features of the Akan traditional political system.

This question was popular attracting majority of the candidates, but their performance was poor. The question demanded of candidates to *outline the democratic features of the Akan traditional political system* and not the general features of the system.

Most candidates missed out on indicating the checks and balances inherent in the political system and went on to state the features of a democratic state i.e. the rule of law, protection of fundamental human rights, independent judiciary, which were all out of context.

The overall performance of candidates in relation to this question was poor. Candidates were required to raise and expand the following points as provided for in the marking scheme;

- (i) The chief was nominated by the Queen mother and presented to the kingmakers.
- (ii) Kingmakers and Council of Elders deliberated over the nomination.
- (iii) Council of Elders were representatives of clans or lineages.
- (iv) Rules and regulations were made in consultation with the Council of Elders and divisional chiefs.
- (v) Formulation and implementation of policies with the king in council.
- (vi) The swearing of the oath makes the chief accountable to the people.
- (vii) Settlement of disputes was administered through open arbitration, mediation and reconciliation.
- (viii) Procedures existed for the destoolment of an autocratic and corrupt chief.
- (ix) The people, age-grades and Asafo companies could demonstrate against the chiefs or the entire council.
- (x) Observance of traditional festivals helped the sub-chiefs and the entire people to express their grievances.

Question 7

In what *five* ways did the policy of association benefit the people of French West Africa?

This was not a favourite question among the candidates. However, the few who attempted it performed very well. Points raised and expanded were in line with the provision of the scheme.

The scheme provided the following as points to be raised and expanded in addressing the question.

- (i) It granted local autonomy to the territories by creating territorial assemblies.
- (ii) The territorial assemblies could legislate on matters like agriculture, education, health, internal trade etc.
- (iii) Repressive laws such as indigent, curfew and prestation were abolished.
- (iv) Universal adult suffrage was granted to the people.
- (v) The policy recognized the culture, language and history of the people.
- (vi) It prepared the ground for the formation of indigenous political parties.
- (vii) It granted all Africans representation into the French Chamber of Deputies and the Senate.
- (viii) The Governor-General's powers and status were reduced.
- (ix) It granted automatic citizenship to all inhabitants of French West Africa/abolished the distinction between citizens and subjects.
- (x) It recognized the status of chiefs.
- (xi) Each territory was given the power to establish its own executive council to formulate policies.
- (xii) It allowed the formation of trade unions.
- (xiii) It introduced economic and social reforms by constructing roads, health, educational facilities and extending education to all Africans.

Question 8

Outline *five* reasons why the educated elite opposed indirect rule in British West Africa.

This was a popular question and was attempted by majority of candidates. Despite the popularity of the question, majority of the candidates who attempted it performed poorly. Some candidates did not capture the demands of the task and wrote on the reasons for the adoption of Indirect Rule in West Africa.

The marking scheme required candidates to address the task using the following points;

- (i) Indirect rule excluded the educated Africans from taking part in colonial administration.
- (ii) It delayed constitutional and political developments in the various colonies.
- (iii) It interfered with the institution of chieftaincy as district and regional commissioners recognized chiefs only through gazette.
- (iv) It promoted division in communities as the chiefs and educated elites saw each other as enemies.
- (v) It did not encourage Africans to join the civil service.

- (vi) Most traditional rulers embezzled taxes kept in the native treasuries and this annoyed the educated elite.
- (vii) The system slowed the pace of nationalism and the attainment of independence in British West Africa.
- (viii) The reliance of the system on the chiefs slowed down the pace of development.
- (ix) The mode of selecting people to the legislative councils was regarded by the elites as undemocratic.
- (x) The system failed to prepare the people for modern representative government.
- (xi) It hindered effective development and growth of local government system.
- (xii) It did not ensure the training of future political leaders.
- (xiii) It denied the people the system of checks and balances that existed before colonial rule.
- (xiv) The educated elite regarded the chiefs as illiterates hence incapable of ruling.
- (xv) It made the chiefs stooges of the colonial masters.

Question 9

- (a) **Mention any *three* political parties that existed in the Gold Coast before independence.**
- (b) **State *four* roles played by political parties in the struggle for independence in 1957.**

This was not a popular question and the few candidates who attempted it did not perform well.

With the exception of the United Gold Coast Convention and the Convention People's Party, many of the candidates lacked knowledge about other political parties that operated before independence.

The (b) part of the question was not properly answered. Most candidates dwelled on the general roles of political parties without indicating particular roles of pre-independence political parties.

To address the question appropriately, the scheme provides the following points to be raised and expanded;

- (a)
 - (i) United Gold Coast Convention (UGCC).
 - (ii) Convention People's Party (CPP).
 - (iii) Ghana Congress Party (GCP).
 - (iv) National Liberation Movement (NLM).
 - (v) Togoland Congress (TC).
 - (vi) Northern People's Party (NPP).
 - (vii) Moslem Association Party (MAP).

- (b) (i) The political parties mobilized the masses to have a common voice against colonial rule.
- (ii) The political parties provided the needed dynamic leadership e.g. Dr. J. B. Danquah and Dr Kwame Nkrumah.
- (iii) The political parties created political and social awareness among the people.
- (iv) They contributed to political education of the people through campaign and rallies.
- (v) They pressed for constitutional reforms e.g. 1951 and 1954 constitutions.
- (vi) They sent petitions, delegations to Britain on issues concerning the granting of independence.
- (vii) They provided platform for conducting elections to enable the people to choose their representatives.
- (viii) They helped the colonial government to determine the type of government suitable for Ghana.
- (ix) They organized demonstrations, boycotts, and civil strikes to pressurize colonial authorities to grant independence to the people of the Gold Coast e.g. Positive Action.

Question 10

Highlight *five* challenges facing the African Union (AU).

This was a popular question responded to by almost all the candidates with an average performance.

In most cases candidates did not provide adequate explanations to the points given and in some instances the explanations were incorrect. Candidates shallow knowledge of the subject matter were very much at play and goes to confirm the assertion that either candidates do not read in-depth topics of the syllabus or read text with wrong facts.

Candidates were expected to raise and expand the following points as provided for in the scheme;

- (i) Intra and inter states conflicts/political instability. e.g. Mali; DR Congo etc.
- (ii) Fear of domination of smaller states by larger ones.
- (iii) Inability of member states to pay their dues.
- (iv) Inability to implement most of its policies.
- (v) Language barrier.
- (vi) The absence of an Africa High Command/standing army.
- (vii) Over-reliance of member states on their colonial masters.
- (viii) The use of different currencies among member states.

- (ix) Membership of other international organizations e.g. OPEC, Commonwealth etc.
- (x) Poverty, famine, ignorance and diseases.
- (xi) International terrorism.
- (xii) Problems of refugees and internally displaced people.
- (xiii) Over-dependence on external sources for development.
- (xiv) Ideological differences.
- (xv) The reluctance on the part of member-states to surrender their sovereignty for a common cause.
- (xvi) Lack of consensus on international issues.
- (xvii) Frequent border disputes.

HISTORY 2

1. GENERAL COMMENTS

The standard of this year's paper compared well with that of the previous year. The questions were consistent with the topics in the History syllabus.

There was a decline in performance of the candidates compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A handful of candidates provided answers in good English language and accurate spelling.
- (2) An appreciable number of candidates wrote legibly and arranged their points in paragraphs which made the scripts very easy to mark.
- (3) An appreciable number of candidates adhered to the rubrics.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many of the candidates were not able to express themselves well in the English Language making it difficult for them to articulate their points well.
- (2) It is important to note that some candidates continue to answer more questions than required and also select questions from other member countries which they felt could easily be answered thereby disregarding the rubrics.
- (3) Scattered Answers: Some candidates did spread their answers to a question on several pages without alerting examiners to the pages.
- (4) Some candidates spent a lot of time and emphasis on one question to the neglect of the others.
- (5) Majority of candidates showed shallow knowledge of the subject matter by writing on issues not related to the task.
- (6) Majority of the candidates were not able to spell correctly names of prominent men in history, historical towns, articles of trade, and ethnic groups, among others.

4. SUGGESTED REMEDIES

- (1) Approved textbooks: Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Adherence to Rubrics: It does not pay to answer more questions than necessary and exhibit little knowledge on each of them in an examination. The rubrics indicated four question, nothing more, nothing less. This will allow more time to make minor corrections.

- (3) **Systematic Arrangement:** It is important to remind the candidates to arrange their answers in an orderly manner so that their answers to one question are not spread over several pages. Pages should not be reserved for questions they are not ready with their answers.
- (4) **Apportion time:** Candidates should be encouraged to apportion the time equally for each question allotted for the paper so as to address all questions well.

5. **DETAILED COMMENTS**

Question 1

Outline any five ways by which the Trans-Saharan Trade was organized.

This was a popular question among the candidates with an average performance.

A few of the candidates were able to outline the ways the trade was organized well. On the other hand, majority of the candidates were not conversant with the nature of the organization of the trade i.e. the parties involved in the trade, articles of trade, trade routes, means of transportation and medium of exchange.

The overall performance of candidates was average.

Candidates were expected as provided for in the marking scheme to raise and expand the following points;

- (i) The trans-Saharan trade was organized generally by the Berbers, Arabs of North Africa and the Negroes of West African Sudan.
- (ii) It was financed mostly by the rich Berber merchants of North Africa.
- (iii) They hired young people to take the goods to their agents in Western Sudan.
- (iv) The North Africans brought items such as salt, beads, Islamic books, etc and exchanged them for gold, slaves, kola nuts, ostrich feathers, hides and skins, etc.
- (v) Initially barter system was practiced.
- (vi) The Berber traders initially came to Western Sudan in singles but later in Caravans (groups).
- (vii) Portage was the initial means of carrying goods. Later camels were used
- (viii) The traders used three major routes for their activities, the Eastern, Central and Western routes.
- (ix) The caravan traders left North Africa yearly between September and October and returned at the beginning of the rainy season in April or May.
- (x) The traders hired the Tuareg as guides.

Question 2

Outline any five economic activities of the Berbers.

This question was popular with the candidates, but their performance was below average. Many of the candidates were unable to expand their points cogently and where they did it was sketchy.

Most of the information provided on the type of crops grown by the Berbers were wrong i.e. yams, cocoyam, rice, etc. Also, the following points were missing from the presentation of the candidates; the creation of settlement at Fezzan which became an international trade hub or entrepot, establishment of effective system for the collection of taxes among others.

The marking scheme provided the following as points to address the question;

- (i) The Berbers produced grains like wheat, barley for domestic use and export.
- (ii) They produced wool, hides and skins and horses which were traded for other items like tin, perfume, etc.
- (iii) They domesticated animals like sheep and goats.
- (iv) They developed commercial relations with Carthage and Western Sudan.
- (v) Berber kings designed effective system for the collection of taxes.
- (vi) They played the middleman role in the Mediterranean trading network.
- (vii) Some of them engaged in slave raiding in the Sahara. The slaves were exchanged for foreign goods and for labour.
- (viii) The Garamantes, a sub-division of the Berber created settlement in the Fezzan area which they turned into international trade entrepot.
- (ix) They created regional market where the rural population bought and sold goods.
- (x) They engaged in the production of iron tools and weapons.
- (xi) The Berbers made pottery of complicated designs e.g. richly decorated five-part drinking vessel.
- (xii) They produced bronze for the manufacture of vessels and other goods.

Question 3

Identify any five problems encountered by the Solomonic Dynasty of ancient Ethiopia.

This was not a popular question as just a handful of candidates attempted it. The few who attempted the question performed poorly as they exhibited poor knowledge of the subject matter. The poor performance affirms the assertion that candidates do not touch base with all the topics in the syllabus in their preparation to sit for the paper.

The marking scheme provided the following points for candidates to expand;

- (i) The Solomonic Dynasty's attempt to overpower an earlier dynasty called Agao.

- (ii) The internal dynastic struggle gave room to Islam to penetrate into the Ethiopian highlands.
- (iii) The growing influence of Islam among Ethiopians e.g. Danakil, Beja, Ifat, Harar and near Lake Zway.
- (iv) The challenges posed by the many sultanates around Ethiopia-East, South-East and the South.
- (v) The threat posed by Ahmad Gran's Land grabbing propensity.
- (vi) The problem posed by the Christian Portuguese who had earlier assisted Lebna Degel to defeat the Muslims.
- (vii) The Galla threat.
- (viii) Absence of strong central control after the death of Yacob

Question 4

- (a) List any three salt manufacturing communities in pre-colonial Ghana.**
- (b) Outline any two methods of salt processing in pre-colonial Ghana.**
- (c) State any two benefits of salt in pre-colonial Ghana.**

This was a popular question among the candidates. The overall performance of candidates on this question was poor. The tasks for (a) part were correctly listed. However, the task for parts (b) and (c) were poorly tackled. Candidates could not explain the processes involved in (b) neither were they able to state the benefits of salt in (c).

The sentences of candidates were poorly constructed which affected the meaning of answers provided.

The marking scheme provided the following points to address the task;

- (a) (i) Ada (iv) Daboya (vii) Eftu (x) Cape Coast
(ii) Accra/James Town/Osu (v) Agebu (viii) Eguafo (xi) Winneba
(iii) Elmina (vi) Kormantin (ix) Komend
(xii) Brenu/Akyinmu (xiii) Saltpong
- (b) (i) Saline 'soaks' containing salt were scraped into containers, mixed with water, sieved and boiled till the water evaporated leaving salt crystals.
(ii) Trapping sea water into large holes or trenches dug near the sea and salt lakes left to dry up through evaporation and crystal salt detained.
(iii) Salt water was boiled until it evaporated leaving crystal salt.
(iv) Squeezing of saline juice from mangrove roots and seeds and leaving it to evaporate leaving salt crystals.
(v) Burning of mangrove roots and seeds sand soaking the ash in water leaving it to evaporate to obtain salt.
- (c) (i) Salt was used for preservation of food items.
(ii) It was a means of employment for those engaged in its production.
(iii) It was an item of trade.

- (iv) It generated income/revenue for chiefs through the payment of tolls and renting of salt fields.
- (v) It was a source of income for the people.
- (vi) It was used for medicinal purposes e.g. as an antiseptic.
- (vii) It was used for bride price.
- (viii) It was put into food to make it tasty.
- (ix) It was used for religious purposes.
- (x) It was used in naming ceremonies.
- (xi) It was used as a currency.
- (xii) It was used in feeding cattle.

Question 5

- (a) List any three non-centralized Ethnic groups in pre-colonial Ghana.**
- (b) Highlight any four political features of the pre-colonial Guan.**

This question was not popular as it attracted few candidates. The overall performance of the few who attempted the question was poor. In the (a) part of the question, some candidates were able to mention some of the non-centralized ethnic groups. However, candidates failed woefully in addressing the (b) part of the question. They failed to mention that the political system was hinged on theocracy, priest and priestesses were the rulers until later when a system of chieftaincy was adopted with stools that were attached to ancestral deity or god. Candidates also confused the social features with the political features as well as polytheism with theocracy.

The task demanded the following points to be expanded as provided for in the marking scheme as follows;

1. (a)

(i) Kokomba	(vi) Gbimba
(ii) Koma	(vii) Tampulensi
(iii) Sisala	(viii) Chamba
(iv) Vagala	(ix) Guan
(v) Nafeba	(x) Ga
- (b)
 - (i) The Guan political system was hinged on Theocracy.
 - (ii) The rulers of Guan were priests and priestesses.
 - (iii) The priest kings settled all disputes and decisions were binding.
 - (iv) They were also respected as the effective political officers in the land.
 - (v) Their powers were backed by a force based on ritual and moral sanctions.
 - (vi) The town later adopted a system of chieftaincy with the stools attached to ancestral deity.
 - (vii) There was separation of powers of the priest and the political head-chief.
 - (viii) In some Guan communities, the queen mother played important political and social roles.

Question 6

- (a) Name any three forest states in Ghana.
(b) Identify any four indigenous beliefs and practices of the people of Ghana before their contact with Europeans.

This was a popular question attracting majority of candidates. The (a) part of the question was well tackled as candidates were able to list the names of the forest states as demanded by the question.

However, the (b) part of the question was poorly tackled. Candidates were confused about what the religious beliefs and practices of the people of Ghana were before their contact with the Europeans. Incorrect responses like puberty rites, widowhood, festivals, polygamy, etc. were mentioned by most candidates. The few candidates who had their points correct i.e. witchcraft, belief in the creator, worship of smaller gods, ancestral worship, magic, etc. were not able to expand these points very well.

The overall performance of candidates on this question was poor.

The scheme provided the following points below in addressing the task;

- | | | | | |
|-----|-------|--------|--------|----------|
| (a) | (i) | Asante | (v) | Denkyira |
| | (ii) | Adanse | (vi) | Wassa |
| | (iii) | Akwamu | (vii) | Twifo |
| | (iv) | Akyem | (viii) | Sefwi |
| | | | (ix) | Assin |
- (b)
- (i) The people of Ghana believed in the Supreme Being, the Creator of all things.
 - (ii) The Supreme Being was not worshipped directly. For this reason, He had no priests or priestesses
 - (iii) It was believed that the Creator lived far away in the sky and could be spoken to through the wind. He was variously called Ngankopon, Mawa, Nayomo, etc.
 - (iv) They believed in the worship of smaller gods who were the intermediaries between the Creator and man.
 - (v) The smaller gods lived in big trees, holes, lakes, rivers, seas, huge rocks, caves, thick groves, etc.
 - (vi) The small gods were in the form of wooden images, moulds of mud, etc.
 - (vii) There were priests and priestesses through which the gods spoke to the people.
 - (viii) Sacrifices were made to the gods for good health, fertility, prosperity, protection from misfortunes, etc.
 - (ix) They believed in ancestral worship and consulted them from time to time.
 - (x) They believed in witchcraft, talismans, magic, etc.
 - (xi) They also believed in life after death thus their dead were buried with precious items like gold, cloth, cups, etc.

Question 7.

Outline any five reasons for the success of the Convention Peoples Party (CPP) over its rival, The United Gold Coast Convention (UGCC) in the 1951 general election.

The question though popular among the candidates was not properly managed. A large number of candidates who attempted it looked at the achievements of Dr. Kwame Nkrumah instead of the work of the party, Convention Peoples Party. Many of the issues that made the CPP popular and became successful against its rival UGCC were left out.

The overall performance of the candidates was average.

The task expected candidates to raise and expand the following points as provided for in the marking scheme;

- (i) The Convention People's Party had good organizational ability.
- (ii) The membership of UGCC came from the elite, the intelligentsia and Businessmen while that of CPP came from the masses.
- (iii) The CPP had a radical political ideology "self-governmental now" and worked towards it while the UGCC's was self-government without time limit.
- (iv) The charisma of Kwame Nkrumah.
- (v) While CPP was national, the UGCC was regional.
- (vi) The CPP allied with the Trade Unions.
- (vii) It organized mass rallies to educate the people.
- (viii) The Positive Action organized by CPP in 1950 was embraced by the people.
- (ix) The CPP catching party songs and symbols worked for the party.
- (x) It also had nationalists' dailies which were widely read.
- (xi) There was in-fighting within the UGCC.
- (xii) The imprisonment of Nkrumah, Gbedemah and others for subversion made the leadership as well as the party popular.
- (xiii) The UGCC opted for federalism as against the unitary government which was embraced by the CPP and approved by the British.
- (xiv) Reduction of voting age from 25 years to 18 years.

Question 8

Highlight any five factors that led to the electoral victory of the Progress Party (PP).

This was a popular question which attracted majority of the candidates. The overall performance was good. Most candidates raised good points and followed it up with good explanation laced with appropriate examples. The following were some of the points raised by the candidates; the role played by K. A. Busia, the leader, the ethnic agenda used against

the National Alliance of Liberals (NAL) that it was an Ewe party and linked with the disbanded Convention Peoples Party (CPP), etc.

The scheme provided the following points to address the task;

- (i) The personality of K.A. Busia, the leader of the Progress Party-An eminent scholar who was well known.
- (ii) He was regarded as a bitter opponent of Nkrumah right from the formation of CPP.
- (iii) The National Alliance of Liberals (NAL) which was headed by Gbedemah was the largest opposition party, but the people of Ghana saw Gbedemah as a close associate of Nkrumah who was deposed for maladministration.
- (iv) The people identified the Progress Party with the United Party or the National Liberation Movement and voted for it.
- (v) It was a common knowledge that K.A. Busia's exile was linked to Nkrumah's actions.
- (vi) The appointment of K.A. Busia as the chairman of the National Centre for Civic Education enhanced his popularity among the people.
- (vii) He was regarded as sincere, honest, dedicated and thus highly respected.
- (viii) The popularity of Gbedemah was reduced by the Progress Party propaganda-A paper 'lest we forget', made Ghanaians aware of the speeches and some activities of Nkrumah and Gbedemah hence making the NAL and its leader unpopular.
- (ix) Ethnicity was another factor that promoted the Progress Party-The PP was generally perceived as an Akan party while NAL an Ewe party.
- (x) It was generally believed that many of the followers of NAL did not register to vote.

Question 9

Highlight any five roles played by Ghana in the United Nations Organization.

This question was highly patronized by the candidates, however, despite its popularity, the overall performance of candidates was below average. The usual problem of candidates not able to express themselves well, putting up points which were not historically factual and deviating from the demand of the task reared its head again. Some candidates tackled the task by writing on the benefits of the UNO to Ghana instead of the Role the country play in the UNO.

The scheme provided the following points in addressing the question;

- (i) Provision of personnel in the Secretariat and the U.N agencies.
- (ii) Ghana has played a significant role in the area of taking care of refugees.
- (iii) It has played a significant role in the area of peace keeping
- (iv) It has participated in all discussions at the United Nations General Assembly.
- (v) Ghana has contributed immensely to the fight against arms race and nuclear weapons.

- (vi) It has also helped to promote respect for international laws within the framework of UN.
- (vii) Regular payment of her dues.
- (viii) Promotion of fundamental human rights.
- (ix) Has provided office space, needed facilities and local staff.
- (x) Implementation of U.N. decisions.

ISLAMIC STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper compares favourably with those of previous years.

2. PERFORMANCE OF CANDIDATES

The performance of candidates was better than the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Unlike previous years, candidates improved greatly in answering question one, the compulsory question.
- (2) Some candidates wrote Sūratun-Nasr in beautiful Arabic calligraphy.
- (3) Candidates gave good illustrations and Quranic evidences to support their arguments.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates answered five or three questions instead of four.
- (2) Some candidates displayed complete ignorance of some topics, thereby deviating totally.
 - (i) The role of the prophet in the preservation of the Qur'an.
 - (ii) Comments on permissible sets, forbidden sets and doubtful matters.

5. SUGGESTED REMEDIES

- (1) Candidates are encouraged to obey the rubrics of the paper.
- (2) Candidates are advised to thoroughly complete the topics in the syllabus and especially on the topics that relate to the preservation of the Qur'an and the Hadith.

6. DETAILED COMMENTS

Question1

This was a question where candidates were required to write the full text of Suratul-Nas, translate it and finally comment on it.

Candidates were to comment on the number of verses, era of revelation, where it derived its title from and finally explain its contents. It was a compulsory question. Some candidates limited themselves to just a few segments of the text, some just translated the text while others limited themselves to the commentary only. Others still commented on other Surahs not required of them.

Candidates are to note that they are to give the full text of Suratul Nas, comment on the number of verses, era of translation, where it derived its title from and finally explain its contents.

Question 2

This was a question on Uthman bin Affan. It was not a popular question but performance in it was satisfactory.

Some candidates wrote on the general life of Uthman, while others confused him with Caliph Umar bin al-Khattab and how he embraced Islam. This was a total deviation.

Candidates are to note that they were to comment on his relationship with the Prophet Muhammad (S.A.W). They are also to note that he was blessed to have married the two daughters of Prophet Muhammad (S.A.W) one after the other due to the intimacy with Ahlul Bayt and the love the Prophet (S.A.W) had for him.

Question 3

This question was on the condition required to perform Ghusl in Islam. It was a very popular question and performance in it was much encouraging.

Some candidates wrote on Tawhid as a concept in Islam, others indicated Ghusl as a third pillar in Islam while others still stated that Ghusl is a formula for redemption of sin in Islam. These are all wrong explanations. Others also stated that conditions that necessitate Ghusl are passing out stool, eating camel meat, urinating or vomiting.

Candidates are, however, to note that the obligatory Ghusl are Janabah, Janazah, Itayd Nifas and Dukhulul-Islam. The optional ones are before attending Jumu'ah, Idayn, before entering into Ihram and after washing a corpse.

The steps required for the performance of Ghusl include getting pure clean water, state the intention, declare Basmallah, wash the hands up to the wrists, wash the private parts thoroughly, performance of Wudu, washing the head, wash the right part of the body first, and wash the left later, and finally pour water over the entire body and wash your feet.

Question 4

This was on shirk and it was a popular question among the candidates. The performance was good. Some candidates defined shirk as an Islamic scholar (Sheikh), others said it was title to a successor of the Prophet - (S.A.W) and so on.

These are wrong definitions.

Candidates are to note that Shirk is associating partners with Allah and Qur'an 4:48 indicates that all sins can be pardoned except shirk. Types of Shirk include Shirkhul -Akbar (major Shirk) and Shirkhul - Asghar (minor shirk).

Examples of major shirk include idolatry, atheism, hero worship, dualism, trinity, ancestor worship, making a vow with other human beings other than Allah, seeking supernatural help from some things other than Allah and so on.

Examples of minor shirk include swearing by others except Allah, wearing rings or amulets to ward off evil, acting to be seen and praised by man and superstitious beliefs.

Question 5

This was a question on the role of the Prophet in the preservation of the Qur'an. It was not so popular among candidates and performance was below average. Some candidates defined Huffaz as the highly praised one, while others claimed that Imam Huffaz was one of the greatest Islamic scholars of his time without assigning any reason.

Candidates should, however, note that Huffaz is an individual who committed the 114 Chapters of the Qur'an to memory. Muhammed (S.A.W) was the first Haffiz and he also did the same. This tradition has continued down to contemporary times. They memorized, wrote down these verses, taught their colleagues to do same, reciting the verses in their daily prayers.

Question 6

This was a question on Hadith. It was not a popular question and performance was satisfactory.

There were cases of complete deviations. Some candidates discussed Hadith 9,13 and 15 of an Nawawi which was not required of them. A few candidates also did not stick to the required aspects of the Hadith, but rather translated and commented on the whole Hadith. Candidates were to translate only the quoted portion of the Hadith and comment on three main issues, namely permissible acts, forbidden acts and doubtful matters.

SOCIAL STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper compares favourably with that of the previous years. The questions asked were based on the Social Studies syllabus of Senior High Schools and the requirements of the questions were appropriate for the level. The questions were clear and within the understanding of the candidates.

2. PERFORMANCE OF CANDIDATES

The overall performance of the candidates was better than that of the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Almost all the candidates understood the rubrics of the paper and chose the five questions from the three sections.
- (2) Many candidates understood the questions they selected and presented good answers to them in appropriate paragraphs. They started each question on a fresh page.
- (3) A good number of candidates gave precise answers to the questions and expressed themselves well in good English and in their own words. This showed they were prepared for the paper.
- (4) Majority of the candidates wrote legibly, and this made marking of their scripts very easy.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Few candidates did not obey the rubrics of the paper and answered more than the required number of questions from some sections. Section A was outstanding.
- (2) Very few candidates had bad handwritings, and this made reading of their scripts difficult.
- (3) There were a lot of wrong spellings and wrong choice of words including pidgin English in majority of candidates' scripts. E.g. 'sake of' instead of 'because of', 'providing threz as thumber' instead 'providing tress for timber', 'avoidance of impuper mning' instead of 'avoidance of improper mining'.
- (4) Some candidates wasted their time providing long and unnecessary introductions which did not earn them any marks.
- (5) Some candidates had problems with the following topics hence they could not handle the questions on them well.
 - (i) Responsible parenting.
 - (ii) Our physical environment.

- (iii) Education and social change.
- (iv) Peace building and conflict resolution
- (v) Leadership and followership
- (vi) Rights and Responsibilities of the individual
- (vii) Promoting National Socio-Economic Development
- (viii) The world of work and entrepreneurship

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Teachers must explain the rubrics of the paper very well to candidates before they sit for the paper. Candidates must also read and understand the rubrics of the paper. This will help them choose the required number of questions from the various sections.
- (2) Candidates must try as much as possible to write legibly so that their scripts will be easy to read. They can achieve this through the writing of a lot of essay scripts and copying of notes.
- (3) Candidates must read Social Studies textbooks and use the dictionary in order to acquire the correct vocabularies for the subject. They must also avoid the use of pidgin English in examination scripts.
- (4) Candidates must read and understand the questions they choose and give precise answers to the questions. They must try to express themselves in simple English language as they present their answers.
- (5) Candidates must ensure they master the content of all the topics in the syllabus before they sit for the paper.

6. DETAILED COMMENTS

Question1.

- (a) **Explain the term *self confidence***
- (b) **Describe four ways in which self confidence can be built by the individual.**

This question was in two parts; (a) and (b) and candidates were required to answer both parts. The (a) part required the candidates to explain self-confidence. Majority of the candidates answered the (a) well and scored very good marks for it.

An explanation of self-confidence required of the candidates is 'having trust in one's abilities. That is having a strong belief that one can rely on his or her abilities to achieve a goal or to accomplish a task.

The (b) was also answered very well by most of the candidates. They provided the four correct points expected of them and describe them well. Some candidates did not score full marks for some of the points they raised because their explanations were not adequate enough. Choice of wrong words and wrong expression were some of the reasons for which marks were also lost. Unfortunately, very few candidates misunderstood the question and wrote on factors that hinder the development of

self-confidence and gave such answers as; 'inability to take risk; lack of personal initiative; inferiority complex; and health problems. The correct points expected from candidates include;

- (i) Acquiring training - this begins at home and continues in school. It involves building the intellectual and analytical capabilities of the individual.
- (ii) Taking advantage of enabling environment created by the state to meet one's needs and aspirations.
- (iii) Making effective use of conducive home environment.
- (iv) Self-determination by having positive image of oneself.
- (v) Making use of encouragement from peers.
- (vi) Making use of encouragement from teachers.

The general performance of candidates on this question was good.

Question 2.

Highlight five ways by which children expose their parents as being irresponsible.

This question required candidates to highlight behaviours of children that indicate that parents have not perform their duties to their children well or what children do and people conclude that their parents are irresponsible. Most candidates who answered this question did not understand the question well. They rather gave answers in regard to irresponsible behaviours of parents. Some candidates also wrote on causes of parental irresponsibilities. Their answers include 'single parenting; financial problems; by not providing them food etc. These candidates lost marks for the wrong points. Some of the points candidates were expected to provide as answers to the question were;

- (i) Flouting of parental authority.
- (ii) Yielding to negative influence of peers.
- (iii) Showing of ingratitude to parents.
- (iv) Displaying of gross misconduct (e.g. disrespect)
- (v) Displaying of laziness
- (vi) Engaging in truancy and absenteeism from school etc.

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

Question 3.

Describe five possible measures you would adopt to conserve the physical environment.

This was a popular question that required of the candidate to describe five personal efforts he or she would adopt to conserve the physical environment. It was very popular and many candidates answered it. However, their answers were not very adequate to score full marks. Though candidates stated the correct points they could not situate themselves in the answers to show how they would conserve the environment. They left it open to whoever is responsible to adopt the measures. E.g. felling of trees must stop; there should be proper disposal of waste' etc. Candidates could have stated; I would ensure felling of trees is stopped or I would avoid indiscriminate felling of trees. I would practise proper waste disposal methods etc.

Presentations in this way would guarantee the candidates to score full marks for the points. The performance of candidates on this question was however good.

Question 4.

- (a) **Distinguish between *formal* and *non-formal* education.**
- (b) **Describe four characteristics of informal education.**

This question was answered by a good number of the candidates. Majority of those who answered it gave good responses. However, some candidates gave wrong answers. For the (a) part, some candidates found it confusing to differentiate formal education from non-formal education. They wrote on formal education and informal education which was not the demands of the question. This was a deviation from the question and it led to loss of marks. The answer expected from the candidates was;

Formal education is a type of education in which teaching and learning is carried out in specifically built institutions. What is taught is based on well-structured syllabus and timetable. Assessment is based on practical and written works.

But/Whilst/However/Nevertheless

Non-formal education is a system of teaching and learning which takes place outside the main system of formal education. It may have syllabus and timetable like the formal education. An example is the adult education.

The informal education candidates wrote on instead of non-formal education is ‘a system of learning in which learning, training or instruction takes place outside the classroom. It is unsystematic, unstructured and not in print’.

For the (b) part description of the characteristics of informal education was the requirement of the question. A good number of candidates did well as they provided correct points and described them. However, some gave wrong answers such as ‘it is literacy; the course is structured and approved; there is no constitution guiding them. A few also provided the characteristics of formal education instead of informal education. These deviations led to loss of marks. Some of the points candidates could have used as answers to the question include;

- (i) Non-use of institutions.
- (ii) It is not structured by means of syllabus and time table.
- (iii) Every responsible individual is a teacher.
- (iv) Learning is measured by means of oral tests, quizzes and practical work.
- (v) It is character training oriented.
- (vi) Most of the learning takes place in the form of observation, imitation and participation.
- (vii) The role of the teacher and the learner are not clearly defined etc.

The performance of candidates on this question was fair.

Question 5

- (a) **What is conflict management?**
- (b) **Examine four causes of ethnic conflicts in Ghana.**

The (a) part of this question required candidates to explain conflict management and the (b) part tasked candidates to examine four causes of ethnic conflicts in Ghana. Most candidates explained conflict management well focusing on methods adopted to reduce tension during conflict times to pave the way for resolution. They scored very good marks. Others who could not handle the (a) part well wrote on conflict resolution instead of conflict management. They focus their explanations on measures put in place to settle misunderstanding or conflict situations which is conflict resolution. These candidates lost marks. The correct answer required from candidates was; ‘Conflict management refers to the various methods adopted to reduce tension during periods of conflict or serious disagreement to facilitate resolution.

Conflict resolution is measures put in place to settle misunderstanding, disputes and quarrels between factions. Conflicts are when parties involved are willing to discuss it because they want to make peace.

The (b) part of the question was well answered by candidates. They were able to support their points with appropriate examples and therefore scored good marks.

The correct answers include;

- (i) Chieftaincy disputes.
- (ii) Discrimination against other people.
- (iii) Negative attitude towards others/derogatory remarks
- (iv) Influence of party politics.
- (v) Suspicion.
- (vi) Unlawful claim of property.

The performance of candidates on this question was very good.

Question 6

Describe five ways by which people attain leadership positions in the Ghanaian society.

This was a straightforward question and it tasked candidates to describe five ways of attaining leadership positions in Ghana. Majority of those who answered it provided the correct answers and scored very good marks. However, some candidates provided outrageous answers such as; ‘bringing initiative and drive; ability to make decisions; foresight and visions; ability to solve problems and honesty’. These points can be used to describe qualities a leader must possess but not how a person becomes a leader. Some also provided points on the role of a leader. These candidates deviated the therefore lost marks. Expected answers from candidates include:

- (i) Through appointment based on ability and past experience;
- (ii) Through elections - direct or indirect;
- (iii) Self imposition/appointment;
- (iv) Through hereditary - chieftaincy/royal;
- (v) Through charismatic qualities that inspire others;
- (vi) Through situations (situational leaders) they emerge during crises to solve problems etc.

The performance of candidates on this question was very good.

Question 7

Explain five situations under which the rights of the individual can be lawfully curtailed.

This question was a straightforward one and required candidates to explain five situations under which the rights of the individual can be lawfully curtailed or disregarded. Some candidates understood the question and answered it with very good examples. These candidates scored very good marks.

However, a good number of the candidates wrote on how the rights of the individual can be protected. They did not understand *lawfully curtailed*. Such candidates gave answers such as ‘an individual can be lawful through a free press; existence of rule of law; practicing democratic system of government etc. Other candidates wrote on the various types of rights the individual is entitled to without mentioning the situations under which these rights can be lawfully curtailed. Marks scored by these candidates were low. The candidates were expected to provide points as answers such as;

- (i) When there is national emergency, e.g. war, a state of emergency is declared by the Head of State.
- (ii) When a person fails to pay his/her taxes promptly and honestly, he can be jailed.
- (iii) When a person is convicted of crime or treason by a court, he can be put in prison.
- (iv) An individual infected by a contagious disease can be quarantined e.g. chickenpox, swine flu etc.
- (v) People suffering from insanity and other deformities.

The overall performance of the candidates on this question was fair.

Question 8

(a) Differentiate between *natural resources* and *capital resources* and give two examples of each.

(b) In what four ways are natural resources beneficial to Ghanaians?

Many candidates answered this question and scored very high marks. They were able to differentiate between the two resources and gave appropriate examples for the (a) part. The expected answer in the marking scheme was;

- (i) **Natural resources** are materials provided by nature that are of value to man and are used in production. e.g. soil, water bodies, mineral deposits, elements of the weather.

But/Whilst/However/Nevertheless

- (ii) **Capital resources** are man-made materials that are used for further production e.g. dams, tools and machines, road network etc.

The (b) part was well answered by majority of the candidates who gave tangible examples as indicated in the marking scheme. They were able to explain the ways in which natural resources are beneficial to Ghanaians. Meanwhile there were few candidates who had problem with the spelling of foreign exchange, revenue, as well as misuse of imports and exports. Marks scored by candidates for this question were very high. Some of the correct answers expected for question were;

- (i) Provide food and water for use by humans
- (ii) Employ a large proportion of the labour force (farmers, fishermen, hunters, miners and loggers).
- (iii) Source of revenue to the government (payment of taxes and royalties).
- (iv) Provide raw materials to feed agro-based industries (cocoa, cola nut, timber, water etc.)
- (v) Source of foreign exchange from those that are exported e.g. gold, bauxite, timber, banana, cocoa etc.

Question 9.

- (a) What constitute the secondary sector of Ghana's economy?**
- (b) Describe four measures the government of Ghana is taking to promote the development of the secondary sector of her economy.**

The (a) part of the question required candidates to explain what the secondary sector of Ghana's economy is composed of. The question was not popular and it was a bit difficult for candidates. For the (a) part varied answers were provided. Some candidates were able to explain what the secondary sector of an economy meant but could not give any example to support their explanation. Others also thought the secondary sector referred to Senior High School instead of manufacturing and processing sector of the economy. They therefore spent time to talk about the free Senior High School programme currently going on in the country. In view of this only few candidates scored good marks for the (a) part. The secondary sector of Ghana's economy is the manufacturing sector of the economy that uses raw materials and other products to produce final goods and services and other intermediate products. Motor manufacturing, food processing, textile manufacturing, building construction etc. constitute part of the secondary sector. It is the sector that transforms raw materials into finished or semi-finished goods.

For the (b) part candidates rather stated their points showing what the government should do instead of what the government is currently doing to promote the development of the secondary sector. Some of the points were; government should motivate workers; government should employ more labour force; and government should give more pay to workers. These did not tell what the government is currently doing.

Candidates could have provided the following points as answers to the question;

- (i) Improving/constructing roads to open sources of raw materials to manufacturing centres.
- (ii) Diversifying state enterprises that are not viable to private participation.
- (iii) Establishment of National Board of Small Scale Industries to offer advice to them.
- (iv) Creating free industrial zone where land acquisition is easy and basic utilities are provided.
- (v) Liberalizing tax regime for industries.
- (vi) Encouraging joint ventures between state and private individuals e.g. Valco in Tema.

(vii) Providing credit facilities like loans to small scale manufacturers, e.g. rural/cottage industries, crafts, MASLOC, etc.

Majority of the candidates scored low marks for this question.

Question 10

Explain how five negative work ethics can affect business in Ghana.

This question was popular among candidates but many of them did not answer it well.

Candidates were able to identify the negative works ethics but could not or failed to show how they affect businesses. Some also stated points which attracted no mark such as 'being jealous of someone in a business. Some of the points candidates were expected to provide as answers to the question;

(i) Lateness/absenteeism - leads to low output and haphazard work. It can cause delayed delivery of products.

(ii) Apathy - there is poor quality of products leading to loss of profit.

(iii) Corruption among workers - It leads to undue bottlenecks affecting quality of work.

(iv) Falsification of documents - Printing of unofficial receipts, under invoicing, changing figures in account books, drains away monetary resources of companies.

(v) Pilfering - deprives businesses of use of items and increases expenditure and can collapse business etc.

Marks scored by candidates for this question was fair.

MUSIC 2

1. GENERAL COMMENTS

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

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

2. PERFORMANCE OF CANDIDATES

The overall performance of candidates for this paper was average. Only a few schools performed above average. There was a general improvement in the performance of candidates over that of the previous year.

3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A good number of candidates who answered question 3 did quite well.
- (2) Most of the candidates knew much about Ghanaian Musical types and occasions for their usage.
- (3) Some candidates showed adequate knowledge in African Music in the Diaspora and periods in Western Music History, as well as composers who featured in the periods.
- (4) **Set Works:** Most candidates were able to notate the rhythm in the first two bars in both cases: Allegro Sonata No 7 in F (Pergolesi) and *Monkamfo* (Nketia). Those who made the attempt scored them accurately.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) **Melody Writing:** Candidates did not exhibit a thorough knowledge of balance in melody writing as well as form and modulation to the subdominant. All they knew was to raise the fourth degree but what happens afterwards was missing. Besides, candidates showed no knowledge between the use of sharp and natural signs to raise a note.
- (2) Candidates also displayed a very poor knowledge of chord progression and cadences. Spacing in parts that was more than an octave was poor. Crossing of parts were common in candidates work.
- (3) Candidates continue to express a poor knowledge of Music theory though there was an improvement over the performance of past years.

5. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates should upgrade their knowledge in Music by spending adequate time reading and practicing the art of harmony.
 - (2) Trained music teachers should be recruited to prepare students for the examination.

- (3) Music teachers should prepare students adequately and far ahead of time before the date of examination. They must not wait to force students in the last minute to study and gain proficiency for the paper.

6. DETAILED COMMENTS

Question 1(a) (i) Melody Writing

Candidates were required to continue a given melody to form a passage of not less than 12 and not more than 16 bars. The candidates were also to modulate to the subdominant in the course of the passage and return to the original key. The given melody was in simple triple time (3/4).

Many candidates wrote melodies which were shapeless in most cases without any form and structure. Many candidates showed evidence of modulation to the subdominant as required. A few candidates only had the idea that the leading note should be lowered and therefore applied the flat sign. Almost all the candidates did not show any phrasing.

(ii) Setting melody to a given text.

Candidates were required to set a given text to a suitable melody, indicating tempo, phrasing and dynamic works.

Credit was to be given to originality of the composition and proper alignment of texts to the notes.

The marking scheme suggested:

- (i) breaking down syllables to strong and weak beats;
- (ii) suitability of rhythm to the text (meter, barring, alignment, etc);
- (iii) melodic interest;
- (iv) phrasing, tempo and dynamics;
- (iv) originality.

Generally, very few candidates attempted this question, but performance was poor. Candidates did not set the given texts to a suitable melody. In most cases two or more syllables were assigned to a single pitch. Texts were set without recognising their importance in the melody. Important texts were inappropriately placed on weak beats.

(a) (iii) Two part writing-

Candidates were required to write/add a bass part above a given melody of eight bars and in key G major in 4/4 time.

Candidates showed a noticeable evidence of insufficient preparation for this question. Many candidates duplicated the correct key signature, time signature, and clef and barred appropriately. However, candidates demonstrated a poor understanding in two part writing. The counter melodies they wrote did not stand on their own.

There was no independence in melodies. The final cadence could not be spelt out.

(b) Four part harmony

Candidates were required to harmonize a given melody in G major. They were required to add alto, tenor and bass parts. The performance was, however, an improvement over the previous years.

The following points were required:

- Correct key signature
- Correct Time signature
- Correct Clef
- Appropriate barring
- Harmonic interest (Progression)
- Final Cadential progression
- Added Parts
- Copying/phrase marks/alignment

Although majority of the candidates wrote the correct time signature, key signature, clef and barred appropriately the harmonic interest (progression), final cadential progression and alignment were poorly done.

Question 2 Set works

(i) *Pergolesi's Allegro (Sonata No 7 in E)*

Candidates were required to:

- (a) State the nationality of the composer.
- (b) For what medium the music was written.
- (c) State the key of the music.
- (d) Quote the first two bars of the music in the right.
- (e) List four ornaments used in the composition.
- (f) State the metronome mark of the music.

Most candidates were able to notate the rhythm in the first two bars. The questions were well answered. Candidates' performance was on the whole good.

OR

(ii) *Monkamfo No. by J.H. Nketia*

Candidates were asked to

- (i) To state what medium the music was written for.
- (ii) State the key of the music.
- (iii) State the form of the music.
- (v) Write the metre of the music.
- (vi) Quote the first four bars of the melody in the right hand.

- (vii) State the nationality of the composer.
- (viii) List any four compositional devices used in the piece.

A good number of candidates were able to state the nationality of the composer. In candidates attempt to identify compositional devices as used by the composer they went outside the piece to mention general compositional devices most of which were not found in the music.

Others could not differentiate between compositional devices and dynamic marks, and they used them interchangeably. There was clear evidence that candidates have not adequately gain mastery of musical terms and signs.

However, candidates' performance was good.

Question 3. Western Music

- (a) Candidates were required to state any five periods of Western music history and their respective dates.

Candidates' answers were above average. Candidates were able to provide the periods with the corresponding dates.

- (b) Candidates were required to classify given composers into their respective musical periods.

The responses provided by candidates were correct and they scored very good marks.

Question 4. African Music

Candidates were required to write on either *Bamaya* or *Kpanlogo* musical type focusing on the following:

- (a) brief history;
- (b) instruments used;
- (c) five occasions for performance.

Many candidates attempted this question and performed creditably well, but not on the instrument used. Teachers are therefore requested to cover a wide range of traditional instruments in Ghana and align them to the musical types.

On the whole the performance of candidates was good.

Question 5. African American Music in the Diaspora

Candidates were required to use the musical genre below to answer the questions that follow:

The genre were Blues, Negro spirituals, Jazz and Reggae.

On any three of the musical genres candidates were to state:

- (a) two musical characteristics for each;
- (b) one musical instrument used for each.

On the whole, candidates' performance was good. They were able to state the characteristics and musical instruments used.

MUSIC 3A (AURAL)

1. GENERAL COMMENTS ON THE PAPER

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

All the questions were based on the WASSCE Music syllabus and they were within the comprehension of the candidates.

2. CANDIDATES' PERFORMANCE

The overall performance of the candidates in the Aural Test was quite good. The performance was an improvement over that of the last year.

3. A SUMMARY OF CANDIDATES' STRENGTHS

This year, candidates' strengths were found in most of the questions depending on the school.

- (1) Majority of the candidates were able to write correct clefs, key signatures and time signatures correctly on the staff.
- (2) Most candidates identified the modulations even though they could not state the new keys.
- (3) Candidates identified correct chords in the progressions played except the inversions.

4. A SUMMARY OF CANDIDATES' WEAKNESSES:

- (1) Candidates lacked musicianship skills to be able to memorize and write melodies.
- (2) Candidates had problem in identification of rhythmic patterns in compound duple time as well as notating pitch sounds on the staff.

5. SUGGESTED REMEDIES FOR THE WEAKNESSES:

- (1) Teachers need to spend time to do a lot of echo-singing and echo-clapping for students to listen and notate. This should be combined with the actual theory teaching in the classroom. For instance, as candidates are taught to compose their melodies, they should be encouraged to sing them to be notated by their colleagues in the class.
- (2) Candidates must be made to listen to quite a number of classical and local pieces for auditory development and improved musicianship.

6. DETAILED COMMENTS

Test 1: Test i: Rhythmic dictation

Candidates were required to listen to a four-bar melody in $\frac{4}{4}$ and notate the rhythm accordingly on monotone for 8 marks with each bar carrying 2 marks. Many candidates did well although a lot of them scored 1 mark per bar instead of 2 depending on the groupings of the note values within the bars. Even though candidates adhered to writing the rhythms on monotone, some of them were not mindful of the time signature given and therefore missed the pulse of the melody given.

The correct answer was:



Test 2: Melody Writing

Candidates were required to listen to 8-bar melody in $\frac{2}{4}$ as played and write it on a treble staff in Key F major. Candidates performed poorly in the melody writing. However, correct positioning of the treble clef, the key signature and the time signature as well as appropriate barring were done well.

The correct melody should have been as follows:



Test 3: Two-Part Writing

Candidates were expected to write the upper part of a two part musical piece of four bars in simple quadruple time using the treble staff and Key C major for 8 marks. There was generally poor performance in the two-part writing. Candidates rather scored marks for correct clef, correct time signature, correct barring and the correct key signature. The expected answer was



Test 4: Chords Progression

Eight Chords were played for candidates to identify and write accordingly, using Roman numerals for 8 marks. Candidates did well except for the inversions of the chords. They

identified the chords but did not show their inversions. The order in which the chords occurred was:

I → III → IVbII → I → Ie → V → I →

Test 5: Cadences

Candidates were required to identify four cadences in the order in which they were played for a maximum of 6 marks. The order was Perfect, Imperfect, Interrupted and Perfect. Most candidates did well. Teachers must be congratulated for this aspect.

Test 6: Modulations

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as Subdominant, Dominant or Relative minor and then indicate the new key of modulation. Performance in this area was very good. Each correct answer carried 2 marks. The order of the correct answer was Dominant (F major), Subdominant (E flat major), Relative minor (G minor) and Dominant (F major)

Even though a good number of candidates provided the correct responses, most of them could not identify the new key of modulation. Improper spellings of the terms were also identified. Teachers still need to drill students on technical terms in a dictation form to avoid such mistakes in subsequent years.

Test 7: Identification of Themes

Three different themes or excerpts of musical pieces were played, and candidates were asked to identify the instrument introducing the piece in excerpt 1, the time signature in excerpt 2 and any two other musical instruments in excerpt 3 for 6 marks. Indeed, most candidates scored all the marks for this question. However, a greater number of candidates had a problem spelling simple words such as drum, guitar, piano and violin. Teachers need to insist on correct spelling of musical terms.

The correct answers to the themes were:

Excerpt 1 Strings - Violin, Viola, Cello

Excerpt 2 $\frac{4}{4}$ or **C** or $\frac{2}{4}$ or **C** or $\frac{2}{2}$

Excerpt 3 Drum, Piano (Keyboard), Trap set, Guitars

MUSIC 3B (PERFORMANCE TEST)

1. STANDARD OF THE PAPER

The standard of the paper compares well with that of the previous years. The pieces were the same and were suitable at the level of the candidates. They were selected from the syllabus and represented the various sections of the syllabus.

2. PERFORMANCE OF CANDIDATES

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

3. A SUMMARY OF CANDIDATES' STRENGTHS

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

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates found it difficult to do the sight-reading pieces.
- (2) The breathing skills of some candidates were poorly executed.
- (3) Some candidates misinterpreted some of the note values and rhythms in the pieces.
- (4) Some candidates could not pitch accurately and at times lost the tonal centre.
- (5) Some candidates were ill-prepared and refused to present themselves for the paper

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Teachers must engage students in sight reading lessons from the early stages of the course.
- (2) Teachers should expose students to correct breath control to ensure they rehearse it very well during lessons.
- (3) Teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery in them.
- (4) Teachers must ensure candidates belong at least to an ensemble to learn to pitch and perform in group.
- (5) Teachers must be ready and should ensure that they put in much effort to help candidates learn the recommended materials for the paper.

7. DETAILED COMMENTS

(1) Technical Exercises

Candidates were required to perform two technical exercises already given one in a major key and the other in a minor key. Many candidates were able to perform the exercises accordingly using the tonic solfa or otherwise. In some cases, candidates spelt the tonic solfa instead of singing them. It is advisable that teachers use some non-lexical words such as “la”, “ah”, “oo” to teach the technical exercises apart from using the tonic solfas.

Generally, candidates performed very well in this aspect.

(2) Set Pieces

Candidates were required to perform two pieces from given Set Pieces. All the candidates performed from the selected performance Set Pieces. Some of the Voice candidates lacked precision of knowledge with the accompanist and could not attack pieces as expected. Phrasing, dynamics, articulations and dictions were not properly exhibited.

The performance of candidates on the Set Pieces was, however, good.

(2) Sight Singing

Candidates were required to sing from two unseen pieces. Candidates performed poorly. Only a few candidates were able to read the pieces correctly. Others were able to read the notes without correct pitches.