

RÉSUMÉ OF THE LANGUAGES

1. GENERAL COMMENTS

There was general consensus among the Chief Examiners of the various subjects that the standard of the papers was the same as that of previous years.

2. SUMMARY OF CANDIDATES' STRENGTHS

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

(1) Adherence to Rubrics

Chief Examiners for English Language 2, French 2, Asante Twi 2, Akwapim Twi 2, and Dangme 2 reported that a good number of candidates adhered to the rubrics of the papers for the respective subjects. The candidates attempted the required number of questions.

(2) Good Organisation of Essays

A considerable number of candidates for English Language 2, Literature-in- English 2 and, French 2 reportedly presented well-organized essays.

(3) In-Depth Knowledge of Set Texts

It was observed by the Chief Examiners for Literature-in- English 2, Literature-in- English 3, Akwapim Twi 2, and Dangme 2 that a significant number of candidates demonstrated a remarkable degree of familiarity with the set texts.

(4) Knowledge of the Formal Features of Essays

In the estimation of Chief Examiners for English Language 2, and French 2, candidates were manifestly conversant with the formal features of the various forms of essays, viz., articles, debates, as well as formal and informal letters.

(5) Good Approach to Answering Comprehension and Summary Questions

The Chief Examiner for English Language 2 extolled candidates' efficient use of clauses and phrases in answering questions on comprehension and summary passages.

3. SUMMARY OF CANDIDATES' WEAKNESSES

A number of weaknesses identified in the scripts of candidates are delineated below.

(1) Weak Language Use

The Chief Examiners for English Language 2, Literature-in-English 3, French 2, Asante Twi 2, and Dangme 2 expressed great concern over poor grammar and spelling errors manifest in candidates' responses to questions. Rambling sentences with little or no punctuation obtruded in candidates' essays, rendering them nearly unintelligible.

(2) Inadequate Preparation

Answers to Literature-in-English 2, Asante Twi 2, and Akwapim Twi 2 questions were reported to have evinced a worrying trend of candidates either totally refusing to read the set texts or not reading them well enough. The resultant lack of familiarity with the texts occasioned instances in which candidates confused characters from one text with those of another text.

(3) Poor Store of Vocabulary

The Chief Examiners for English Language 2 and, French 2 found candidates' store of vocabulary to be severely limited, which they intimated was a corollary of poor reading habits or lack of interest in reading. The dearth of sufficient vocabulary items on the part of candidates hampered their ability to meaningfully express themselves in plain, good English.

4. SUGGESTED REMEDIES

A number of recommendations made to help address the weaknesses observed in candidates' written responses to questions are listed below.

- (1) Emphasis should be placed on spelling drills and teaching of grammar to equip candidates with enough knowledge to tackle questions well.

- (2) The importance of reading well-written materials to improve linguistic proficiency should be underscored.
- (3) Teachers should be admonished to give adequate lessons and exercises on comprehension, summary and essay writing. Errors identified in students' scripts should be explained and strategies to answering questions appropriately discussed with them.
- (4) The need for diligent reading of set texts should be impressed upon students of Literature-in- English and Ghanaian Languages.
- (5) Literary devices should be taught within the context of texts and not in isolation.

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper is comparable with that of previous years. The paper conformed to the requirements of the WASSCE syllabus. The essay topics were quite topical and interesting. The summary and comprehension passages were also interesting and fell well within the scope of the candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates were able to generate ideas and displayed good knowledge of the formal features of the essays.
- (ii) There was an improvement in the choice and use of appropriate vocabulary.
- (iii) A good number of candidates showed a marked improvement in their sentence structure and punctuation.
- (iv) Some candidates showed a clear understanding of the comprehension and summary passages and provided appropriate responses.
- (v) Quite a few displayed skills in answering summary questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) A number of candidates wrote rather long essays which made them loose focus.
- (ii) Poor punctuation, poor spelling and wrong use of tenses were dominant in some of the essays.
- (iii) Candidates could not differentiate between the topic sentence and the illustrations in the summary test.
- (iv) Some candidates resorted to copying portions of the passage as their answers to questions on the comprehension passage.
- (v) Candidates used unacceptable contractions that have become common on social media.
- (vi) Identifying grammatical names and functions remains a major problem of most candidates.

4. SUGGESTED REMEDIES

- (i) Candidates should read widely on a variety of subjects in order to enrich their vocabulary.
- (ii) Teachers should give more exercises, especially on grammar, and mark them in order to give feedback to the students.

- (iii) Candidates should be taught the formal features of essay types especially speech, debate and letters.
- (iv) Grammar teaching should be intensified especially identifying grammatical names and functions.
- (v) Grammar and spelling drills should be organised for the candidates in order to improve their writing skills.

5. DETAILED COMMENTS

Question 1

You are in the final year in secondary school. Write a letter to your elder brother telling him what you intend to do after your secondary school education and asking for his support.

The candidate is required to write what he intends doing after secondary school and ask his brother for support. Most candidates were able to answer this question coming up with very good points well elaborated. The tone was appropriate, and the right features used.

Question 2

Write an article suitable for publication in your school magazine on the dangers of disobeying school rules and regulations.

This was a popular question and most of the candidates answered it. They did very well bringing out all the formal features of an article and discussing into detail the demands of the question.

Question 3

As the senior prefect of your school, write a letter to the chairman of the Parent-Teacher Association (PTA) pointing out the need for a computer laboratory and requesting the association to build and equip one for the school.

Quite a number of candidates answered this question. Candidates were required to state the usefulness of a computer laboratory and the need to build and furnish one for the school. The question is in two parts and most candidates did justice to it. They clearly stated the usefulness of computers and the need to build and equip a laboratory with them.

Question 4

You are the main speaker in a debate on the topic: *Knowledge gained from experience is more important than knowledge gained from books.* Write your arguments for or against the motion.

This question was not popular with the candidates. The question required candidates to argue for or against the motion. Not many candidates attempted this question. However, the few who did gave a good account of themselves.

Question 5

Write a story to illustrate the saying: “Forewarned is forearmed”.

Just a few candidates answered this question. These candidates flopped due to lack of understanding of what the saying meant. The few who attempted it drew a blank as, at the end, the illustration did not reflect the saying. Candidates did not understand the saying, thus their poor performance.

Question 6

The passage was very interesting and well within the scope of the candidates as they are used to such competitions. The problem areas were questions a, b, and g. Many students chose to quote from the passage directly and that was wrong. Most of the students could not explain the expression. The vocabulary items were quite well done but again they got the tenses mixed up.

Question 7

The summary passage was a contemporary one talking about the importance of the types of food we eat. Nevertheless, most candidates resorted to copying whole parts of the passage as answers. The candidates clearly could not differentiate between topic sentences and illustrations. Most candidates found it difficult to answer the questions appropriately.

LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. The questions were succinct, and their demands were clear. Performance, however, dipped a little, especially in the number of relevant points raised by candidates.

Also, it was apparent that some candidates were in a hurry to answer questions without carefully considering their demands. Such candidates merely reproduced commentaries they had crammed and thus scored low marks.

2. A SUMMARY OF CANDIDATES' STRENGTHS

It is commendable that candidates are beginning to raise good points and develop them into good paragraphs. There were instances where candidates considered the questions and put down their points in plan form before writing their answers.

It is also encouraging that candidates are desisting from writing long paragraphs introducing authors and their other works apart from the set texts, without addressing the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Weaknesses displayed were poor knowledge of the texts, poor expression and inordinate recall of notes or commentaries. Some candidates were noted to have poured out commentaries that were inaccurate. In a few instances, answers were unintelligible. Others exhibited abject ignorance of the texts. Also worrying was inaccurate spelling of the names of some characters: 'Kabira' for 'Kabria': 'bigger' for Bigger; 'Maa Tsure' for 'Maa Tsuru', etc. There were also instances of murky expressions such as:

- “According to Ama Darko’s novel, she brings to our notice about...”
- “According to the **novel**, Adade is one of the major characters in the **play**.”

4. SUGGESTED REMEDIES

Candidates must do well to read questions carefully and make sure they know the demands before they proceed to answer the questions. They should also remember to raise points in the form of topic sentences and develop them into paragraphs, supported with relevant details from the texts.

5. DETAILED COMMENTS

Question 1

The question required a discussion of Maa Tsuru as a character; circumstances of her birth and life; the exploitation by the men in her life; the curse imposed on her by her own mother; her lack of education, etc. For these, she deserves the reader's sympathy.

However, most candidates, relying on some commentaries, were too quick to condemn Maa Tsuru as being irresponsible, naïve, superstitious, lazy, etc. without even a single show of sympathy for her, and scored low marks.

Good answers expressed sympathy for Maa Tsuru, mostly, and a little condemnation for her. Such essays were highly rewarded. Many candidates failed to understand or ignored 'consider' as a key word used in the question. This caused them to display their lack of knowledge of how to approach questions that require them 'to consider' an issue as illustrated in a text.

Question 2

The question required candidates to comment on actions and inactions of Adade as seen in the text. To do this, the candidates must know the character very well in order to be able to comment on his two sides.

Relevant comments include: Adade as an authoritarian family head; Adade as a responsible father and husband so far as not shirking his responsibilities of providing shelter and finance and thereby keeping the family together. Regrettably, Adade neglects his moral and social responsibilities to his wife and children.

Candidates were able to see the two sides of Adade and were rewarded accordingly. However, weak answers merely compared and contrasted Adade, on one hand, and Kwei and Nii Kpakpo, on the other, thus portraying Adade as a prototype father and husband. Such answers did not satisfy the requirement of the question and scored low marks.

Question 3

Candidates were required to identify the relationship between Woye and Yaremi. They are grandson and grandmother, respectively, with Woye being the son of Segi, Yaremi's oldest child. Their relationship is a warm one in which Woye is the only companion Yaremi has after the funeral rites for her husband, Ajumobi.

In sum, Yaremi's love for the boy; her use of traditional methods to instil hard work and discipline in him; her helping him to count; her deep concern when the boy falls sick and her frantic efforts to get him cured, and the boy's appreciation of his grandmother; his enjoyment of her folk stories and songs; and affectionately referring to her as 'Granny' all underline the warm relationship between them. To cap it is the departure of Woye from Yaremi and Kufi village and the grave effect it has on her.

Candidates performed creditably, though a few of them narrated only the incidence of Woye's illness and Yaremi's frantic efforts to get him well. Such essays were not detailed enough and were awarded low marks accordingly.

Question 4

Not many candidates attempted the question. The requirements were: a good background to the title of the story; the death of Ajumobi and its effect on Yaremi; how the Kufi society treats widows; the departure of the two daughters and son of Yaremi (after the funeral of Ajumobi); the departure of Woye; Yaremi's refusal to remarry and the treatment meted out to her. These define the title of the novel. Candidates were able to discuss the title in depth and were rewarded accordingly.

Question 5

Candidates were required to give identification of Bigger and Jan, and the circumstances leading to their meeting for the first time. The significance of the encounter centres on their reactions to each other: Bigger's fear and hatred for Jan as he has for all whites, against Jan's show of love for, and friendliness towards, the blacks. The encounter brings out the effect of racism on Bigger. He is hostile to Jan and skeptical of his offer to dine with him. He even suspects Jan's offer of friendship to be mockery of his blackness. It also shows that not all the whites discriminate against the blacks.

Some candidates did well by establishing the circumstances leading to the encounter, and the lessons they bring out. However, others wrongly identified the first encounter as when Jan visits Bigger in the cell after he has been arrested by the police. Such answers scored zero (0) mark.

Question 6

The question required a good identification of Boris Max, and the background to the prosecution of Bigger; the enlistment of Boris Max by Jan Erlone to defend Bigger; the argument put up by Max in Bigger's defence, and the final judgement.

The main line of Max's argument is that it is the system that has made Bigger who he is. Hence, he blames racism for Biggers's fate. He also concedes that Bigger is guilty of committing murder, but also brings out the unfairness in the society by pointing out that Bessie Mears' body is only brought to the court to charge Bigger with rape. His plea for mitigation of Bigger's sentence is overruled and Bigger is sentenced to execution.

Candidates were at home with the requirements. Performance was generally good, though some answers were sketchy and so scored low marks.

Question 7

The question required identification of Bianca as a minor character in the novel. She is the damsel who waits on Matilda. She is an interesting character in terms of her inordinate belief in superstition; her paranoia; her trivialising of serious matters or making trivial matters sound so serious; and her infusion of comic relief in the novel.

Some candidates were able to do just what was expected and earned good marks. However, in a few cases candidates lost focus and identified the character as Bianca in Othello, a different text, and got it all wrong, thus scoring zero (0).

Question 8

The requirement, here, was to identify what can be considered as supernatural occurrences and show how they contribute to the development of the plot. There are as many as ten (10) of such incidents in the novel, starting with the ancient prophecy that has to be fulfilled. Others are: the mysterious death of Conrad which disrupts Manfred's plans; the apparition which stops Manfred from forcing himself on Isabella; the apparition that warns Frederick against the daughter-swapping in marriage, etc.

Candidates were able to identify and discuss supernatural occurrences but stopped short of discussing their contribution to the development of the plot, hence not satisfying the second part of the question. This attracted low marks.

LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

The standard of the paper was not different from that of previous years. Candidates' performance, however, appeared to have fallen slightly lower than that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

It is hard to remark on improvements across the board. Now and then, one came across some answers that show evidence of candidates' knowledge of the texts and their understanding of the demands of the questions. Such candidates produced answers that were well-focused and well-composed in standard English.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses included the following:

- (i) Either no knowledge or inadequate knowledge of the test
- (ii) Poor understanding of the rubrics
- (iii) Answers based on rote learning
- (iv) Wasting time on introductions which merely provided biographical and historical details of writers
- (v) Being unnecessarily repetitive and wordy
- (vi) Showing gross misunderstanding of some literary terms and their appropriate use

4. SUGGESTED REMEDIES

Remedies include the following:

- (i) Students must read the texts thoroughly before writing the examination
- (ii) Teachers should help students to review commentary books to affirm what they know or have been taught
- (iii) Students should write more essays as answers to literature questions
- (iv) Students should be encouraged to write good English. The selected texts, if properly read, should be helpful
- (v) Teachers should be able to whip up students' interest in literature through oral discussions where divergent views are more easily tolerated and reconciled

5. DETAILED COMMENTS

Question 1

The question demands that candidates look closely at the relationship between Kindo and Wara. Some of the few candidates who answered the question rightly pointed out that Kindo and Wara are in a relationship of intimate friendship and Kindo is the King's son and chief warrior while Wara is an ordinary citizen. But they can only carry on with their love affairs outside the King's palace until they are married. Some candidates also brought out the envy the pair attracted from Maligu and Soko who would have them separated. They referred to the pair's meeting at the shrine (entrance) where, but for the resistance of Wara, they would have been caught by Soko in a most compromising act that would have been considered sacrilegious. Not discussed, however, was Wara's unabashed love for Kindo which contrasts with the latter's seeming indifference; because when Kindo suspects that Maligu is interested in Wara, he shows jealousy. Candidates would be right to suggest that Kindo's occupation with the affairs of state gives him little time for courtship and that their asymmetrical relationship has everything to do with a culturally male-dominated society.

Question 2

Candidates were asked to justify the title of the play, *The Blood of a Stranger*. The justification should have included the history of Mando Land and its current state of peace. Reference should also have been made to its custom of performing the sacrifice of a stranger to atone for the restoration of peace in the Coventry. Thus, when Whitehead arrives with his assistant, Parker (an African) and they corrupt Maligu with the offer of money and wealth to dig for diamonds when they have announced planting tobacco, and he corrupts Soko in turn, who also corrupts the king, the stage is set for Mando Lands's tragic fall. The intrigue to use Wara for the sacrifice instead was not discussed in detail by the candidates as proper reference made to Kindo's banishment as the direct consequence of the intrigue.

Question 3

The question asked for a comparison between Madam Hoha and Ochuole. Points being expected in candidates' answers include the pair's physical appearance, education, type of work and their relationships and partnerships. Similarities in their natures were expected to be highlighted, such as their greed for money, their opportunistic lies and their unfeeling and business-like relationships with their victims. For example, Aloho's entanglement in the web of corruption is planned by madam Hoha and Ochuole at the former's Akpara hotel

and, thought by Chief Haladu Ade Amaka as a porter, he is not spared the pair's greed for more of his illicit money. Many candidates failed to provide specific details to support the points enumerated in the marking scheme. Most answers should have ended, with the incarceration of the pair for a period of 10 years by the court.

Question 4

As an introduction, candidates were expected to define or explain the word, deception in relation to the events and transactions in the play. A few did. They were then expected to demonstrate how deception, as a theme, encompasses the actions of the characters, chiefly, Chief Haladu Ade Amaka, Madam Hoha and Ochuole, the police commissioner, Justice Odeli and others. For these corrupt individuals, details of their corrupt and deceiving natures were to be provided. Aloho, largely a victim of the corrupt acts of the deception she is exposed to, can also not be said to be blameless. It is her own self-delusion and desperation for a job that throws her into the hands of Ochuole and her gang. A few good answers referred to the jail sentences received by all the actors of deception, including stage actors. Aloho's punishment, though she is pretty much a victim of deception, is even more severe, since she dies in her failed attempt to abort a pregnancy. Marks awarded took into consideration the details used to support the points highlighted in the marking scheme.

Question 5

The obvious relationship which some candidates failed to state is that of membership of a nuclear family as brother and sister. It is taken for granted that Walter, being older and married, Beneatha would defer to him both domestic and other matters. However, the two never agree on any issue, even before Mama receives the insurance money. This is a point, candidates were expected to make. Then, the arrival of the cheque worsens matters. While Walter is dreaming of setting up a liquor store, which Beneatha vehemently opposes, Beneatha is dreaming of going to medical school, which Walter objects to. Other instances of a disagreement include Walter's preference for George Murchison as Beneatha's boyfriend and Beneatha's rejection of Murchison for Assagai. Candidates failed to mention Beneatha's perception of weakness in Walter as one who should assert himself and stand up for the family. A few good candidates referred to the family's confrontation with the representative of the Clybourne Park community who tries to persuade the Walters to give up their investment in an apartment for some attractive compensation that Mr. Lindner dangles before him. Walter grows into his "manhood" the second time Lindner visits. That's when Beneatha gives her brother his due respect, as the family prepares to move to Clybourne Park. Candidates who described the relationship as generally stormy were right.

Question 6

There are two parts to the question; the impact of Willy Harris's actions and that of Karl Lindner. Regarding the first, candidates were expected to highlight the poor and uncomfortable state of the Younger family and the high expectations each member invests in late Snr. Younger's insurance money when it arrives: Mama to buy an apartment at Clybourne Park; Beneatha to pay for medical school; Walter to buy and run a liquor store, Ruth to have a larger and comfortable kitchen when they move, and so on. Thus, when Mama pays the deposit on the apartment and hands over the rest of the money to Walter who quickly decides to invest it in a liquor store with Bobo and Harris, the latter runs away with the money, the fortunes of an entire family collapses. This point was not well articulated by candidates. Lindner comes in at this low point in the family's life and they look so vulnerable. Thus, his offer to buy them off the property at Clybourne Park, an exclusively white area, becomes attractive, especially when there is a profit attached. Representing the family, Walter rejects it at first, but calls Lindner back later for further negotiation. If the loss of the rest of the insurance money is unbearable, the prospect of losing the apartment at Clybourne Park is even more harrowing. Candidates needed to make this point. For, then it brings into bold relief Walter's anguished but proud rejection of the offer the second time Lindner visits. It earns him the respect of his family being determined to break the racial division in America. Most of the candidates' answers were mere narration.

Question 7

It should have been easy for candidates to justify the title of the play in the actions and relations of Kate Hardcastle and Young Marlow on one hand, and Constance Neville and George Hastings on the other. But some went further. Details expected should have included a brief statement of the arrival of Marlow and Hastings in the Hardcastle mansion which Tony Lumpkin has earlier misrepresented to them as an inn at The Three Pigeons. Candidates were also expected to mention Mr. Hardcastle's privileged information from his friend, Sir Charles Marlow that his son is rather bashful and reserved among women of his class.

This is combined by Hastings to Constance when he encounters her and then by Pimple to Kate when she observes Marlow's behaviours in his encounters with Kate when she is formally dressed and when she dresses casually, looking like a barmaid. Kate then has privileged information about Marlow and that enables her to play the barmaid when she is so mistaken by Marlow. It also accounts for her spirited defence of Marlow when her father gets disappointed in him and emboldens her to set up the scene being watched by her father

and Sir Charles as Marlow professes love to Kate as a barmaid. Thus Kate “stoops to conquer” Marlow’s love, in spite of his embarrassing excuses to leave.

The Constance-Hastings relationship equally finds Constance “stooping to conquer” her love. By agreeing with Tony to pretend they love each other in the presence of Mrs. Hardcastle, Constance is able to conceal her love for Hastings while they plan to elope, as well as save her jewels. The disappointments in her failure to elope notwithstanding, the opportunity arrives for her to be with Hastings when Mr. Hardcastle declares that Tony has come of age and can do as he pleases. Tony’s declaration of love for his beloved Betty Bouncer frees long suffering Constance Neville to keep her jewels and her love. The salient details were not provided by some candidates who saw Tony Lumpkin as “stooping to conquer” his love and Mr. Hardcastle as “stooping to conquer” Mrs. Hardcastle.

Question 8

Introductory statements about the two ladies, Kate and Constance, were required. Kate is Mr. and Mrs. Hardcastle’s daughter, and Constance is Mrs. Hardcastle’s niece. Both live in the Hardcastle’s’ mansion and are expecting the arrival of Young Marlow to propose to Kate. According to Mr. Hardcastle, the ladies’ view of Marlow is, at first simplistic. In Kate’s conversation with her father about Marlow’s arrival, she is told that he is an Oxford graduate, well-travelled and elitist, but reserved and bashful. While Kate could tolerate some of his qualities, she confesses she wouldn’t know what to do with a bashful and reserved person. But it is Constance who learns more about Marlow when he arrives with Hastings after they have been deceived by Tony Lumpkin, after losing their way to the Three Pigeons, that the Hardcastle mansion is an inn. Kate then learns from Hastings, her friend, that Marlow is not only bashful and reserved among women of his class. It would seem then that Constance knows more about Marlow than Kate does, initially. For Kate’s first conversation with Marlow when she is formally dressed to please herself is disastrous. He is unable to look her in the face and stammers on his words. However, on the occasion she is dressed casually to please her father, she finds Marlow more articulate and embarrassingly assertive. And when she is told by Pimple, her niece, that Marlow thinks she is a barmaid, Kate encourages him. She now knows what Constance has known all along; thanks to her lover, Hastings.

What candidates should have concluded on is that Kate’s privileged knowledge of Marlow enables her to defend, or rather, plead forgiveness of Marlow’s cavalier treatment of her father as an inn keeper and her as a barmaid. When Marlow discovers his folly, he asks to leave at once, but Kate has been pleased to find that she loves him, and he loves her. Unknown to Marlow, his own father, Sir Charles Marlow and Mr. Hardcastle are witnesses to his confessions. Candidates’ answers were mere narration.

Question 9

Candidates were expected to state the theme, which is the plea that Africans do not abandon their cultural heritage; they pay a huge price if they do. Tony has to do with the speaking voice which, in the poem, is only manifested in the poet's choice of words and phrases inherent. Candidates were expected to look for the tone of sadness, which is first, in the beginning combined clauses; 'if we ...gently, gently ...', ending in rhetorical questions; we 'who then will hear our voices ...?' which suggests a gap between the ancestors and the dying. In subsequent stanzas, the gentle tone becomes sadder and desperate as "our torments" and 'clamming' are not heeded; instead, the ancestors watch 'our loud mouths'. Then follows links in which the poet admits that perhaps, the ancestors are not paying heed to our 'pitiful anger' and cries from our 'plaintive throats' because they have left evidence of themselves "in the air, on the water" etc. and therefore our "wild appeals" amount to nothing. Thus, by paying attention to word and sentence repetitions, candidates would have been able to discuss meaningfully, the tone of sadness in the poem. Instead, many wrote summaries of the stanzas.

Question 10

The question was deliberately set to find out what conditions are understood in reading the poem. This was not achieved in the main, since candidates imposed their own interpretations and failed to examine what the poem said, stanza by stanza.

The fault was with how they understood the very first few lines of the first stanza where the hosts with their guests are sitting at table for dinner in war time and the trauma of war, which psychologically and imaginatively affects their appetite. All of a sudden, they are relieving the war and a decent meal turns bloody in their mind's eye.

The second stanza metaphorically extends and converts the dining table into an island where people become predators and preys without exception and hunger and famine and disease take their toll on hopeless citizens.

The last stanza talks about the speaker, whose experience of the war inspires resistance against the warmongers and oppressors. Unfortunately, he has no will to fight back and he has no support from others, anyway.

Many candidates discussed the poem, more as history than as poetry and intended meanings and interpretations which the surface meaning, i.e. subject matter of the poem does not substantiate.

Question 11

This question was not well answered. To examine the persona's attitude to life's disappointments, candidates had to provide the appropriate context, which the majority missed. The poet provides the context in his description of the birches as they are weighted down of snow and ice, or even cut for timber. But, as summer approaches, the snow ice melt and trees are able to straighten up again, if not as straight as before. That shows resilience. This observation reveals an aspect of life the poet is satisfied with, i.e. life's ups and downs. Indeed, in the subsequent lines and stanza, he confesses his experience of life's buffeting and how he has wished to escape – fly away and never come back – a death wish he later abandons for a new revelation which his experience of swinging birches in childhood brings. The swinging up and down does not take him away, never to come back to earth. Therefore, in his times of crisis, and life's disappointments, he would imagine swinging birches. It was difficult for many candidates to provide answers in this systematic order.

Question 12

The question was one that invited candidates to think a bit. It was assumed that their knowledge of the Shakespearean sonnet form would enable them to determine the relevant three symbols used in the poem. The first symbol, summer, was easily identified by most candidates. However, the details in the comparison between the speaker's lover and summer were often not commented on. For example, the beauty of summer is short-lived and its lovely flowers that spring up in May are destroyed by storms. The speaker's lover has no such deformities or imperfections.

The second symbol, the sun or "The eye of heaven" is also a subject of comparison. A few candidates mentioned this symbol, but again, failed to provide the details of comparison. Yes, the speaker's lover's beauty is as bright as the sun. However, her brightness remains steady forever and it is not subject to extremities

The third symbol, that of the lines, was mentioned by very few candidates. Yet, that is the most powerful symbol in the last question and the following couplet. The symbol refers to poetry, specifically this poem which immortalises the speaker's lover's beauty. The concluding couplet states, matter-of-factly, and, prophetically, that the lover's beauty lives in the poem as generations upon generations of humanity continue to read it. Sadly, only a few candidates highlighted this point.

FRENCH 2

1. GENERAL COMMENTS

The standard of this year's paper is the same as that of previous years. However, performance was generally not good enough. Many candidates failed to provide appropriate responses to many of the questions and therefore scored very low marks for their poor work.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates answered the questions on letter writing well. The date and the address of the letter were well written. The salutation and the introduction to the letters were also written appropriately. Grammatical mistakes committed by these candidates were few. The conclusion and the subscription were also well written. Most of these candidates were able to use the right tenses to answer the questions they answered.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) One problem that came to light during the exercise was candidates' inability to use the various accents appropriately. They used one accent when they were supposed to use the other. For example, many candidates wrote "trés" instead of "très".
- (ii) Many candidates deviated from the subject matter because they did not understand the demands of the questions they were answering. Those who understood them lacked the appropriate vocabulary items to use in answering them.
- (iii) Candidates were unable to differentiate between the pronouns "vos" and "mes". They used one when they meant the other.
- (iv) Candidates were unable to describe a building and some of the items found in it.
- (v) -Many candidates could not differentiate between masculine and feminine nouns.

They therefore used inappropriate articles with such nouns. Some of them, for example, wrote "La nouveau bâtiment....." instead of "Le nuoveau bâtiment."

- (vi) They used the verb "etre" in greeting instead of using the verb "aller" to express greetings. They wrote "J'esperè que tu es bien" instead of writing "j'esperè que tu vas bien..."

4. **SUGGESTED REMEDIES**

Students of French should be given adequate exercises on the use of the French language. In addition, they should be encouraged to read materials on French often.

Teachers of French are advised to encourage their students to frequently read simple materials written in French. Students should also be given the opportunity to frequently write compositions in French. This will make it easy for them to do well during their final examination.

5. **DETAILED COMMENTS**

Question 1

Candidates were supposed to write a story under the heading “The reward of honesty”. The story was to be written in such a way that it would, in the end, fit into the heading given. Just a few candidates chose this question probably because the majority found it too tough to tackle. The few candidates who wrote on it deviated and therefore scored very low marks.

Question 2

Candidates were required to describe a building which has just been put up in their school by the government. This was a very popular question among candidates as many of them attempted it. Those who understood the question and had the appropriate vocabulary items did justice to it, but those who did not understand it or those who understood it but lacked the appropriate vocabulary items wrote on any other topic other than the question posed, thereby deviating completely. Others also wrote their essays in English language instead of writing them in French.

Question 3

This question tasked candidates to give the causes of students’ failure in the French subject in the country. This question was answered by only a few candidates, who were able to write down points to explain the causes of students’ failure in French. Some of the causes given included laziness on the part of the students, lack of qualified teachers of French and lack of French books in the country.

Question 4

The fourth question was on letter writing. The candidates were expected to write a letter to an uncle and ask for financial assistance for their studies. Here, the candidates were expected to make known their intention by indicating that they were writing to ask for financial help for school fees, books, bags and so on. A few of them did not state what they were going to use the money for. Some used expressions that were meaningless. However, most of them wrote very good letters on this topic and so scored very high marks. They gave good reasons for which they needed financial help from their uncle. Such students used expressions such as “S’il te plait..”, “Tu es mon dernier espoir,” etc to make their letters very lively.

Question 5

This question required the candidates to write a letter to their sick teacher expressing their feeling of compassion and wishing him well. They were also to tell the teacher what had happened in the school since his absence.

This question was answered by a few candidates. Most of the candidates who answered this question did so well by providing what the question required. Just a few did not understand the question and so deviated. They were rather asking for permission from their teacher to absent themselves because they were sick and were in hospital.

Question 6

The candidates were required to write a letter to congratulate their sister who had just got a job. They were also to state what they expected from their sister now that she had a job. The few candidates who answered this question were able to congratulate their sisters on their new job and hoped they would help solve some of the family financial problems.

FRENCH 3 (ORAL)

1. GENERAL COMMENTS

This year's paper was of the same standard as that of the previous years. The questions were clear with no ambiguity; they were all within the scope of the syllabus and at the level of the candidates. Performance was generally not encouraging with only a few candidates doing well.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most candidates did well in the listening comprehension, especially the objective section. They chose the correct options and so scored high marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Most of the candidates could not communicate in simple French so they ended up answering the questions in English. Some could not read the passages. A few were able to pronounce only the tested words but could hardly read the rest of the passage. Some of them also pronounced the words as English words and not as French words.

4. SUGGESTED REMEDIES

- (i) Reading aloud should be practised regularly in class so that the teachers can correct students' mistakes in pronunciation.
- (ii) Teachers should regularly take students thorough role plays in class. This is to help them speak simple French and also acquire the right vocabulary and registers.
- (iii) Candidates should be encouraged to read the selected texts and be familiar with the stories. This will help them to correctly tackle the literature aspect of the paper
- (iv) Candidates should frequently visit the CREF to make use of the audio-visual aids. This will help deepen their interest in the language. It will also help them acquire more vocabulary.

5. DETAILED COMMENTS

(i) LISTENING COMPREHENSION

Most of the candidates performed well. This is because most of them got all the objective questions right.

The candidates were expected to answer 10 questions in all; seven were objective questions, and two were “vrai” ou “faux” (“true” or “false”) questions where candidates were expected to tick the “vrai” box if the statement was correct or tick the “faux” box if the statement was false.

Here most candidates did not tick any of the boxes. It is obvious they did not understand what to do. Most of those who ticked got the answers right.

(ii) READING PASSAGES

There were two passages and each candidate were to read either of them. There were 20 words that were tested in each passage and marks were awarded for pronunciation and fluency. In both passages most of the candidates pronounced the words as if they were English words.

Examples are given below.

Word		Right pronunciation	Candidates' pronunciation
1.	nombreux	n>bRø	namba
2.	important)p>Rtã	impotant
3.	Souvent	suvã	suv` nt
4.	pays	pei	pes
5.	chef	ʃ`f	tʃi:f
6.	société	s>sjetè	sosaiti
7.	l'occasion	l>kazj>	lokeshin

Some of the candidates also ignored the liaisons. For example:

Phrase		Right Pronunciation	Candidates' pronunciation
1.	les habits	lezabi	le habits
2.	est une	`tyn	` yn

A few of the candidates could not read at all. However, a few were able to read fluently and were also able to pronounce the words correctly.

(iii) CONVERSATION TEST

In this section, candidates were to engage in conversation with the examiners. At the end of the exercise, the candidates were to answer 10 questions, 5 on the selected literature texts and 5 on general issues.

Most of the candidates could answer neither the literature nor the general questions. It was obvious they had not read the texts. They could not answer simple questions such as “Quel âge as-tu?” Some said “Je suis 18 ans” instead of “J’ai 18 ans”.

DAGAARE 1

1. GENERAL COMMENTS

Generally, the paper was within the level of the candidates and was therefore manageable. The essay topics, as well as the comprehension passage, were very much within the level of the candidates.

The performance of the candidates was much better than that of the previous year. Candidates scored higher marks than has been the case in the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (a) Many candidates made systematic and clear presentations of their ideas.
- (b) Many of them displayed great knowledge in the features and basic rules governing the writing of the various types of essay.
- (c) There were instances of legible handwriting which made the work easy to score.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (a) Many candidates exhibited serious weaknesses in the form of poor spellings and weak grammar.
- (b) Many of them wrote loose and jerky sentences in their presentations.
- (c) Most of the candidates were also guilty of writing wrong sequence of tenses, a trend which was not very different from the situation in the previous years.

4. SUGGESTED REMEDIES

One possible way of solving this persistent problem is for the Ghanaian Language teachers to teach, spelling and the grammar aspects of the language.

There is the need for teachers of the Language to periodically attend workshops, seminars and in-service training sessions.

Candidates should also be encouraged to develop good reading habits to improve on their grammar and spellings in the language.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit

It was a very popular question and was well handled by most candidates. This was a semi-formal letter and candidates displayed all the features of this type of letter. These include the sender's address, date and salutation. Others are restricted use of jargons and contracted forms, valediction and name, without any signature.

They also gave reasons such as breaking the monotony of staying at one place, the need to visit exciting places, and wanting to help out in familiar chores such as farming or trading during the visit. Other reasons advanced included the need to engage in some remedial classes, the desire to acquire some ICT skills or to participate in an upcoming event such as a festival, wedding, naming ceremony, among others.

All this was done through the use of good paragraphing, orderly presentation of their ideas and clear expression, paying attention to mechanical accuracy.

In their conclusions, many of the candidates expressed their love to the family of their uncle and the hope that they would hear very favourably from their uncle.

A few candidates, however, failed to treat this question as a semi-formal letter and hence some of them valedicted with a signature.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

Here, the candidate could introduce the topic by stating the time or period of the visit, the plans put in place and the fact that the person being visited had been notified prior to the departure. The candidate could add the place and purpose of the visit.

The body should take care of aspects such as actual execution of the journey, the means of transportation, happenings in the course of the journey and time of arrival at the destination. A brief narration of the stay there such as places visited could then precede the return journey, followed by the candidate's own impressions of the visit in its totality.

Such impressions will inform the type of conclusion to be drawn. For example, whether the candidate is eager to embark on such a journey again anytime soon, or not.

In doing all this, the candidate was expected to employ suitable figures of speech, use appropriate figures of speech with the principal tense being the past simple tense.

A good number of candidates attempted this question and it was fairly well handled by almost all of them.

However, some candidates could not narrate vividly the starting of the whole journey to the end.

Question 3

You are the principal speaker for your school’s Debating Club. Write your speech for or against the motion “Parental irresponsibility towards their children is the cause of indiscipline among the youth”.

This was the most unpopular question among the candidates. Indeed, only a handful of candidates attempted this question and performed poorly on it.

Clearly, it is a debate and by way of introduction, the candidate needed to address the Chair and observe protocol. Thereafter, the topic should be simplified in the form of an explanation after which the candidate should declare his/her stance: either for or against the topic.

Points such as bad life style of parents which children copy, inattention by parents and inability of parents to cater for the needs of their children can be raised in favour of the topic. However, a position against the motion could hinge on peer pressure, influence from foreign culture, economic hardships and misplaced social values.

Whatever the position taken, there is the need for a recap of all the salient points raised and an expression of gratitude to the audience for their attention.

Some candidates could not even state the vocatives in their own language and argue logically.

Question 4

Write a story that ends “No human being is born useless”.

This is not a direct debated, but a subtle argumentative topic which should be supported with a story. The story could, for example, centre on a deformed character who has

managed to triumph over every adversity in life, contrary to public perception. The success could be in the areas of education, business or even skills development to help others. Concrete examples in national life could stand out.

Whatever the direction of the story, it should be able to link directly with the statement. Very few candidates actually attempted this question and scored low marks. The few that answered it could not link the narration of the entire story with the saying as such.

Question 5 - Translation

Candidates were asked to translate an English version of a passage into Dagaare. The passage contained about fifteen ideas and was within the scope and knowledge of candidates. The expectation was that, candidates would do a text-based translation. That is, putting the passage into context and translating the main ideas contained there-in. However, most candidates lacked the skills of translation and resorted, in the main, to literal translation. They, therefore, performed poorly.

Question 6 - Comprehension

Candidates were to read a short prose passage in Dagaare and answer ten questions on it. These questions centered on stated facts, meaning, grammar, inference and summary. Generally, candidates' performance in this question was much better than the previous year. Yet, as has been the trend over the years, the questions on stated facts, meaning and summary were well answered. However, those on inference and grammar were poorly handled. Many candidates did not have the skills of comprehending the passage and hence scored low marks.

Question 7

This question consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

Candidates were asked to explain reduplication and discuss one type in their language. They were then required to reduplicate ten words.

Reduplication in Dagaare refers to the situation in which a sound repeats itself in a word or a word being repeated to form another word. Such words are usually verbs. This happens in the context of phonology.

Candidates generally lacked the knowledge of phonology and hence only a few of them attempted this question and performed poorly.

Question 8

- (a) What is a consonant?**
- (b) Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) /ʃ/ (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/**

In the first part of this question, the candidates were asked to define or explain what a consonant is. In simple terms, a consonant is a sound during whose production the airstream from the vocal cords is obstructed at the point(s) of articulation.

The candidate was tasked in the second part to use the three-term label to describe eight given consonants. The labels refer to the place of articulation, manner of articulation and whether the sound is voiced or voiceless.

Most candidates could not explain clearly what a consonant is in their language. They however did very well in the second aspect of the question which required candidates to describe the three parameters of some consonants.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

It was one of the popular questions answered by candidates. A good number of them attempted it. In the hierarchy of grammatical construction, a sentence is the highest. Traditionally, a sentence is said to consist of a subject and a predicate. This is a structural definition of a sentence. But semantically, a sentence is seen as a complete thought. It could come in the form of a statement, a question or a command. Thus, candidates were expected to give three examples of each type.

Their performance was encouraging as most of them met the demands of the question and scored high marks.

Question 10

(a) Use five appropriate words to discuss each of the following:

(i) Adjectives

(ii) Adverbs

(b) Use each of the words in (a) to form sentences.

This question was heavily patronized by candidates and performance was very good. In the first part, the candidate was required to discuss what adjectives and adverbs are with the use of five words for each category. In the second part, the candidate was expected to use each of the five words provided in either category in (a) above to form sentences to prove their point.

This question was by far, the best in terms of responses and consequently the marks allocated.

DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the past years. The questions were within the scope of the syllabus and the reach of the candidates.

The general performance of the candidates was, however, below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

A few candidates understood the rubrics of the questions and performed very well. They answered the essay questions arranging the points sequentially in well-defined paragraphs. They also presented their essays in good sentence constructions, correct word spellings and punctuated well.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The same problems as in the previous year's still prevailed. These include:

- (1) Many candidates lacked understanding of the rubrics and answered more than one question in some sections.
- (2) Spelling, wrong punctuation, use of lower case letters for proper nouns and at the beginning of sentences and bad paragraphing still remained a big problem for many candidates.
- (3) Some candidates answered two questions on the same page; some even wrote in the margins.
- (4) Some candidates copied contents of the question paper as answers to questions they attempted, and others copied the questions before answering them -- a sign of not understanding the demands of the questions.

4. SUGGESTED REMEDIES

- (1) Teachers should use past WASSCE (SC) questions to explain the rubrics and for practice/rehearsals long before they even register to write the examinations.
- (2) Teachers should provide students with more reading materials in the language in order to help them improve upon their spelling, correct application of punctuation marks, high case and lower case of letters and in the writing of good paragraphs.

- (3) Teachers should do well to take candidates through the whole syllabus before presenting them for the final examination.

5. DETAILED COMMENTS

Question 1

- (a) **Describe a naming ceremony as practised among your people.**
(b) **Discuss the importance of naming ceremony.**

Candidates were asked to describe a naming ceremony as it is practised traditionally among their people and discuss two importance of a naming ceremony.

By way of introduction, the candidate was expected to indicate that naming among the Dagaaba is a public event and a way of welcoming the child into the society and giving him a unique identity. The child cannot be named except after a week and only after the head of the family has held some consultations with the ancestors. And before the naming ceremony, the child cannot see his environment beyond his room

The ceremony itself involves the head of the family throwing the child up three times (if it is a boy) or four times (in the case of a girl). The significance of this is to take away fear from the child. Then comes the feeding of the baby with ordinary water while calling its name and reminding it that all is well. At the same time the child is made to taste hot water or water laced with something bitter as a reminder that suffering is an integral part of life. The child is then returned to the mother and an animal slaughtered for food to be prepared for the gathering.

Many candidates attempted this question, but few understood the demands of the question and thus, did not perform very well thus scoring low marks. The majority of the candidates discussed types of names that exist among their people and got no marks.

Question 2

- (a) **What is a proverb, as defined among your people?**
(b) **Write three proverbs of your people and give the meaning of each of them.**
(c) **Discuss when any two of the proverbs given is used.**

Candidates were asked to give the definition of a proverb, give three proverbs, state their meaning and discuss the occasion when any two of the proverbs given are used.

Few candidates attempted this question. They gave the correct definition of a proverb in Dagaare: a construction whose meaning goes beyond its ordinary understanding. They wrote three proverbs, stated the correct meaning of each and discussed the occasion when two of them are used. Consequently, they got high marks.

However, the majority of them who attempted this question either copied the context passage, gave riddles or discussed the importance of proverbs thus scoring very low marks.

Question 3

- (a) State the theme of the novel “Ban4n4kaae”.**
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) What two lessons has the novel taught you?**

Candidates were expected to state the theme of the novel “Ban4n4kaae” (they are three and any could do), identify three different literary devices (proverb, exaggeration, etc) used effectively in the novel and state two morals of the novel “Ban4n4kaae”. The morals include the fact that good things do not last long, stop forced marriages, the need to preserve traditional values.

Candidates who attempted this question were quite few and they could hardly satisfy the demands of the question. A good number of them either copied the context passage or the sub-question (3b) or discussed one of the characters, D4m4bo4bo, in the novel and thus got low or no marks.

Question 4

- (a) Who is the main character of the novel “Ban4n4kaae”?**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

Candidates were expected to identify the main character of the novel “Ban4n4kaae” and discuss in detail the most serious incident that the main character got involved in and how he/she got out of it. For example, Ban4n4kaae is the main character. The most serious incident she got involved in was her encounter with the monkey and she survived it by hitting the monkey furiously in self-defence.

A small number of students who attempted this question performed well thus scoring high marks. A good number of them identified the wrong main character and discussed the part

played by a character in the novel instead. Consequently, they scored low marks, and in some cases, or no marks at all.

Question 5

Write short notes on the following characters in the drama “Y1me` Se1 Naa”.

- (a) Y1`gannaa**
- (b) Nyuuri**
- (c) Dɔmaze`**

Candidates were expected to discuss the three characters in the novel bringing out effectively the parts they played in the drama book “Y1me` Se1 Naa”.

This question was attempted by almost all the candidates. Many of them were able to identify Y1`gannaa as the main character and Dɔmaze` as the eldest son of the chief (Naa Y1mbala`)

Majority of them performed very well and got high marks. Just a few had no understanding of the demands of the question and copied portions of the passage thus getting no marks.

Question 6

This question was a context question and candidates were expected to identify the speaker, who is being addressed, what prompted the speaker to say those words and discuss its effectiveness in the drama.

Many students who attempted this question were able to identify the speaker, the person addressed, what prompted the speaker to speak thus. They also discussed the impact the utterance had in the drama “Y1me` Se1 Naa” and therefore got good marks.

Question 7

- (a) What is the theme of the poem “Ko4raa `maao?”**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer’s mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

Candidates were required to state the theme of the poem “Ko4raa `maao”, state the mood of the writer, quote a statement from the poem that depicts the mood of the writer and

discuss two different literary devices from the poem which the writer has used effectively to enhance the authenticity of the poem.

Almost all the candidates who attempted this question showed very poor performance. They failed to state the correct theme of the poem and in the same way, they could not state the mood of the writer of the poem correctly. They quoted lines from the poem that had no bearing on the writer's mood and they could not identify any two different literary devices from the poem let alone discuss them. Naturally, they got no marks.

Question 8

Candidates were to read seven lines quoted from a poem and answer the following three questions asked on the quoted lines.

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i Identify and write down three different literary devices from the poem.
ii Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.**

Candidates were expected to give the title of the poem, state the theme of the poem, identify and write down three different literary devices from the poem and discuss one of these literary devices to show how the writer effectively used it to make the meaning of the poem clear.

Very few candidates attempted this question. Among them only seven understood the demands of the question and performed very well. The rest copied parts of the questions as their responses and got no marks.

DAGBANI 1

1. GENERAL COMMENTS

The standard of this year's paper was as high as that of the previous years. All the questions were clear and within the scope of the syllabus.

There was a slight improvement in the performance of candidates especially in orthography.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (a) Good Orthography: The spelling, word division and use of punctuation by many candidates were very good. Words that are normally written as single units and/or separate units were correctly written. Candidates also used capital and small letters appropriately. They also used the full stop and other punctuation marks appreciably. This made their answers very easy to read and understand.
- (b) Good Organization: The organization of answers of many candidates was very good. They gave every new question a new page. They also gave the composition appropriate paragraphs and presented their ideas and answers in an orderly manner in other sections.
- (c) Adequate Preparation: The answers of many candidates showed that they had prepared adequately for the examination. Their answers were very short and precise. In the composition they tried to write the given number of words. Where they exceeded, they did this by a few words and where they fell short, it was also by a few words.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (a) Poor Orthography: The spelling, word division, punctuation, and tenses of some candidates were very poor, and some used small letters in all their answers thus making it difficult to see where a sentence started or ended. The vowel combination of other candidates was very poor. This made their answers very difficult to read and understand.
- (b) Poor Organization of Answers: In the composition some candidates did not paragraph their answers. In some instances, some candidates tried to write more than two compositions on one or two pages. In the other sections many answers were squeezed on one page.
- (c) Poor Grammar: Some candidates used wrong tenses and, in some cases, mixed up tenses in an inappropriate manner. Another clear feature that marred the work of candidates was poor expression and jumbled sentences.

4. SUGGESTED REMEDIES

Poor Orthography

Teachers should give students class exercises including dictations and encourage them to read intensively and extensively to improve on their orthography.

Poor Organization of Answers

Anytime teachers give students class exercises, they should help the students to organize their answers very well.

Poor Grammar: grammar forms the basis of language and especially for the purposes of exams. Teachers must therefore take the teaching of grammar very seriously. Candidates should be given regular exercises which should be well supervised.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit

Many candidates chose this question. In the introduction, some of the candidates greeted their uncles and declared their intentions to visit them. Unfortunately, some candidates only asked their uncles for permission and lorry fare to visit them.

Some of the four reasons given by some candidates for the visit included going there (cities) to break the monotony of rural life, to have change of environment, to come and enroll in an ICT training institute to improve their computer skills while waiting for their WASSCE results and to enroll in remedial school/classes in preparation for the November/December edition of the WASSCE. Other reasons given included engaging in some income generating activities in order to make some savings towards their tertiary education, to help their uncles on their farms, to participate in the on-coming festivals so as to get well informed about the culture of their people – and to come and offer a helping hand in the family's preparation towards a cousins wedding or the naming ceremony of a newly born, child, etc.

Some candidates could not give four reasons. They gave two or one reason and discussed them very poorly. In concluding their compositions, some candidates expressed the hope

that their uncles would approve of their intended visit. Others begged their uncles to send them lorry fare since their parents could not afford it.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

To introduce their compositions, some of the candidates who chose this question mentioned plans put in place for the visit and notice given to the person who was to receive them. Some mentioned only place, date and time of departure while others did not introduce their composition.

In the body of their compositions, some candidates mentioned how they executed the visit, purpose of the visit and the location of the town/city visited, how they started the journey, means of transport and what happened in the course of the journey. More points discussed included arrival at the destination, how they were received and by who, places visited and scenes along the way, the journey back home and general impression of the visit.

Some candidates could not discuss the question in detail. They only raised one or two of the above points and discussed them very poorly too. To conclude their compositions some candidates mentioned how the visit made them very happy or otherwise while others expressed the wish that they could make such visits to other big towns/cities in Ghana in future, etc. Some compositions did not have conclusions.

Question 3

You are the Principal Speaker for your school's Debating Club. Write your Speech for or against the motion: 'Parents irresponsibility towards their children is the cause of indiscipline among the youth'.

Many candidates avoided this question. Some of the few who chose this question gave their speeches a heading before their introduction.

To introduce their compositions, some candidates addressed the Chair and observed all protocol. They also declared their stand for or against the motion, after explaining the terms 'parental irresponsibility' and 'indiscipline'. Some of the points they raised for the motion included the fact that some parents are more concerned about their work and so do not have time for their children. They leave home very early and come back very late. Some parents pamper their children and so do not check them when they go wrong, while

others are not able to provide their children's need like food, shelter and clothing. Other points raised are that some parents' life style may be bad, and this may be copied by their children and for some children in school, parents do not pay their school fees and discharge other monetary responsibilities, etc.

Some of the points raised by candidates who argued against the motion are: influence from peers, foreign influence on our culture (e.g. children may blindly copy foreign cultural practices to the neglect of our indigenous cultural practices and values), and misplacement of values by society in general (e.g. we now cherish wealth, no matter the source). More points raised and discussed included economic hardships and the fact that some children, no matter what, are difficult to train and therefore may show traits of indiscipline. Some candidates could not raise as many points for or against the motion as above. They raised less than four points and discussed them very poorly too.

To conclude their compositions, some candidates made a summary of points raised on the position taken and thanked the audience for their attention. Other candidates neither thanked the audience nor said anything to the audience for the attention given. Not surprisingly, some compositions did not have conclusions.

Question 4

Write a story that ends "No human being is born useless".

Many candidates chose this question. While some of them used contemporary stories, others used traditional stories to illustrate the saying and ended their stories.

To introduce their compositions some candidates agreed with the statement. However, there were some compositions without introduction.

In the body of the compositions, some candidates gave a detailed narration of the story. Some of the issues raised included nature of characters (e.g. born weak and fable, cripple, blind, deaf etc) public perceptions about the disabled in society (e.g. inability to contribute any meaningful thing to the family or society) and efforts made by the character/person in the area of formal education, learning a trade, support by parents, NGO's etc) and achievements by the character/person such as excelling in the field of medicine, engineering, teaching, lawyer, etc

Some candidates could not write their stories in detail. Some of them started their stories but could not continue them. To conclude their compositions, some candidates were able to link or end the story or narration with the statement. Some compositions did not have conclusions.

Question 5 - Translation

Candidates were given a short passage of about fifteen ideas in English to translate very well into Dagbani. Some candidates did well by translating the passage faithfully into 11-15 ideas. In other words, they took a holistic look at the passage and brought out the essentials in good Dagbani. Some translated it into 6 – 10 ideas while others rendered it into less than 6 ideas.

Question 6 - Comprehension

Candidates were given a short prose passage in Dagbani to read and answer ten questions on it. The questions were based on stated facts, meaning, grammar, inference and summary. The questions on stated facts, meaning and summary were well answered.

However, the questions on inference and grammar were not well answered. It needs to be noted that this has always been the trend over the years.

Question 7

This question consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

Few candidates were able to define reduplication correctly, write down appropriate examples and reduplicate each example correctly. Reduplication is basically at the lexical level and very often applies to verbs. It refers to the repetition of a sound in a word or the repetition of a word as a phonological process and usually for clarity or emphasis.

Some candidates did not have any knowledge about reduplication and therefore wrote down words unrelated to the question.

Question 8

- (a) What is a consonant?**
- (b) Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʾ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/**

Candidates were asked to define or explain what a consonant is; that is, a sound during whose production the airstream from the vocal cords is obstructed at the point(s) of

articulation. The degree of obstruction leads to the production of different types of consonants.

In the second part the candidate was to use the three-term label to describe nine given consonants. The labels refer to the place of articulation, manner of articulation and whether the sound is voiced or voiceless.

Few candidates were able to define consonants correctly and describe them appropriately. Others merely wrote down the consonants but could not describe them correctly.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

Some candidates were able to define the sentence correctly either as a complete thought or as a grammatical construction consisting of a subject and a predicate. Some were able to use appropriate examples to discuss the three kinds of sentences very well. Others had little knowledge about the sentence and could therefore not answer the question correctly.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

Some candidates were able to provide five appropriate examples for adjectives and five for adverbs and were also able to use all the ten words in correct sentences. Some candidates could not provide correct words for the adjective and adverbs. Others did but did not use them in sentences.

DAGBANI 2

1. GENERAL COMMENTS

The paper was of the same standard as that of the previous years. All the questions were within the syllabus and were clear and unambiguous and so were the rubrics.

The performance of candidates this year was above average as compared to that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates performed very well in section 'A' which is the oral literature and customs and institutions. They wrote well on the naming ceremony of the Dagombas. They were also able to write well on the proverb. Candidates did well on some of the questions in the written literature. They were able to identify the main characters and the themes. They were also able to write short notes on some of the characters in the books.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates had problems with the section 'b' questions. The context question was not well answered. Some candidates were not able to provide examples for the literary devices they mentioned from the book. All these lapses suggest that the candidates did not study the set books as expected.

4. SUGGESTED REMEDIES

Candidates should learn to prepare for examinations.

They should study how to understand the demands of the questions.

Candidates should always read the rubrics very well before attempting questions.

They should read their prescribed books very well so that they can answer questions on them.

5. DETAILED COMMENTS

The paper consisted of two sections A and B. Section A was on oral literature and customs and institutions. Section B was on written literature. This Section was in three parts. Prose, drama and Poetry.

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

This question was on naming ceremony. The question was in two parts. In part (a) candidates were to describe the naming ceremony of Dagombas. In (b) they were asked to write two benefits of the ceremony.

Naming is an important aspect of human existence and it is the occasion to officially welcome a child into a society and to give it a unique identity.

Most candidates who attempted this question were able to satisfy the demands of the marking scheme. Their performance was good, so they scored high marks.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

The question was on the proverb. It was in three parts 'a, b and c'; part 'a' asked for the definition of a proverb. In part 'b' candidates were to provide three examples of proverbs and give their meanings. The last part was that, they should select two of the proverbs they gave in the 'b' part and state the situations in which they are used.

Most of the candidates performed very well and so scored high marks

Question 3

- (a) State the theme of the novel "Chentiwuni".**
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) What two lessons has the novel taught you?**

This was a question from the prose book 'Chentiwuni'. The question was in three parts a, b and c. Candidates were to identify the theme of the book in part a. In 'b' they were to select three different literary devices from the book and show how the writer used them to enhance the lessons that they learnt from the book.

Most of the candidates who answered the question performed very well. They were able to answer the various parts very well.

Question 4

- (a) Who is the main character of the novel "Chentiwuni"?**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

This was also from the prose book 'Chentiwuni'. The question was in two parts 'a' and 'b', in 'a' the candidates were to identify the main character and in 'b' they were to identify the main character's major problem and how he was able to resolve it. Most candidates were able to identify the main character and also his major problem and how he solved it. Most of them scored high marks.

Question 5

Write short notes on the following characters in the drama "Mba`ya"

- (a) Mba`ya**
- (b) Amina and**
- (c) Ndadu.**

This was a question from the drama book 'Mba`ya'. In this question, candidates were to write short notes on three of the characters.

Most of the candidates who attempted the question were able to write the short notes very well. Most of them scored the maximum mark for the question.

Question 6

This was also from the drama book 'Mba`ya'. This was a context question. There was a quotation and four sub-questions were asked on it.

- (a) Who made the statement?**

- (b) Who was being addressed?**
- (c) What happened for the statement to be made?**
- (d) Explain how the statement clarified the issues in the play.**

Most of those who attempted the question had problems with the ‘a’ part. Performance here was not very good.

Question 7

- (a) What is the theme of the poem “Kpawuma?”**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer’s mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

This question was from the poetry book ‘Ta6imalisi’. The question was in four parts, a, b, c and d.

In ‘a’ candidates were to give a summary of the poem ‘Kpawuma’. In ‘b’ they were to indicate the mood of the writer, in ‘c’ they were to write down a quotation to support their claim in ‘b’. In ‘d’ candidates were to identify two literary devices that the writer used to enhance the poem.

Candidates who answered this question were able to answer the various parts very well.

Question 8

Candidates were to read seven lines quoted from a poem and answer the following three questions asked on the quoted lines.

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i. Identify and write down three different literary devices from the poem.
ii. Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.**

This question was also from the poetry book ‘Ta6imalisi’. Before the question, part of a poem was quoted for the candidates. The question was in three parts, in part ‘a’ candidates were to identify the poem. In ‘b’ they were to identify the theme of the poem and in ‘c’ which was in two parts – part (i) candidates were to identify and write down three different

literary devices from the poem. In the (ii) part they were to show how the writer used one of the literary devices in (i) to enhance his poem.

Candidates who attempted this question performed very well, most of them scored high marks.

DANGME 1

1. GENERAL COMMENTS

The paper compared favourably in terms of content and standard with that of the previous years. It tested candidates' knowledge in Essay writing, translation, comprehension and other aspects of language studies such as phonetics and phonology, morphology and syntax (grammar).

Candidates' general performance this year improved slightly above that of last year. Quite a good number of the candidates exhibited some maturity in their approach to the questions. With the exception of a few dialectal issues, the general use of language by most candidates was quite commendable.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following are the general strengths of the candidates which were noticed and deserve some commendation.

- (i) Candidates demonstrated general understanding of the tenets of the questions
- (ii) Candidates ensured systematic, orderly or sequential presentation of facts and ideas especially in the essays.
- (iii) Good use of languages and other expressions such as proverbs, idioms/idiomatic expressions and euphemisms was observed. These were generally noticed in candidates' essays.
- (iv) Good paragraphing was also noticed in candidates' essays.

It emerged generally from the scripts of the candidates that most of them understood the demands and tenets of the questions and dealt with them quite appropriately. These strengths or commendable features were observed or noticed in the essays, comprehension and the translation. Most candidates were able to develop the relevant/needed points on the issues demanded by the various questions and presented them logically and in appropriate paragraphs.

Quite a good number of candidates exhibited maturity in their use of language and other expressions such as idioms, euphemisms, proverbs, hyperbole and other figurative forms of language. These skills exhibited by most candidates deserve commendation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates seemed to have written local dialects or colloquial language instead of the standard Dangme e.g. 'Klaa' instead of 'kulaa' 'sukuu bi for singular instead of 'sukuu no' (singular), 'la' instead of 'hla', 'he yi' instead of 'he ye'.
- (ii) Most candidates could not differentiate between the sound or the phoneme 'i' and 'e' and generally used 'e' for 'i' as a personal pronoun.
- (iii) Lack of knowledge in the use of postpositions in Dangme e.g 'tsumi, wemi, pami instead of 'tsu mi, 'we mi' and 'pa mi' respectively.
- (iv) Unnecessary use of double pluralisation and double negations emerged in candidates' write-ups as follows: 'fōhihi' instead of 'fōli', 'nimlihi' instead of 'nimli' and 'dee l1 we' or 'de we l1 we' instead of 'de we l1'.
- (v) Also, little or lack of knowledge in the use of the continuous/progressive tense in Dangme eg: 'hlaa' instead of 'hlae', 'maa' instead of 'mae' 'n11' **instead** of 'n1e' etc.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

The following suggestions are being made to address the above weaknesses:

- (i) The conventionally accepted forms of speech and the written (standard) forms of Dangme should be vigorously taught in the schools and students encouraged to adhere to the correct/accepted versions in their writings.
- (ii) Teachers of Dangme should once a while create dialogue situations where faulty speeches could be corrected.
- (iii) Reading -- both extensive and intensive-- should be seriously given attention in our schools.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit

The majority of the candidates attempted this question and demonstrated clear understanding its demands. They assigned good/tangible reasons for the purpose of the visit some of which were: To break boredom of village or town life, assist with some domestic chores, assist in farm work, attend remedial and ICT classes, request assistance in the payment of fees and sponsorship to the next institution of study, etc. In terms of organization, most candidates, were able to adhere to the features of semi-formal letter

writing. Good paragraphing was ensured. In few cases however, some candidates wrote the writer's address in Dangme. This should not have been the case. The aspects of salutation and valediction were, however, well done by most candidates. The majority of the candidates performed quite well on this question.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

Not many candidates attempted this question. However, the few candidates who answered this question showed clear understanding of the demands of the question. Very interesting experiences/episodes were recounted. Candidates were able to recount the purpose/intention of the visit, the day, date and time of departure from the starting point to the destination. Some of the incidents recounted were break-down of vehicles, missing the way and getting into the hands of robbers. Some were carried away by beautiful things such as big buildings, fleets of vehicles breaking down on poor roads through the forests, etc. Interesting places that the candidates visited were also recounted.

On the whole, candidates who attempted this question also performed well.

Question 3

You are the principal speaker for your school's Debating Club. Write your speech for or against the motion: Parental Irresponsibility towards their children is the cause of indiscipline among the youth

Quite a few candidates attempted this question and they proved that they really understood the tenets of the question. In all their write-ups, candidates were able to put their renditions in the debating mode. That is, they observed all that was needed to be done before their arguments, e.g. protocol in addressing the chair, the gathering/audience, co-debaters, time keeper, the judges, stating the topic/issue and stance or position taken.

The majority of the candidates argued for and against the motion while a few others only took one side of the motion in advancing their case. In both cases, however, candidates were able to raise issues such as some parents being more concerned with their work at the expense of the care they give to their children's up-bringing. Some parents also indulge their children – over showering gifts on them. Some parents fail to rebuke their children when they go wrong. Some parents do not live good lives for their children to emulate. Some parents' inability to provide the basic needs of their children due to

poverty/economic hardships, leads to children's deliberate refusal to obey their parents. Peer influence or pressure, foreign cultural practices/influences on our youth etc were also given as some of the factors.

Performance on this question was generally very good.

Question 4

Write a story that ends, 'No human being is born useless'

Quite a good number of candidates attempted this question. However, the majority of them did not seem to understand the question very well. While a few understood the demands of the question and wrote good stories to tally with the suggested ending, a few just wrote any story and concluded using the prescribed ending of the story.

Most of the good stories centred on people who were born with either physical or mental challenges who were rejected by even parents and society. But by some intervention – divine and corporate bodies – were able to succeed in life; had good education, had good jobs and contributed to the development of their societies.

Question 5

Translation

This question was about translating an English rendered text into Dangme

All the candidates attempted this question. The candidates were able to render, quite faithfully, the original passage in English into Dangme, the target language. The majority of the candidates demonstrated clear understanding of the passage in English and therefore used the appropriate expressions and vocabulary in their renditions. A few English words/expressions such as, virgin land, hectors etc posed some challenges to candidates. In most cases some candidates lifted the words while others did transliterations – both of which were quite acceptable under the circumstances. A few candidates who had some challenges left out whole lines untranslated and this affected their coherence of ideas. In other extreme cases some candidates demonstrated lack of appropriate vocabulary for their renditions. The general weakness of many of the candidates was poor orthography in their renditions. On the whole however, performance on this question was quite commendable.

Question 6

Comprehension

For this question, a passage was provided in Dangme for the candidates to read and answer the questions. All the candidates attempted this question. Quite a good number of the candidates demonstrated real understanding of the passage and therefore were able to answer most of the questions especially the content-based questions. While a few candidates were able to answer some of the higher-order or inferential questions, the majority showed lack of understanding of those questions. Questions that dealt with stating the grammatical functions of underlined structures, or naming such grammatical structures, giving meanings to selected expressions as used in the passage and provision of suitable title for the passage were the challenges some candidates faced. These observed challenges, notwithstanding, the general performance of candidates on this question was quite creditable.

Section D: Language Structure

This section of the paper was in the two parts and tested candidates' knowledge in the structure of the Dangme Language. The first part dealt with phonetics and phonology while the second part also dealt with morphology and syntax or the morpho-syntax (grammar) of Dangme.

Question 7

This question consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

The question was in three parts: the candidate was required to explain the term 'reduplication' in Dangme, state and discuss one way in which words are reduplicated in Dangme and provide ten (10) words and reduplicate them. Only few candidates attempted this question. Those who attempted the question had considerable difficulty with the first and second parts of the question. They were unable to provide a suitable definition or explanation of the term and also could not state properly and discuss the process involved in word duplication in Dangme.

They were, however, able to deal effectively with the last part of it. Majority who attempted it were able to give out the ten words and provide their duplications appropriately.

Question 8

- (a) **What is a consonant?**
- (b) **Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʹ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

This question was in two parts. For the first part, the candidate was to define or explain what a consonant is and for the second part the candidates were to describe the given consonants using the three-term label or the three dimensional approach.

The basic fact about the consonant is that, in its production, the speech air is obstructed at a point before it is released. The three-term label refers to the active articulators, the place of articulation and whether the sound is voiced or not.

Many candidates handled the question well and therefore had good scores for their efforts.

Question 9

This question consisted of three parts:

- (a) **What is a sentence?**
- (b) **With three appropriate examples discuss each of the following:**
 - (i) **Statement**
 - (ii) **Question**
 - (iii) **Command**

The question tested candidate's knowledge about a sentence and its functions or types, which was also in two parts. The first part required the candidate to define or say what a sentence (simple sentence) is. For the second part, the candidate was to state what the given types are and provide three examples for each type. E.g. A statement/declarative sentence, interrogative sentence or question type and the Exclamation type.

Quite a good number of the candidates attempted this question. Even though the majority of them attempted the definitions or explanations of the terms as required by the question, the definitions only represented hazy ideas about the terms or the structures. The candidates were however, able to provide good examples for the three types of a simple sentence.

Question 10

- (a) **Use five appropriate words to discuss each of the following:**

- (i) Adjectives**
- (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

This question which tested candidates' knowledge about adjectives and adverbs in Dangme also had two parts. For the first part of the question, the candidate was to provide five (5) examples each of an adjective and an adverb in Dangme. The candidates were to use each of the given adjectives and adverbs in sentences for the second part of this question.

The majority of the candidates attempted this question and actually performed well on it. Their responses indicated clear knowledge of adjectives and adverbs and their usage in Dangme.

General performance on this question was creditable

DANGME 2

1. GENERAL COMMENTS

The 2018 WASSCE (SC) paper compared favourably with that of the previous years because the needed precautions and prescriptions were ensured in the preparation and rendition of the content of the paper. The paper covered the required and relevant areas of study as prescribed by the teaching syllabus.

In terms of general performance of candidates, there was a vast improvement over the performance last year. However, many candidates performed below average in the poetry. Some candidates did not attempt the poetry session.

Generally, candidates' performance was very good and deserves to be appreciated.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, candidates demonstrated good understanding of the questions and answered them quite appropriately.

Candidates ensured systematic and orderly presentation of facts and ideas in writing the oral literature/customs and institutions answers.

Most candidates exhibited some level of maturity in their use of language such as appropriate use of proverbs, idioms and other figures of speech.

Quite a good number of candidates were able to read and understand the questions on oral literature/customs and institutions, the prose and drama and answered them very well.

3. A SUMMARY OF CANDIDATES WEAKNESSES

- (i) Most candidates performed poorly in the poetry. Some candidates did not comply with the rubrics on the questions i.e. where questions demanded one-word answers candidates wrote pages and vice versa.
- (ii) Candidates used spoken and dialectal forms instead of the standard form which rendered the orthography very poor. e.g.:

nihewihi instead of nihewi

noko instead of noko

klaa instead of kulaa

I he yi instead of I he ye

E bi yee instead of I be yee

- skuu instead of sukuu tsu1p1 instead of tsuo p1p1p1
- (iii) Some candidates used small letters to begin proper nouns especially the names of the characters in the Prose and Drama.
 - (iv) Some candidates answered parts of questions and left the other parts of question unanswered.
 - (v) Some candidates answered both questions from the same section instead of one.

Candidates mixed up the roles of the characters in the prose and drama e.g. Yokpa instead of Bedebɔ. The roles of the four ladies in the Drama Kɔkɔ Sika were also mixed up.

4. SUGGESTED REMEDIES

- (i) Candidates’ attention should be drawn to the issue of reading very carefully the rubrics or instruction before proceeding to answer the questions e.g. “moo susu “means to discuss so it does not warrant a one-word answer. Likewise, in question 4a “Who is the main character”, demands only the name without elaboration.
- (ii) Students’ attention should be drawn to the need to answer all sub-sections of questions chosen.
- (iii) Students should also be made aware of answering only one question from a section as the rubrics indicated.
- (iv) Language teachers should be encouraged/reminded to teach all the aspects of Literature especially where many candidates performed below average.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

Question 1

- a) The question required candidates to describe how a child is named among the Dangmes. The candidates were expected to say when the child is named after birth, who is responsible for the naming and the various activities which include “kpo jemi, blɔ mi poomi, la mwɔ mi”. Materials to be used should also be stated and how the materials are used during the ceremony should also be stated.

Candidates who answered this question demonstrated that they understood the demands of the question. However, instead of discussing how the materials are used some candidates dwelt on the significance of the materials.

Question 1b required candidates to discuss two (2) importance of the naming. Most candidates only put down the points without explaining them. Some gave importance of day names and “counting names” which have nothing to do with the naming ceremony among the Dangmes.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

Question 2a required candidates to define or explain “proverb”. Candidates who answered the question handled this part very well. The definition was precise. Many candidates gave the three proverbs as required but they failed to state when the proverbs can be used, which is a deviation from the demands of the question.

Question 3

- (a) State the theme of the novel “Ajesiwo”.**
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) What two lessons has the novel taught you?**

- (a) required the candidates to state the main theme of the story. Candidates handled this session very well. For a chosen theme, candidates were able to explain with reference to activities in the story.
- (b) 3b demanded candidates to state three figures of speech used by the author to bring out the theme of the story. Most candidates came out with the literary devices and went further to state the type of literary device e.g. proverbs, personification etc. Few candidates, however, wrote some literary devices which the author did not use. Some wrote literary devices in the drama instead of the demand from the prose.
- (c) The question asked candidates to write two (2) lessons learnt from the story. Candidates came out with good lessons learnt. This really needs commendation.

Question 4

- (a) Who is the main character of the novel “Ajesiwɔ”?**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

Question 4a demanded that candidates write the main character in the story. Candidates were able to identify the main character of the story. Some however, went on further to write pages on what made her the main character which was not the demand of the question.

Question 4b required the candidates to write the major problem the main character faced and how she overcame that problem. Most candidates were able to come out with the major problem she faced. Some wrote on the numerous problems she faced and came out with the major one.

Others also wrote on the numerous problems but did not come out with the major one. Few candidates did not show how she overcome the problem. Candidates who wrote on the numerous problems but did not state the major one was those who mostly did not come out with the solution. It is likely they spent too much time on the problem or did not take note of that part of the question.

Question 5

Write short notes on the following characters in the drama “Kɔkɔ Sika”

- (a) Kɔkɔ Sika**
- (b) B1ki**
- (c) Lizi**

Candidates were required to write short notes on the characters. Most candidates were able to give detailed account on the characters especially Kɔkɔ Sika the main character. Few candidates however exchanged the role of Lizi for B1ki and vice versa.

Question 6

The question had a quote from the book ‘Kɔkɔ Sika’. The questions a – d is based on the quoted statement.

- (a) Who made the statement?**
- (b) Who was being addressed?**
- (c) What happened for the statement to be made?**
- (d) Explain how the statement clarified the issues in the play.**

Question 6a required the candidate to state who made the statement and 6b, who was the statement made to.

Candidates who answered this question demonstrated that they understood the demands of the question. They were able to state who made the statement and who the recipient was.

Question 6c required the candidates to state why the statement was made. Candidates were able to recount the incident which led to the statement.

Question 6d demanded candidates to show how the statement helped the author with the plot. The question required candidates to summarise the rest of the book since all that followed in the book was based on that statement made.

Candidates did not fully answer this question. They only wrote on what immediately happened after the statement was made, leaving out the effects of that statement.

Those who attempted this question generally did very well.

Question 7

(a) What is the theme of the poem “Okotoblija?”

(b) What is the mood of the writer of the poem?

(c) Quote a statement from the poem that supports the writer’s mood.

(d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.

In 7a candidates were required to state the theme of the poem. Most candidates who answered this question had a challenge stating the theme of the poem.

7b) Moo tsəə mumu mi n1 asil1te ə ng1 k1 ngma asil1 ə?

This question demanded from candidates to state the mood of the poet. Candidates had a problem answering this question. Most candidate only wrote the title of the poem. This affected the answering of 7(c) which requested candidates to select a line from the poem to support 7b.

Question 7d requested candidates to discuss how two (2) literary devices have been used to bring out the theme of the poem. Candidates only put down the literary devices without discussing how effectively they have been used.

Question 8

Candidates were to read some lines quoted from a poem and answer the following three questions asked on the quoted lines.

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i Identify and write down three different literary devices from the poem.
ii Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.**

- a) Candidates were required to state the particular poem. Most candidates were able to state the poem but had the spelling wrong. Instead of “Kotsie” they wrote “Kotsi”.
- b) The question required candidates to state the theme of the poem. Most candidates were able to state the theme correctly e.g. the negative effects of drunkenness and the fact that appearances are deceptive.
- c) In 8c(i) candidates were to write three (3) literary devices from the poem. Most candidates did well. Some however, left 8c(i) unanswered.

In 8c(ii) candidates were expected to discuss how effectively the literary devices have been used. Most candidates left this part unanswered.

The general performance on Poetry was below average.

EWE 1

1. GENERAL COMMENTS

The Ewe Paper 1 for School Candidates for the year 2018, was of the same standard as that for the previous years.

All the questions were relevant and straight forward. The paper covered all the four areas of the language: Composition writing, Translation, Comprehension and Language Structure. The language structure part (Section D) had two parts – Phonology and Grammar. In all, candidates are expected to answer questions from the four sections.

Candidates' performance in the paper was quite good, however, a few of them deviated and wrote different things.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The performance of the candidates in the paper as a whole was not too bad. Most of them made good choices where they should make their own selection and they managed to write their points quite well. Many of them wrote well and explained their points clearly. For some, paragraphing was also quite good, and facts were well explained. Most of them too did well in writing the language. Their orthography, punctuation and grammar were well executed. In fact, most of them have to be commended for the improvement in the language writing.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates had peculiar problems and weaknesses which should be looked at. Some of the problems had to do with understanding of the Ewe language, the orthography and writing the language as a whole.

For the composition many candidates wrote too much. Instead of a maximum of five hundred words, many of them wrote up to eight hundred words and more which actually was too long.

Some of the candidates found it difficult to do the translation. What they wrote was far different from what was in the passage to be translated. Again, in the comprehension passage students could not give accurate answers to the questions.

As for Section D, that is, the language structure, candidates wrote down different things. It looked like they did not have any knowledge about the questions. Their performance here was very poor indeed, especially in the phonology.

4. SUGGESTED REMEDIES

The study of the language should be taken seriously. Candidates should be given extra tuition to be able to overcome these problems. Candidates or students should be advised not to take things for granted. Those who find themselves in language areas other than their own, should go the extra mile to study the language. They should be taught to know the difference between written language and the spoken one. They should be advised to read standard Ewe books.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit

Many candidates attempted this question, but their performance was not encouraging at all. To start with, many candidates did not even know how to write the address and even the date. It was poorly done.

It seems the format for the letter writing was not properly explained to them. They messed up the whole thing. Some even did not know their uncle to write to. It was not well done at all.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

Quite a number of candidates attempted this question. They tried to answer it, but the points were not fully and well explained. A few candidates also talked about things that were not necessary. For example, how they met their friends and what happened during their stay together.

Question 3

You are the principal speaker for your school's Debating Club. Write your speech for or against the motion: Parental Irresponsibility towards their children is the cause of indiscipline among the youth

Not many candidates attempted this question. The few who tried it did well. They raised some good points. Some tried to put the blame on parents and that is why the youths of today are not responsible. They ably discussed how parents left them without caring for them, and many other things. Even though some good points were raised, some candidates did not treat the question as a debate.

Question 4

Write a story that ends,.. 'No human being is born useless'

This topic was also a straight forward topic. Candidates were asked to write a story that should end: "Nobody is born useless". Candidates who tried this question also narrated some incidents that led to the explanation of the topic. Some of them tried to create vivid stories which explains the topic very well.

Such stories were about people who were born with some form of deformity: physical or mental challenges and who were rejected by even parents and society. But due to some divine intervention or assistance from some corporate bodies, they were able to succeed in life; had good education, had good jobs and contributed to the development of their societies.

Question 5 - Translation

This was one of the compulsory questions. The passage was in English and the candidates were asked to translate it into Ewe. Some of the terms used in the passage were not well translated to bring the appropriate meaning. As a result, the actual meaning to be derived from the passage did not come well.

Question 6 - Comprehension

This was also a compulsory question. The passage talked about a man who left his home town to Kumasi to look for a job. He planned to stay away for only two years to get enough money to come back home and get married. He stayed away for twenty eight (28) years without being successful.

Here, the answers to the questions were quite good. However, a few candidates in attempting to answer the questions deviated and gave wrong answers. Some also found it difficult to explain some underlined terms. Instead, they gave different meaning to these terms. However, some of the answers given were accurate.

Question 7

This was a question on phonology. It consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

It was a very simple question, but it looked as if candidates did not understand it. They were to define reduplication, a phonological process in which a sound is repeated in a word or the repetition of a word for special effect. Many of them deviated and wrote different things.

Question 8

- (a) What is a consonant?**
- (b) Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) /ʃ/ (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/**

This was also a question on phonology where the candidate was define a consonant and use the three-term label to describe nine given consonants . Here, two candidates could not give a suitable definition of a consonant, but the B part of the question listed nine consonants sounds to be explained using the three label symbols – that is, place of articulation, manner of articulation and voicing. Here, candidates did very well.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

This was a question on grammar. Here, the performance was quite good. They tried to explain 'a sentence' as a grammatical construction that has a complete thought or consisting of a subject and a predicate. They gave three types of a sentence i.e. Declarative, Command and Question Sentences. Only a few of them could not do well here.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

This was also another simple and straight forward question on grammar. In 'A' part, two-word classes were given – 'adjective' and 'adverb'. Candidates were to use five examples of each to discuss what they are. This was very simple, and they tried to do this. Unfortunately, however, many candidates did not do well.

EWE 2

1. GENERAL COMMENTS

There was no marked difference between the standard of the paper when compared with the previous two years. Many candidates showed a better understanding of some of the questions they answered which reflected generally in their performance on a better note. The question on proverbs, for example, was clearly tackled by the vast majority who attempted it which boosted their scores.

2. A SUMMARY OF CANDIDATES' STRENGTHS

On the whole, candidates exhibited their strength in the area of customs and institutions and the written literature (Prose) segments of the paper. Most of them had a grasp on the proverbs in the language and could tell when these could be applied.

The various stages in performing a naming ceremony among the Ewe people was handy for candidates. Despite the variations in the activities carried out as noted in candidates' discussions, it is evident that candidates improved in the way they recollected ideas and arranged them in their presentations or narratives.

Candidates easily identified literary devices and several of them were able to select the exact examples from the texts to support their claims, which is commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

1. The application or explanation of poetic devices on the discussion and development of points under poetry was a difficult area for candidates. Candidates could not explain how literary devices enhanced the beauty or understanding of a poem or literary piece.
2. Summarising the key points in the plot of a story was another grey area for candidates. Talking about the challenges faced by the protagonist, Nyuiemedi and the steps he took to overcome them did not call for narrating the whole story of the hero but that exactly was what many who answered question 4 did.
3. Candidates sometimes misread their questions and eventually deviated in their answers.

4. SUGGESTED REMEDIES

1. In answering questions on poetic devices, the candidate should give a clear understanding of the device being talked about. He/she could do a general explanation of the item and then link it up with how the poet applied it in the text. For example, the metaphorical use of “the ocean beds” (tɔgɔme) as a pleasure spot in the poem “ɲusɛtɔ lae tsia agbe”. Why would a human being find pleasure under water? Only the rich in society can afford to use or turn submarines into pleasure spots. Hence, it is apt for the poet to use this metaphor to bring home the concept of, “the winner takes it all” or ‘the survival of the fittest’ to the reader of the poem.
2. Candidates again should take pains to read and understand a question before answering it. For example, only one main challenge was faced by Nyuimedi the protagonist in “Hlɔbiabia”. Candidates preferred to enumerate the side issues that were offshoots of the main problem he faced thus leaving out the step-by-step efforts/activities he undertook to sort them out in the novel. They lost valuable marks as a result. Classroom teachers should go the extra mile to put candidates on track.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
(b) Discuss the importance of naming ceremony.

The candidate was asked to (a) discuss how the outdoor/naming ceremony is carried out in his/her hometown and (b) analyse two importance of the ceremony.

Strengths: This question was popular with candidates. Many of them dwelled on the high points of the ceremony which include the gathering of the two-family celebrants, the libation prayer over the child, the initiation rite of ushering the child into the physical world, the name stamping on the child, offer of gifts among others, all these showing that candidates understood the question.

Weaknesses:

- i) several candidates gave the ceremony the Christian religious background where pastors, and priests of the Christian tradition were said to be those who officiate the exercise. This is contrary to the dictates of the syllabus.
- ii) the identity element considered as key in the importance of naming a child was conspicuously missing in most candidates’ answers to the question.

In 1(b) many only beat about the bush with unconnected points such as the child being dedicated to God for protection in the world, growing up to become a high-ranking

personality in the community etc. which are really not the important reasons for doing an outdoor ceremony.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

The question was equally as popular as question.

1. The majority of candidates found it easy defining a proverb and providing good examples of Ewe proverbs. They also matched them with good explanations as the question demanded. The circumstances under which these proverbs could be used were aptly supplied as well.

Weaknesses: The definition given for proverbs was not properly done by many who attempted this question. Many did not capture the “wisdom” entailed in the crispness of the statement (proverb). They left out “nunyanya” (wisdom) from the definitions variously given, thus losing a few marks. The question asked for (a) the definition of proverb. (b) two (2) proverbs and their meanings and (c) when to use two of the stated proverbs all of which needed to be tackled.

Question 3

- (a) State the theme of the novel “HI-biabia”.**
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) What two lessons has the novel taught you?**

Candidates were to (a) state the main theme of the novel, “HI-biabia”. (b) Identify three literary devices the author used to promote his message, and (c) indicate three lessons he/she picked from the story.

Strengths: The moral lessons of the story in HI-biabia were explicitly given. This shows candidates read the novel.

Weaknesses: The answer to 3(a) largely eluded candidates. The theme of ‘forgiveness’ was traded for the title of the story ‘vengeance’ (HI-biabia). Candidates must learn how to read between the lines to be on top of their game. If “HI-biabia” (vengeance) is the title of the story, the question the candidate must want to answer is why the use of that title? Teachers

must be upbeat about their literary criticism skills in the classrooms. Again, candidates could not give concrete examples of the literary devices requested for. The metaphors, personification, etc. were given but examples from the text were not forthcoming.

Question 4

- (a) Who is the main character of the novel “HI-biabia”?**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

The question asked for (a) the main character in HI-biabia. (b) discussion of the main challenge faced by the protagonist and how he sought to overcome it.

Strengths: Candidates could easily identify the challenge of Nyuiemedi the protagonist in the story, being the unbridled jealousy of his headteacher, Ekpodewosi for him.

Weakness: Candidates lacked the skill of doing a summary of events. The majority only narrated the story in many pages in their answer booklets and in so doing, could not cover the vital points necessary to boost their scores. Others also highlighted other minor challenges of Nyuiemedi when indeed the main challenge faced was what led to the offshoot of other problems he had to fight against throughout the plot.

Question 5

Write short notes on the following characters in the drama “T4k4 At-lia”

- (a) Kumasi**
- (b) K4w4**
- (c) Dzikunya**

Candidates were to do short notes on four characters of the drama story in “T4k4 At-lia”. Viz, (a) Kumasi; (b) K4w4 and (c) Dzikunya.

Strengths: Candidates did a good job on their characterization skills, pointing out the individual roles each of the characters played.

Weaknesses: Several candidates only gave a skeletal form to their discussion of the actors. Points stated were not developed to give a round picture of the character’s life as depicted in the drama.

Question 6

This was also from the drama book 'T4k4 At-lia'. This was a context question. There was a quotation and four sub-questions were asked on it.

- (a) Who made the statement?**
- (b) Who was being addressed?**
- (c) What happened for the statement to be made?**
- (d) Explain how the statement clarified the issues in the play.**

A great number of candidates answered this question: (a) the speaker, (b) the listener, (c) the reason for the statement and (d) the impact of the statements on the movement of the story-line were demanded of candidates to be given.

Strengths: Almost 98% of candidates answered question 6 (a-c) right. But for question 6 (d) which tasked the literary criticism skills of those who attempted this, it was a question that beefed up candidates' performance in the paper with regards to the high scores they got.

Weaknesses: A few candidates confused the characters in "T4k4 At-lia" with other characters from the novel they had read. Nyuiemedi in the novel "Hl-biabia" was quoted for (Toko At-lia) who is the speaker.

Question 7

- (a) What is the theme of the poem "Azolie Tu Mi"?**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer's mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

This question sought from candidates to state (a) what the poem "Azolie Tu Mi" talks about (b) indicate the mood of the poet, (c) use a line from the poem to support the claim and (d) discuss two literary devices used by the poet to enhance the beauty of the poem.

Strengths: The question had a few candidates coming out with the correct answer for 7 (a) concerning the need to be up and doing with hard work, "Kutrikuku".

Weaknesses: Majority of candidates could not tell the mood of the poet. Many resorted to only recollecting previous answers to previous poems of past years as the answer. For example, the mood of sadness, pain, tension etc. instead of anxiety, was largely quoted/stated by candidates.

Question 8

- (d) What is the title of the poem from which these lines are quoted?**
- (e) What is the theme of the poem?**
- (f) i. Identify and write down three different literary devices from the poem.**
ii. Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.

The candidate was to (a) state where a quoted verse from a poem was taken from, (b) what the theme of the poem is and (c) i) indicate three literary devices from the poem and (ii) state how the poet used only one of the devices used to promote the understanding of the poems.

Strengths: Almost all the candidates could state the poem concerned correctly, (i.e. *ṣṣṣṣṣṣ* *lae tsia agbe*). The theme of “Survival of the fittest”, perseverance etc, was understood and quoted well by candidates as well.

Weaknesses: Candidates could not discuss how the various literary devices were used to enhance the beauty and understanding. Candidates could list the devices but only stopped at that. Some gave the definition of literary devices such as the “Simile” (*Nusṣṣṣṣṣṣ*) ‘personification’ (*gbetṣṣṣṣṣṣ*) etc. but could not give concrete examples from the poem.

FANTE 1

1. GENERAL COMMENTS

The standard of the paper was as good as the previous papers.

The paper passed the test as it unearthed the candidates' strengths and weaknesses.

Candidates' performance this year was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Many candidates worked within the given five hundred words.

The passage for translation into Fante was well done. Candidates understood the passage and translated it accordingly. The fifteen main ideas in the passage were clearly stated.

Candidates answered the questions on the comprehension as required, especially as the passage was good, clear and self-explanatory.

A letter that was to be addressed to an uncle was written by many students. This was an informal letter asking an uncle to grant him/her permission to visit him during the vacation. The elements of the informal letter (the address, date, salutation and valediction) were well written by most of the candidates.

Candidates wrote vivid descriptions of what they saw during the first day of their visit to a big town in Ghana.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses were noted in the following areas:

(i) Some candidates wrote long sentences without paragraphs.

(ii) Some candidates started sentences with small letters and punctuated some sentences wrongly.

(iii) Some candidates lifted large portions of the passage as answers. This is not acceptable.

(iv) Some candidates wrote way beyond the prescribed number of words

4. SUGGESTED REMEDIES

The following words and expressions must be noted and corrected

(i) 'seseiara' for now and not 'seesiara'

- (ii) 'nyina' for 'all' and not 'nyinaa', nyinara' is accepted.
- (iii) Bio so is not used to begin a sentence.
- (iv) Ye (good) and not 'yie'. Yie is 'well' and seen in a context. Eg, Ɔayɛ no yie.
- (v) Modern terminologies could be transliterated. E.g. computer - kɔmputa.
- (vi) Candidates must be introduced to the rules and spelling of words. Fante autography must be stressed.
- (vii) Subject Verb Agreement must be observed. Verbs always move with pronouns. eg. Midzi, idzi, odzi. mokɔ, edɔ, ɔdɔ. Mesaw, esaw, ɔsaw. Mokɔ, ekɔ, ɔkɔ.
- (viii) Second person plurals are separated. Eg, Yedzi, hom dzi, wodzi. Yɛda, hom da, wɔda.

Progressive and future tense markers must be treated effectively. Progressive: ri, ro, re, ru. As in: ridzi, rokɔ, reda, rusu.

Future: bɔ, be, bɛ, bo. As in bɔk, besi, bɛda, botu.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit.

A good number of the candidates wrote on the topic. The letter was an informal type to be addressed to a family member. The important elements of such a letter were provided. These are: The address, date, salutation and valediction.

The candidates advanced a number of reasons for the visit such as need to experience city life, for change of environment, for a training programme, to enrol in remedial classes, or to engage in some income-generating venture, etc.

Candidates ended by expressing the hope that the request would be heeded. However, some failed to thank the uncle in anticipation of a favourable answer.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experience/what you saw on the first day.

Many candidates wrote on the topic and produced good work. They indicated the date, time and place of visit and described vividly what they saw along the road and how

they got to their destination. They mentioned places that they visited and scenes that they came across.

Candidates also described how they interacted with the people they met on arrival. Some stated their impression about the visit.

Question 3

You are the principal speaker for your school’s Debating Club, write your speech for or against the motion: “Parental irresponsibility towards their children is the cause of indiscipline among the youth”.

A few candidates wrote on the topic. Candidates declared their stand either for or against the motion.

Some candidates who declared their stance for the motion observed that some parents pamper their children and do not correct them when they go wrong. Some parents are not able to provide children’s basic needs like shelter, clothing, food and school materials.

Some candidates who wrote against were of the view that children go to school at a very early age and therefore spend more hours away from home and parents. Children are influenced by peers while some are naturally difficult. Some parents are genuinely poor and may have limited resources to cater for their children.

Most candidates were unable to write vocatives before expanding their speech. Generally, candidates did not summarise their points and failed to thank the audience for their attention.

Question 4

Write a story that ends “No human being is born useless”.

Candidates were supposed to introduce the topic in a way that supports the statement. The central character should be one who is disadvantaged in a way – mentally or physically, but who has been able to overcome such a mishap to succeed in life and possibly help others, even fully abled people. His success could be attributed to his personal efforts and determination, as well as through the intervention of other people or bodies. Live examples in this regard abound which the candidate could draw from. Many candidates wrote the story and wrote it well. Candidates introduced the story appropriately and ended it by linking the story with the statement. They also ably described the characters to suit the story.

Unfortunately, some conclusions did not link the story with the statement.

Question 5 - Translation

Candidates had to translate a given passage from English into Fante.

Candidates translated the passage as expected. The fifteen main ideas were outlined and translated coherently. Technical words and expressions in the passage should have read:

Cocoa	-	kookoo
Virgin land	-	asaase ber
Many hectares	-	yantamm
Son	-	babanyin

Question 6 - Comprehension

Candidates were given a short prose passage in Fante to read and answer ten questions on it. The questions were based on stated facts, meaning, grammar, inference and summary. The passage was clear and self-explanatory. The questions on stated facts, meaning and summary were well answered. However, the questions on inference and grammar were not well answered. Some candidates lifted some portions of the passage as their answers which should be discouraged.

Question 7

This was a question on phonology. It consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

The question was poorly answered by the few candidates who made an effort to do it. They could not define reduplication as the repetition of a word, usually a verb, in a construction for special effect.

In Fante, reduplication should read:

Ono nye kasafua a n'abose no woetsi mu anaa woasom dze kasa nara so esi do.

Mfatoho:

bu beye bubu

tu beye tutu

aman beye amanaman

Candidates failed to write ten examples of reduplicated words. The best effort was just a few words, some of which were not applicable.

Question 8

- (a) **What is a consonant?**
- (b) **Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʾ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

Many candidates answered the question but most of them could not define or explain ‘consonant’. A consonant refers to a sound during whose production the speech air is blocked at one time by the articulators before being released.

In Fante, a consonant is explained as follows: Mframa a yedze ka fi hen horohoro mu fa anomu ansaama oepue. Dem mframa no se orupue a anomu mafakuwa no bi siw no kwan ma adze ahomtsew pue a ayɛ dede.

Ngyegyee no bi so rupue a noho nnkyer no pii ntsi onnye dede. Ngyegyee a dede wo mu no dede no pue fi menmu.

Candidates were not able to write the three-term label of the following sounds:
/k/ Anomu ŋkurii meremberew ngyinae a no mu mmpiw (voiceless velar plosive)
/n/ Se ekyir hwenmubo ngyinae a no mu piw (voiced alveolar nasal)
/ŋ/ Anomu ŋkurii mberemberew hwenmubo ngyinae a no mu piw (voiced velar nasal)
/f/ Anobatase nkyermu a no mu mmpiw (voiceless labiodental fricative)

It must be noted that phrases ‘no mu piw’ and ‘no mu mmpiw’ are voiced sound and voiceless sound respectively.

Question 9

This question consisted of three parts:

- (a) **What is a sentence?**
- (b) **With three appropriate examples discuss each of the following:**
 - (i) **Statement**
 - (ii) **Question**
 - (iii) **Command**

Many candidates answered the question and did good work. They defined a sentence traditionally as a grammatical construction consisting of a subject and a predicate. It may

also be said to be a grammatical construction that gives a complete thought. This is the semantic definition of a sentence.

In the examples that candidates provided for b (i), question marks were conspicuously absent in the sentences contrary to the requirements.

A statement must end with a full stop. E.g. Musua adze ewiaber biara, and a command possibly with an exclamation mark.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

Candidates were required to discuss what adjectives and adverbs are with the aid of five examples of each. They were then to use each of the words that they provided to form sentences.

Candidates generally answered this question well by correctly providing some adjectives and using them to form meaningful sentences.

Unfortunately, some candidates were not able to form good sentences with the adverbs they wrote.

Eg. ndeda

This can read:

Panyin no hwee mbofra ndeda.

Abofra no suu dzendzenden

FANTE 2

1. GENERAL COMMENTS

The questions on Oral Literature/customs and institutions and those on Prose, Drama and Poetry were based on topics recommended for study.

The rubrics were quite clear, and the questions were set actually to test what candidates ought to have covered before writing the paper and candidates who received the right tuition proved equal to the task.

The performance of most of the candidates who wrote the paper compared very favourably with that of previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good handwriting was noticeable in the scripts of many candidates.
- (2) There was also clear evidence that the majority of the candidates had studied the text books recommended for use.
- (3) Some of the candidates exhibited one great strength in the section on Prose. In dealing with the character description question in Questions 4 and 5 of the paper, they gave direct and accurate answers in simple language. This is very important and needs to be encouraged.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates' spelling continued to be appalling.
- (2) Paragraphing was still a problem. Candidates just did not know what constituted a paragraph.
- (3) Some candidates failed to adhere to the rubrics which stated that they should answer only one question from a section.
- (4) Some candidates misused the apostrophe (') as a punctuation mark. They used it indiscriminately on the perfective aspect of verbs and the following examples were found in their scripts. E.g.:
 - (i) ɔaye edwuma instead of ɔaye
 - (ii) O'ehu mbɔbɔr instead of oehu me mbɔbɔr
 - (iii) O'edu fie instead of Oedu fie

- (5) Some candidates still seemed not to be able to know the difference between:
- i. meba – I come, and
 - ii. me ba – my child.

- (a) The (a) is a pronoun (me) followed closely by a verb (ba) as in ‘meba’
- (b) The (b) also has a pronoun (me) separated by a noun (ba) as in ‘me ba’

4. SUGGESTED REMEDIES

- (1) Teachers should make a conscious effort to teach students the right morphology of the words often rendered wrongly. They should not overlook students’ mistakes when vetting their assignments.
- (2) Tutors should select at least two reading textbooks for reading exercises so as to help students know the right morphology that authors have rendered in the textbooks.
- (3) Tutors are being urged to read the rubrics at the back of the exam booklets to their pupils before and during mock exams to avoid some of the mistakes they commit during their final exams.
- (4) There is also the need for candidates to do both intensive and extensive reading.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

Very few candidates attempted this question, but their answers did not really satisfy the demands of the question. Candidates were to discuss the process of naming a child, the details of which should include the following:

- The naming ceremony takes place on the eighth day in the father’s house early in the morning.
- Members of the couple are present; the wife in white cloth signifying victory.
- Items such as the babies’ dresses, drinks, food items etc. are provided by the father.
- An elderly person performs the custom using wine and water – an indication that the child should be able to determine truth and false.
- Gifts are offered to the new born baby.
- Libation is also poured asking for long life, etc. and the meeting comes to an end.

Question 2

- (a) What is a proverb, as defined among your people?
- (b) Write three proverbs of your people and give the meaning of each of them.
- (c) Discuss when any two of the proverbs given is used.

The question called for the definition of proverb, the supply of three proverbs with their meanings and situating two of the proverbs in the context in which they are used. The essential element about a proverb is that it contains words of wisdom. Candidates' responses were commendable except that few candidates could not determine the actual occasion on which the proverbs stated are used.

Question 3

- (a) State the theme of the novel "Mbo-na-yε".
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.
- (c) What two lessons has the novel taught you?

This question asked for the theme of the book entitled "Mbo-na-yε" written by J.A. Annobil which includes any of the following:

- (i) Ebusua dɔ fun
- (ii) Okunafo n'amendzehu
- (iii) enunsensem dze enyinguase nam

The second part of the question asked candidates to identify any three devices used by the writer, namely idiomatic expression, proverb and repetition.

Idiom: "Hatsɛw dɔ awo"

Proverb: Enguwa wɔ hɔ a nan tɔn wɔ dɔ.

Simile: Metse de asahuna a munntu mo ho nnkyɛ

Candidates generally performed well on this question.

Question 4

- (a) Who is the main character of the novel "Mbo-na-yε".?
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.

The question appeared to have been very popular as the majority of the candidates attempted it and were able to roll out the problems faced by the major character (Ekuwa Nyamekye) and how she managed to overcome the problems.

The major character was Ekuwa Nyamekye. Problems faced included the death of her husband, the loan she sought to defray the cost of the funeral, the fact that she was summoned before the chief to answer some pertinent questions and her ejection from the house.

Solution: Her decision to quit the house
Victory over the case before the chief
The desire by her daughter to stand surety for the loan sought.

Question 5

Write short notes on the following characters in the drama “Aso Awar Nye Yi”.

- (a) **Adoma**
- (b) **Sikabir**
- (c) **Kwaw Kyerehun**

Three characters were mentioned, and candidates were to discuss the role each played in the story.

- (i) Adoma – the major character around which the entire story is woven.
- (ii) Sikabir/Kwaw Kyerehun – minor characters each of whom had a specific role to play.

Question 6

This was a context question whose answers were straight forward as stated hereunder:

- (a) Nyimdze
- (b) Adwowa Sikabir
- (c) The question was related to the marriage of Adoma – an issue that Sikabir wanted to have the view of those present.
- (d) The context question helped to bring the matter under discussion to a successful end.

Questions 7 & 8

The questions were based on two poems, namely:

(i) Esian wə wimu

(ii) Abɛdua

In each of the poems, candidates were able to identify the theme as well as discuss three devices used by the poet. Candidates' responses were commendable.

GA 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. Candidates' performance also compared favourably with those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Many candidates met the minimum mark of the five hundred words for their essays.
- (2) Candidates properly organized their letters and debates in the appropriate formats.
- (3) Some candidates showed good handwriting which made their work easy to score.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Many candidates still had problems with negation and the indefinite future which employ three vowel letters in each case. E.g., ew444 eyeee, eyaa, etiii, ebuuu, egbooo, ek111, eeeba, aaaya, aaawo etc.

Candidates use 'o' and '4', and 'e' and '1' freely. In Ga, each of '1, e, o, 4 represents a phoneme or even phones. Therefore 'o' represents /o/ and not / 4 /, and vice versa. 'e' also represents /e/ and not / 1 /, and vice versa. Word division was still a problem for candidates. Many candidates failed to realize that in Ga, the subject pronoun, the verb root and all the inflectional affixes of the verb are written as one word e.g. ny1kayayea, am1baaloaye w4k1yaha.

4. SUGGESTED REMEDIES

The affixes for negation should be isolated and practised e.g. ye+ee, ye+`, ye + k. Students should be taught the orthographic form of the affix for the indefinite future a a – written as aaa kofi/aaba/ - Kofi aaaba
E aaba -Eeeba/

Minimal pairs which involve the sound pairs used freely should be given more practice.

to	bo	gbo	kpo	ho	ko	no	fo	wo
t4	b4	gb4	kp4	h4	k4	n4	f4	w4
tse	kpe	me	gbe	be	je	ke		
ts1	kp1	m1	gb1	b1	j1	k1		

5. **DETAILED COMMENTS**

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit.

Candidates were expected to write a letter to their uncle and give four reasons for a visit. Clearly, this is a semi-formal letter and needed to be observed as such.

This topic was very popular with candidates. Very many of them answered this question well. A few wrote the letter but not to their uncle. They wrote to their siblings or friends. A few others wrote to their uncle but used the formal letter format.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

Candidates were expected to indicate where the journey started, date and time, what happened on the way, arrival in town, reception at home, places visited, the return journey and the general impressions of the visit.

Candidates who answered this question were not many. The few who answered it wrote good essays.

Question 3

You are the principal speaker for your school's Debating Club, write your speech for or against the motion: "Parental irresponsibility towards their children is the cause of indiscipline among the youth".

Candidates were expected to write a speech for or against the motion. This was a debate and protocol needed to be observed and vocatives employed. They were expected to raise points like pampering of children, inability to provide food, shelter and clothing, bad lifestyle of parents, non-payment of school fees and having more time for businesses with virtually no time for children to support the motion; or to raise points like influence from peers, foreign cultural practices copied blindly by youth, misplacement of values by society, economic hardships parents find themselves in and the children who are difficult to train no matter what, to speak against the motion.

Not many candidates answered this question. The few who tried wrote averagely good essays. They followed the format for debate speeches by observing protocol before the points for or against.

Question 4

Write a story that ends.... No human being is born useless.

Candidates were expected to write a story which shows that no matter what happens, any human being born into this world is useful in one way or the other.

Quite a number of candidates attempted this question. They were expected to use a character born with some challenges – physical or mental – and who has managed to put all that aside to make it in life. The life of one such great person could be used.

Some candidates wrote stories they had read from both English and Ga readers and forced the conclusion on the story. In some cases, there was no link between the plot and the conclusion. A few candidates who created their own stories got the expected link between the plot and the conclusion.

Question 5 – Translation

Candidates were expected to translate a three paragraph passage into Ga from English. The passage had fifteen ideas and candidates broke it into the exact number of ideas. The candidates were expected to do a text-based translation.

Some candidates appeared to have no idea what these expressions mean in Ga.

Villagers – akrowa`bii,

Feel at home – hi1 am1

Forest – koo, farm – `m4,

Virgin land - koo ni ahuko da,

Saturday – H44.

Even though Saturdays is written with a capital ‘s’, almost all the candidates wrote it in Ga with a small ‘h’. For this question, candidates had no choice. Many candidates’ performance was good. A few of them performed very well.

Question 6 – Comprehension

Candidates were expected to read a passage and answer questions on the passage. Very many candidates could not answer right the grammar question in 6(d), 6(e) and 6(h).

Again, almost all the candidates did not know that 'wam' means 'yelik buam'. The type of 'wam' in 6f is not 'yelik buam'. It is 'shika wam' or 'shika yelk buam'. Performance was, generally, not good.

Question 7

This was a question on phonology. It consisted of three parts as follows:

- (a) **What is reduplication?**
- (b) **Discuss one type of reduplication in your language**
- (c) **Write down ten words and reduplicate each of them.**

The expression 'atimli' is used in both Literature and Phonology. It represents different concepts in the two fields of language. Many candidates interpreted it as a term in Literature and so got their answers wrong. 'Atimli' in phonology is the repetition of a word which results in, sometimes, modification of the form of the new word as in n'nu' to 'nuinui'. In this case, the word 'nu' is pluralized and repeated. In Ga 'Atimli' the class of the new word may change from that of the old, as in 'nu' water to 'nuinui' – watery. It may also mean repeated action as in 'nyi' - walk and 'nyi nyi' - walk repeatedly at different times. A word may be repeated to show agreement with another word it collocates with, as in 'bu voo' – deep hole and 'bui voovoo' – deep holes. Generally, performance was not good.

Question 8

- (a) **What is a consonant?**
- (b) **Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʾ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

Candidates were expected to define consonant and give the three-term label for some nine consonant sounds. A consonant is a sound produced by blocking the airstream in a manner at a given place of articulation, and the air released in a given manner with the glottis in a given state. It may also be defined as the sound that mainly occurs in the onset in the structure of the syllable. Many candidates could not define the consonant and could not give the three-term label or describe the three-part production of consonants as the stricture, manner of release and the state of the glottis. Performance was not good.

Generally, performance in the phonology of the paper was not good at all.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

Candidates were expected to define the sentence and give examples of indicative, interrogative and imperative sentences. Many candidates did not end the interrogative sentences with questions marks. General performance for this question was good.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

Candidates were expected to give five adjectives and five adverbs. Some candidates gave nominalised adjectives which have become nouns instead of adjectives. For example, 'tsuru' is an adjective but 'etsuru' is a noun from the adjective 'tsuru'. Others gave nouns which could function as adverbs instead of adverbs. 'Leebi' is a noun but could function as an adverb.

Candidates were then to use the given adjectives and adverbs in sentences. Some who gave nominalised adjective as adjectives used the form of the adjectives in the sentences. Generally, candidates' performance for this question was good.

GA 2

1. GENERAL COMMENTS

The standard of the paper the same as that of the previous years. Candidates' performance this year was a little above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Unlike last year, candidates answered the context questions admirable this time around.
- (ii) The majority of the candidates exhibited in-depth knowledge of Ga culture by answering the questions on out-dooring or naming ceremony and proverbs satisfactorily.
- (iii) The dexterity with which some candidates answered question 3, one of the questions on prose, by stating the main theme of the story, discussing three literary devices used by the write and talking about two lessons learnt needs commendation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Answering more than one question from a section, contrary to the rubrics.
- (ii) Inability to state and explain the themes of the two poems under review.
- (iv) Inability to state the mood of the authors of the set books and quote relevant statements from the books to buttress their points.

4. SUGGESTED REMEDIES

- (i) Candidates should take their time to read instructions carefully before attempting to answer questions.
- (ii) Candidates should study the set books thoroughly before entering the examination hall.
- (iii) Teachers should organize mock examinations for the candidates before they attempt the WASSCE.
- (iv) Teachers should throw more light on theme, mood and literary devices
- (v) Candidates should take the study of the Ga language seriously.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

Candidates were required to discuss how the Gas outdoor or name newly born children and give two reasons why the naming ceremony is performed.

A substantial number of candidates who attempted this question scored good marks.

They stated inter alia that:

- (i) A child is outdoored on the eighth day of his or her birth at dawn at the father's family house
- (ii) The three official drinks for the ceremony, namely akpeteshie, schnapps and corn drink ('maadaa) are presented through the two spokespersons.
- (iii) Libation is offered, the child is brought out from the room for the first time by a member of the mother's family and handed over to a representative of the father's family, who lifts up the child three times and leaves him/her to stay on the ground for a brief moment. The representative from the father's side then picks the child from the ground, dips his finger into the 'maadaa' and places it on the child's tongue. He does same with the water.
- (iv) Drinks are served, the name of the child is mentioned after which donations are presented. One third of the amount realized as donations is given to the mother through her representatives while the father keeps the two-thirds.
- (v) Serving of drinks to men alone follows then shaking men's hands in appreciation of their presence and appreciating women's presence by word of mouth takes place.
- (vi) Libation is offered again in which the child, the parents and the whole family are blessed. This is done by two persons from the father's side and one person from the mother's side.
- (vii) People from the mother's side are seen off while merry making, eating and dancing continues in the father's family house.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

Candidates were expected to define or explain proverbs, provide three proverbs with their meanings and talk about the appropriate time that two of the given proverbs are used.

Few candidates answered the question as expected. They defined proverb as a short sentence, usually known by many people stating something commonly experienced or giving advice. Also, they provided good proverbs and their meanings and explained how and when proverbs are used. For example, ‘Kaa f444 loof414’ to wit “A crab does not bring forth a bird” meaning: One’s life is influenced by the actions and inactions of his/her parents, immediate family members, peer groups, etc.

Occasion: - When someone does something acceptable or unacceptable, this proverb is used in reference to the parents/family members/peers character traits in him/her.

Question 3

- (a) State the theme of the novel “Nam4ale”.**
- (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) What two lessons has the novel taught you?**

The majority of the candidates who attempted this question answered it well. They were able to:

- (i) state the theme of the story as tradition is sacred, or peaceful co-existence, or this generation should not shy away from their cultural practices, among others.

Candidates were able to provide the following as literary devices used by the writer: metaphor, simile, euphemism, proverbs, idioms and hyperbole. They also gave the following as lessons learnt:

- (a) There is strength in unity;
- (b) It pays to be patriotic
- (c) Peaceful co-existence is paramount to development
- (d) Be an active citizen

Question 4

- (a) Who is the main character of the novel “Nam4ale”.**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

Candidates were required to give the name of the main character, mention the main difficulty he/she encountered and how he/she overcame it.

All the candidates who attempted this question were able to say that Tawia Apiajei Bosum was the main character in the prose book, 'Nam4ale'

But it was not all the candidates who were able to point out that the loss of his trap or snare and quest to look for it, culminating in the emotional torture he went through in the hands of the cunning trapped animal, was his major difficulty.

They went further to explain that with patience, and tenacity of purpose he followed the trapped animal without hitting it or attempting to shoot at it, till he landed in an old man's house. The old man thanked him for sparing the animal's life and rewarded him with the much needed proverb which could liberate Booba. In addition, he gave back his lost snare to him.

The majority of candidates beat about the bush talking about Booba and Tawiah's preparation towards the upcoming provision of a proverb which cannot be explained by the opposing side

Question 5

Write short notes on the following characters in the drama "M4 ko N4 Leebi".

(a) Otobia

(b) Saka

(c) Obiele.

A considerable number of candidates were able to write brief and concise notes on the following characters. Otobia, Saka and Obiele.

For example, candidates had this to say about Otobia: she was Saka's wife and Obiele's best friend and a woman who could easily be swayed by friends: She divorced the husband because of ill-advice from her friend. She became wayward for some time before she realized the mistake she had made. In the end, she went to beg the husband to take her back, but her plea was rejected by the husband.

Question 6

This question was a context question and candidates were expected to identify the speaker, who is being addressed, what prompted the speaker to say those words and discuss its effectiveness in the drama.

A sizeable number of candidates who attempted this context question answered it well. They were able to mention Obiele as the speaker and Otobia as the addressee. Besides, they pointed out that Obiele said so because she wanted to convince Otobia to divorce her husband, Saka and lead a loose life.

Finally, they expatiated that the statement gingered Otobia into action by picking up a quarrel with the husband, fighting with him and packing out of her matrimonial home.

She then patronized drinking bars with her friends and different men, till one day she came to her senses and went to beg Saka, who had then become a rich man, for re-union. Her plea was turned down by Saka and her life became wretched.

Question 7

- (a) What is the theme of the poem “Aflimata?”**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer’s mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

Most of the candidates who answered this question performed abysmally. They could neither write perseverance as the theme nor appreciation or encouragement as the mood.

Picking a literary device from the poem like repetition – ‘etu, etu, etu’ and explaining that he used it to emphasis a point was lost on the candidates.

Question 8

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i. Identify and write down three different literary devices from the poem.**
ii. Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.

A few of the candidates who answered this question performed admirably by mentioning 'Gboshinii' as the title of the poem and taking good care of family property left in one's hands as the theme of the poem.

Furthermore, they wrote the following literary devices and quoted examples from the poem to buttress their points: metaphor, simile, idiom, personification and rhetoric. They also explained how the writer employed one of them to enhance the poem and bring out its meaning clearly.

Most of the candidates however, performed poorly.

GONJA 1

1. GENERAL COMMENTS

The paper was of high standard which could be compared favourably with that of the previous years. The questions were of good quality and within the reach of the candidates. Most of the candidates understood the rubrics and therefore were able to provide the answers to the best of their abilities. The language used for the questions was simple and clear. Also, the questions were from the syllabus for the level being tested.

Compared with past years, it could be said that the average performance was good, and a little above that of the previous years. This is because there were a few candidates who scored marks as high as one hundred and five (105).

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Ability to write up to the number of words for the essays. Previously many of the candidates failed to write up to the five hundred words. However, this time, more than fifty percent (50%) of the candidates did well to write up to that or even more.
- (2) The number of candidates that could faithfully render the passage for translation into the language increased. About seventy percent (70%) of the candidates tried to translate the passage well. They no longer mixed English with Gonja as was done previously.
- (3) The use of idiomatic expressions and proverbs: It was observed that about ten percent (10%) of the candidates tried to use idiomatic expressions and proverbs in their essays. This enriched their language and must be encouraged.
- (4) The majority of the candidates knew that they did not have to copy long portions of the comprehension passage to form part of their answers. It was observed that only about five percent of the candidates did that.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some of the weaknesses of candidates observed were as follows: -

- (1) Inability to organize many ideas for writing the essays to obtain the required number of words. Some candidates wrote less than two hundred words for the essays.
- (2) Poor spelling of words. This has been a major problem that makes candidates lose marks for mechanical accuracy in the translation and the essay.

- (3) Poor construction where some candidates wrote some words that could have been written in Gonja, in English. For example, village (Kadebi), farm (kud44) and many others.
- (4) Lack of knowledge of the phonetics and phonology of the language. Many candidates showed lack of knowledge of the three term label for describing consonants.

4. SUGGESTED REMEDIES

- (i) Candidates should be given more written exercises in essay writing. They should be seriously taken through (even practically) how to plan essays before writing their final examination.
- (ii) Spelling and dictation drills should be done regularly to assist candidates to spell correctly.
- (iii) Candidates should be encouraged to use the right Gonja words and should desist from putting English words in quotes.
- (iv) The teaching of phonetics and phonology of the language should be stepped up in the schools to assist candidates to overcome the problem.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle stating four (4) reasons why you want to pay him a visit.

The question required the candidate to write a letter to an uncle giving four reasons why he/she wishes to visit him.

This was the most popular question among the candidates. It was observed that about sixty percent (60%) of the candidates who attempted this question did well. They observed it as a semi-formal letter.

Most of them actually gave good reasons why they wanted to visit their uncles. These include the need to visit the big city, break form boredom, to lend a helping hand either in domesticate chores or in the farm, attending remedial classes, etc.

However, there were few of them who wanted their uncles to pay their school fees or buy their school items for them. On the whole, this question was well answered.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

The question demanded the candidate to report on what he/she saw on a visit to one of the cities in Ghana. Only about ten percent (10%) of the candidate tempted this question. Out of that number about eighty-percent did justice to it. Most of them gave a vivid account of how they got to the city and what they saw. Only few failed to give a good account of what they saw.

Question 3

You are the principal speaker for your school's Debating Club, write your speech for or against the motion: "Parental irresponsibility towards their children is the cause of indiscipline among the youth".

The question was a debate that required the candidate to agree or disagree with the assertion that indiscipline among the youth is as a result of the negligence of parents. From the answers about five percent (5%) of the candidates wrote on this topic. Of that number about sixty percent did agree that parental neglect is a contributory factor. The only problem was that many of them could not give many points to give them the four hundred words.

Points such as pampering of children, inability to provide food, shelter and clothing, bad lifestyle of parents, non-payment of school fees and having more time for businesses with virtually no time for children were to be raised to support the motion; those against the motion could rely on the fact that influence from peers, foreign cultural practices copied blindly by youth, misplacement of values by society, economic hardships parents find themselves in and the children who are difficult to train no matter what, justify their stance.

Write a story that ends.... No human being is born useless.

The question required the candidates to write a story that ends...'and so no one is born useless'. From candidates answers it was observed that about fifteen percent (15%) who attempted this question only about five percent (5%) of that number succeeded in writing stories that ended well with the statement. The story to be written could revolve around a character that was born with certain physical or mental challenges (or fell into this along the way in life); but through sheer determination and support from society, excelled, and even possibly helped others out.

Many candidates just wrote some stories that did not relate do that ending.

Question 5 – Translation

This was a passage in English to be translated into Gonja. About seventy percent of the candidates did their best to do faithful rendering. Such candidates had most of the ideas right. In other words, they reduced the passage into ideas and translated within the context of the text. This also meant using the appropriate registers.

The only problem was that some candidates could not get equivalence for English words like ‘hectares’ ‘virgin’ and ‘forest’. Another problem was that about eighty percent of the candidates scored zero for mechanical accuracy due to poor spelling.

Question 6 – Comprehension

This was a comprehension passage followed by ten questions. The questions were based on stated facts, meaning, grammar, inference and summary. The questions on stated facts, meaning and summary were well answered. However, those on inference and grammar were not well answered. And this has been the trend over the years.

On the whole it was poorly answered since more than fifty percent (50%) of the candidates scored less than five out of ten marks. This shows that most candidates could not read and comprehend what they read.

Question 7

This question consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

The question was on reduplication: that is the repetition of a sound in a word or the repetition of a word as a necessary phonological step for especial effect. About ninety percent of candidates who attempted this question failed to meet the demands. Some of them could not explain reduplication and failed to provide examples as result. It was found out that twenty percent discussed repetition in poetry and even wrote down the poems to show the repetition.

Question 8

- (a) **What is a consonant?**
- (b) **Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ˘ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

The question was on definition of a consonant and required the candidates to describe some given consonants using the three term label. Phonologically, a consonant is a sound during whose production the speech air is blocked at the point of articulation before being released. And depending on the state of the glottis at the point of production of the sound, that consonant may be said to be voiced or not.

From the answers it came to light that only about forty percent (40%) of the candidates answered this question satisfactorily. About ten percent had some idea but could not place the three term label in its proper perspective. The rest used vowel description for the consonants.

Question 9

This question consisted of three parts:

- (a) **What is a sentence?**
- (b) **With three appropriate examples discuss each of the following:**
 - (i) **Statement**
 - (ii) **Question**
 - (iii) **Command**

The question required the candidates to define a sentence and to give examples of a statement, a question and a command. From the syntactic definition of a sentence, it may be seen as a grammatical construction that consists of a subject and a predicate. But at the level of semantics, a sentence is seen as a complete thought.

Question 9 (b) was a straightforward case of discussing three different types of sentences.

About sixty percent (60%) of all the candidates attempted this question. Of that number about eighty percent (80%) did well to define a sentence and gave good examples of the different types of sentences. This question was better answered than all the other questions.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

The question was on word classes which required the candidates to supply five adjectives and five adverbs and to use each word to form a sentence. Candidates who attempted this question were about forty percent (40%). Of that number about seventy percent succeeded in answering it very well. On the whole this question was also answered.

GONJA 2

1. GENERAL COMMENTS

On the whole, the paper consisted of eight questions based on customs, oral and written literature (prose, drama and poetry). These sections were made up of two sections. All the questions were based on the WAEC examination syllabus

Generally, the questions were of good standard. However, the performance of the candidates fell slightly below that of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

During the marking exercise, it was realized that some candidates did better in section 'A' of the paper. They answered the customs and oral literature questions in the section fairly well. This indicates that, their teachers emphasized the customs and oral literature aspect of the syllabus. It is a commendable improvement and should be encouraged.

The prose and drama questions in section 'B' were also well answered. It shows that the candidates were encouraged to read the prescribed literature books and others should also be encouraged to do likewise.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Like the previous years, the third part of section 'B' i.e. The poetry aspect posed a great deal of problem to the candidates. They were unable to handle the two questions properly.

4. SUGGESTED REMEDIES

Teachers are advised to take their students through the prescribed poetry work. It is by so doing that the candidates can overcome the weakness.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

The question was on naming system. It demanded the process of naming a child among the Gonjas in the first part. The second part required the candidates to give two significances of the ceremony. The naming process could have been narrated as follows:

The period:

The ceremony takes place a week after the birth of the child. Until that day, if the child is a boy he is called 'Nylnf4'. At that time, the child is regarded as a stranger and the name is unknown.

Preparation before the day:

Before that day, the child's father goes to find out the ancestor who has reincarnated and the name becomes known only to him. Items such as cotton, cola nuts, a white piece of cloth, a mixture of cereals and a cock are looked for in preparation towards the occasion.

Early that morning, the child is brought out of the room for the first time by the aunt. She sits on a stool and places the child on her laps. The child is then given three drops of water to welcome him or her into the world. A white calico is spread in front of the aunt and a mixture of cereals including maize and millet put on it. Cotton is also added to the items. After that a woman whispers the name into the ears of the child before the name is made known to the general public at the ceremony.

After that, the child's hair is carefully removed and he or she is given three tribal marks on both cheeks by the 'wanjam'. The marks are for easy identification as a Gonja.

- (a) Libation is performed by the head of the family to the ancestors. Food is prepared and distributed among members of the community in the afternoon.
- (b) In dealing with the second part of the question the candidates were required to give two significances of the celebration. Examples are:
 - (i) For identification – The name given makes it easy for the child to be identified.
 - (ii) Another significance is that, it helps keep us and our ancestors in touch with each other.

Question 2

- (a) **What is a proverb, as defined among your people?**
- (b) **Write three proverbs of your people and give the meaning of each of them.**
- (c) **Discuss when any two of the proverbs given is used.**

The candidates were required to:

- (a) Defined the term proverb. A proverb is an oral literature form used to express one's feelings in a deep sense. It is used in a deeper sense and needs to be analysed carefully before the real meaning comes out clearly.
- (b) Write three proverbs and give their meanings. Examples of three proverbs in Gonja and their meanings are;
 - (i) 'Ebla bumbu maa t4r kasawule jaga'. It literary means, the fresh meat does not fall on the ground without picking sand. That means, a guilty person needs to be reprimanded for his or her offense.
 - (ii) A second proverb is 'Keshirbi ko wule maa ta kuyu'. Literarily meaning that one finger cannot pick an object. It means unity is strength.
 - (iii) A third proverb is 'Nkpa ela efule'. This means, where there is life there is hope.
- (c) Occasions on which two of the proverbs above are used.
 - (i) 'Ebla bumbu maa t4r kasawule jaga'. This proverb is used after settling a dispute between two people.
 - (ii) 'Keshirbi Ko wule maa ta kuyu'. It is used where there is the need to help each other or unite.

Question 3

- (a) **State the theme of the novel "Gb1adese".**
 - (b) **Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
 - (c) **What two lessons has the novel taught you?**
- (a) The main theme of the story is patience. From the story we learn that Edo`b4n1, one of the wives of Gb1adese exercised patience through a series of problems and she finally achieved her aim.

- (b) This part of the question asked the candidates to identify three different literary devices from the story and give an example of each.
- (i) A`asa (proverbs), example ‘Kashinte` gb1 adese n1 ef1 bee lante’
 - (ii) Ketankiesa (personification) – An example is ‘Kegber’
 - (iii) Ketankarso (metaphor) – An example from the story is ‘j4n4 kpampo’
- (c) Two lessons learnt from the story.
- (i) It teaches us to do good to other people. In the story, the chief’s warriors were kind to his wife Edo`b4n1
 - (ii) We also learn from the story that, it is not possible to change someone’s destiny.

Question 4

- (a) **Who is the main character of the novel “Gb1adese”.**
- (b) **Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

The question was in two parts. The sub-question ‘a’ demanded the candidates to identify the major characters of the story. The major character in the story is ‘Gb1adese’.

The second part of the question asked the candidates to talk about the main obstacle which the major character in the story faced and how he/she had a solution to it. The problem Gb1adese encountered was caused by one of his wives, Echintir and her brother Brakinso. They put Gb1adese in a situation where he asked the chief priest to kill his first wife called Edo`b4n1.

The solution came when the chief priest decided not to kill the woman. Finally, Edo`b4n1 had a daughter while in another village, who Gb1adese intended to marry. Since Ny1mb4en4 was Edo`b4n1’s daughter, Gb1adese had to accept his first wife back to his house.

This question was well answered.

Question 5

Write short notes on the following characters in the drama “Awodima”.

- (a) **Awodima**
- (b) **Shamoya**
- (c) **Esaedi**

The candidates were asked to discuss the role of three characters in the play. These includes the following;

- (a) Awodima:

He is the main character of the play. His first wife had two children (Esaedi and Ntuwe) before she died. After her death, Awodima married Shamoya who also had a child Nkulimam.

Due to the influence of Shamoya, Awodima withdrew the two children (Esaedi and Ntuwe) from School. He did so because of his intention to become a chief. Awodima spent all his money by taking a lawyer called Tuntumba. Finally, Awodima could not become the chief because he was not from the royal family.

- (b) Shamoya

She was the wife of Awodima, it was through her influence that Awodima terminated the education of his two children. Shamoya also encouraged Awodima to take a lawyer (Tuntumba) in the case at court.

- (c) Esaedi

Esaedi was the first child of Awodima. His sister was Ntuwe. Esaedi was very good in school but he could not complete his education because the father could not support him.

This question was also well answered.

Question 6

‘Fo nyi enite mall sa`l na chopp’

This question was a context question and candidates were expected to identify the speaker, who is being addressed, what prompted the speaker to say those words and discuss its effectiveness in the drama.

- (a) Who said so? It was said by Awodima
- (b) To whom was he talking? He was talking to Lawyer Tuntumba
- (c) Why did he say so? He said so because lawyer Tuntumba arrived at the exact time he promised.
- (d) Explain the significance of the quotation in the play.
It was at that time Awodima met lawyer Tuntumba to discuss the chieftaincy case in court.

The question was well handled by the candidates.

Question 7

- (a) What is the theme of the poem “Gba kuliso”?**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer’s mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

Title of the poem is ‘Gba`kuliso’

- (a) The poem deals with the dangers of people who carry misinformation about the society. It cautions us to avoid them.
- (b) The poet was in a miserable or worried state.
- (c) This part of the poem brings out the miserable state in which the poet was at that time:

‘Ma lepo, Bimokute
Sa maa tir nkulito
Barga nkuliwura’

(d) Two different literary devices used by the writer to make the poem interesting are:

(i) Metaphor (Ketankiesa)

‘Nkuliwura’ is a metaphor used in the poem by the writer to mean
A traitor.

(ii) Simile

The writer also used the simile ‘N1 l44 fan1 jibla` e ta ncho`’ to compare
the smart nature of a traitor to that of a cat.

Question 8

The question was in three parts ‘a’, ‘b’ and ‘c’. This quotation was taken from the poem
and the three questions based on it.

‘D4 falaana to be d4fala
Kato chilaana be digbon
Kabre ekpa mon1 fo b4?
N1 ketentembiri chhl wi waj1 m buu ange/

- (a) The title of the poem is ‘Tuutumba’
(b) The theme. The poem reminds us of death which is inevitable.
(c) (i) Three different literary devices in the poem include the following;

Proverb (Ke`asa)
Bomin e w4 af1so
N nyinpoetale w4 aw4ro so’

Exageration (Kekuda`1so)
‘N shin Kade mligi mbuu’

Simile (Kedulubi)

‘Fobe enite chinchii` a nye’

KASEM 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. The questions demanded from candidates a bid or thinking outside the box.

Most candidates performed a little above average with a few doing exceptionally well. In this wise, this year's performance did not depart sharply from the trend in the last few years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Language use – some candidates had firm control of the language as they used idiomatic expressions and other figures of speech such as proverbs in their essays.
- (2) Creativity – A good number of candidates were creative and resourceful even way beyond what the marking scheme expected.
- (3) Presentation of valid points – A good number of candidates were able to provide relevant and valid ideas and points on their essays and discuss such ideas extensively. Almost all candidates chose the topic on letter writing as they seemed to be comfortable with the features of letter writing.
- (4) Suitable titles – Very many candidates were able to give suitable titles to their chosen topics; this invariably helped them to gain marks for the organisation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spellings: This phenomenon continued to feature in candidates' presentations. Ironically words that were found correctly spelt in the question paper repeatedly written wrongly in the responses provided by candidates. Examples are: /yene/ for "yeini", /nabira/ for "nabera", /kaani/ for "kaane", /ɲane/ for "ɲwaane" etc.
- (2) Poor punctuation: Some candidates' punctuations were nothing to write home about. They missed almost all the punctuation marks in these presentations. These include commas, semi-colons, questions marks, full stops, capitalisation and colons. In a rather annoying way, candidates began sentences with small letters and proper nouns (names) with small letters. For example: /navrongo/ for

“Navrongo” – a town’s name: /Bolgatanga/ for “Bolga”, /accra/ for “Accra”, /laare/ for “Laare” name of a person even in the passage.

- (3) Bad handwriting: A lot of candidates’ handwritings were so appalling that one could hardly read and make sense of it. Legibility in this vain is very necessary.

4. SUGGESTED REMEDIES

- (1) Candidates can gain a lot of help from the approved Kasem orthography as a guide to reduce the incidences of poor spellings. Language teachers should also do well to teach students the appropriate spelling of words; students should also do a lot of reading books written with the new orthography. Spelling drills may also be employed.
- (2) Candidates are expected to be taught punctuations in all aspects of the language. Knowledge acquired in English Language as regards punctuation can be applied in Kasem.
- (3) As much as possible, students should be encouraged to exhibit neat and good handwriting. They should endeavor to have patience and write legibility.

5. DETAILED COMMENTS

Question 1

Letter Writing: Write a letter to your uncle, stating four reasons why you intend to pay him a visit.

This question was by far the most popular and favourite of most candidates. Clearly, this was a semi-formal letter and all the features of a semi-formal letter writing were captured by candidates. Reasons advanced by candidates were attractive and valid. These include: longing to see uncle and family members, to attend extra classes, an opportunity to know new places, to gain experiences or exposure to other environments, etc. Most candidates developed their ideas very well.

On the whole, candidates performed quite well on the topic.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

The topic attracted only a handful of candidates. These candidates were able to capture what the marking scheme demanded of them. These included suitable introductions many of which captured the dates, time and destination of the journey; and in the body, they mentioned the purpose of the visit to the big town, starting the journey and length of travel – scenes on the way as well as incidences and excitements. For example, some recounted incidents such as break-down of vehicles, missing the way and getting into the hands of robbers. They also described places visited vividly. The topic was well treated or discussed.

Question 3

You are the principal speaker for your school’s Debating Club. Write your speech for or against the motion: “Parenting irresponsibility towards their children is the cause of indiscipline among the youth”.

This topic attracted quite a very low number of candidates. It seemed candidates shied away from it because of the very technical nature of the subject. It is a two-way topic which demanded the candidate to either speak for or against on the topic. Most of those who opted for this question spoke for and not against it. They blamed parents with the notion that they neglect their parental duties in favour of looking for wealth and other personal pleasures such as consumption of alcohol and others. Some observed that some parents pamper their children and do not correct them when they go wrong. Some parents are not able to provide children’s basic needs like shelter, clothing, food and school materials. Parents also overlook the activities of their wards which are negative in nature. Candidates fared only averagely.

Question 4

Write a story that ends “No human being is born is useless”.

The candidate was expected to be very creative or imaginative. Some characters were expected to be mentioned in candidates’ stories. One of such characters was supposed to have some physical or mental handicap such as being deaf, cripple, blind etc. The candidate should then weave material around such a disadvantaged person to portray how he/she triumphed over such adversity and became very successful in life. In short, showing very positive contributions made by such a person to the society.

Candidates who opted for this topic did justice to it. They captured and covered a lot of ground on the topic. Their performances were quite encouraging.

SECTION B

Question 5 - Translation

A passage in the English Language was given to the candidate to translate into Kasem. Though the passage had no technical words, some candidates still had difficulties in translating many words into Kasem. Some candidates even re-produced the words in English in their rendering. Others also simply re-produced the same passage in English as their translation piece. An example of candidates' difficulty includes: "Gaaɔ wone nɔɔna" for /Kateiri nɔɔna/ meaning – "Bush/forest people"for /villagers". Most of the candidates continued to have problems with mechanical accuracy. Their spelling omissions and punctuations were very unattractive because they were full of mistakes.

A good number of candidates at any rate performed very well.

SECTION C

Question 6 - Comprehension

In this section, the candidate was given a comprehension passage and asked to offer correct responses to questions based on it. Most candidates gave suitable responses using their own words, thus avoiding lifting words from the passage. The questions were based on stated facts, inferences, grammar meaning and summary. Most of the candidates performed well in the areas of the stated facts and meaning. The questions relating to the inference, grammar and the summary were poorly handled.

The general performance in this section was quite good, although candidates could have done better, considering the simple nature of the questions and their rubrics.

SECTION D

Question 7

- (a) What is duplication/reduplication? ("ka-ta ka-daŋe daane sɔɔ")**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

The (a) part of the question demanded the candidate to define duplication/reduplication, while the (b) part required the candidate to choose one process of forming duplicated words. Reduplication is a phonological process in which a sound is repeated in a word or

a word is repeated for special effect. Candidates who opted for this question performed poorly in both sub-questions. The (c) question also followed in the same way.

Teachers of the subject may therefore sit up and teach this topic. From all indications, candidates seemed to have no idea on the topic.

Question 8

(a) What is a consonant?

(b) Use the three-term label to describe:

(i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʃ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

Candidates were expected to define what a consonant is; that is, a sound during whose production the airstream from the vocal cords is obstructed at the point(s) of articulation. Depending on the degree of obstruction we will have different types of consonants such as plosives or fricatives.

In the second part the candidate was to use the three-term label to describe nine given consonants. The labels refer to the place of articulation, manner of articulation and whether the sound is voiced or voiceless.

The general performance here was rather poor.

Question 9

This question consisted of three parts:

(a) What is a sentence?

(b) With three appropriate examples discuss each of the following:

(i) Statement (Botara)

(ii) Question (Bwia)

(iv) Command (Fefeo)

Some candidates generally defined the sentence correctly either as a complete thought or as a grammatical construction consisting of a subject and a predicate. Some were able to use appropriate examples to discuss the three kinds of sentences as requested for in (b).

Whole, candidates performed very creditably on this question.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives (Yerecina)**
 - (ii) Adverbs (Keimseina)**
- (b) Use each of the words in (a) to form sentences.**

This was a straight forward topic which required the candidate to provide words belonging to the two word-classes stated and use such words to form appropriate sentences. Candidates who opted for this topic did justice to both areas of it. They performed creditably well. However, a few candidates also performed below standard. Some of the adjectives were not properly placed in the given sentences, such as “swono kane” for /Ka-swono/. Generally, those who fared well in this case, out-numbered the non-performing candidates.

KASEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the past years. All the questions were within the scope of the syllabus as well as the reach of the candidates. The general performance of the candidates was, however, below average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, candidates exhibited deep knowledge of both Oral and Written Literature as some quoted profusely from the set texts.

There was also improvement in their spellings as many of them used the new Kasem orthography. Many of the candidates presented their work in organized paragraphs and legible handwriting.

Word division also improved significantly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

For a reader to feel the realness of Literature, it must be written mainly in the present tense. However, some candidates narrated events in past tenses which took the shine and excitement away from the whole narration, with resultant little impact.

Kasem is a tonal language and tone marking should be observed in writing. Otherwise, it makes reading very difficult.

Many candidates had problems appreciating poetry.

4. SUGGESTED REMEDIES

Candidates should be made to understand that actions in literature books are dramatic, not something that has happened and is gone. This should be demonstrated in their work. Students should be encouraged to mark tone appropriately in their writing.

Candidates should endeavor to understand the questions before attempting to answer them. Reading of standard books in the language will help to improve spelling especially in words such as:

na kɔ	-	nakɔ
na bɔ	-	nabɔ
kuo sɔ`ɔ	-	kuo sɔ`ɔ, etc

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.
 (b) Discuss the importance of naming ceremony.

Many candidates unfortunately described the Christian, instead of the traditional way of naming. Traditionally, when a child is born, the family elder consults the ancestors. If the child does not ask for a name nothing is done. The items used are fowls and in other cases, drinks. It is the elder in the family who names the child and gives the child to the gods in the family.

Question 2

- (a) What is a proverb, as defined among your people?
 (b) Write three proverbs of your people and give the meaning of each of them.
 (c) Discuss when any two of the proverbs given is used.

The question was about a proverb – a saying or collection of words whose meaning goes beyond the surface level and portrays wisdom. Unfortunately, candidates gave the definition for a riddle: a statement that needs an answer. However, many of them wrote the three proverbs appropriately and their meaning as demanded for in (b).

Question 3

- (a) State the theme of the novel “Kawuri N1 Nanjara”.
 (b) Identify three different literary devices which the writer has used in the novel to carry his message to his readers.
 (c) What two lessons has the novel taught you?

Most candidates said the theme is love for family and bravery. One thing they did not mention was importance of maid servants. Candidates were able to mention the literary devices which include similes, metaphors, etc. two lessons from the drama include bravery and love.

Question 4

- (a) Who is the main character of the novel “Kawuri N1 Nanjara”.**
- (b) Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

The main character in the story is Kawuri which many candidates were able to identify. Unfortunately, in the (b) part of the question many candidates narrated the whole story instead of the obvious cutting off of Kawuri’s hand, and the bravery she put in to get her hand restored.

Question 5

Write short notes on the following characters in the drama “Nyɔɔre Tera”.

- (a) Kaduum**
- (b) Adda**
- (c) Kawe**

Three of the characters in the story (Drama) are Kaduum, Adda and Kawe. Kaduum is the main character. She suffered and committed suicide because of childlessness. Adda is Kaduum’s father who carried out spiritual actions that did not yield any good results. Kawe, Kaduum’s mother initiated the actions and later regretted.

Many candidates wrote about three lines on each character which was not enough.

Question 6

There was a quotation from the drama text followed by the questions below:

- (a) Who made the statement?**
- (b) Who was being addressed?**
- (c) What happened for the statement to be made?**
- (d) Explain how the statement clarified the issues in the play.**

Candidates were able to identify the speaker Alo, when he said it and whom he was speaking to. He was talking to the old women (Kazena bam). He made the statement because he did not want the women to excise his sister. This is because he believed that the excision was very painful and useless and as such it should be stopped.

Many candidates could not state how the statements helped to develop the story. A good number of them did not attempt this question.

Question 7

- (a) What is the theme of the poem ‘Dan-Doore de Dan-Dwoori’?**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer’s mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

The theme is ‘political power and traditional power should work together for the good of all’ which was clearly stated by candidates. The mood of the poet was neutral, which candidates failed to mention. Candidates were able to mention the literary devices but could not state how these devices helped to develop the poem.

Question 8

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i. Identify and write down three different literary devices from the poem.**
 - ii. Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.**

Candidates could not identify the poem which is “Nenona Pe”. Hence, they could not state the theme which is that ‘A person who is handsome and is liked by many people should be a good leader/king’.

They could not write the literary devices from the poem.

NZEMA 1

1. GENERAL COMMENTS

The standard of the paper, as compared with that of the previous years, was the same. The questions were clear, and within the remit of the prescribed examination syllabus. However, one cannot boast of any significant improvement in the performance of the candidates over that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (a) The handwritings of many candidates were very legible, and this facilitated the scoring of their scripts.
- (b) Many candidates went by the rubrics of their paper. For example, they answered the questions from the various sections of the paper as required, and sub questions from leaving a line each between answers.
- (c) A good number of candidates were systematic and coherent in presenting their ideas in the essays they wrote.
- (d) Many of the candidates handled orthography and mechanical accuracy very well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (a) The answers supplied by some candidates to the comprehension questions, especially those on inference and titling, left much to be desired.
- (b) Many of them mixed up their tenses in their presentations.
- (c) Some candidates did not show imagination in their answers: some could not advance enough ideas to support their essays.

4. SUGGESTED REMEDIES

Teachers must do well to take students through all aspects of the language, especially grammar.

Students should be taken through past questions before they write their final examinations.

Ghanaian languages teachers should be made to attend workshops, seminars and in-service training sessions.

Candidates must make it a point to develop good reading habits to improve on their grammar and spellings in the language.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle, stating four reasons why you intend to pay him a visit.

This question was heavily patronised. Most of the candidates who answered this question did very well. As expected, most candidate used informal language, presented their ideas and facts in an orderly manner and gave the appropriate valediction. They gave reasons for the visit such as the need to break the boredom of staying in one place, adventure, desire to enroll for an ICT program, help in daily family chores, etc. They did all this, mindful of the fact that they were writing a semi-formal letter.

Many concluded by sending their warmest greetings and expressing the hope that their uncle would allow them to visit.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

The candidate was expected to start by stating the time or period, place and purpose of the visit, the plans put in place and the fact that the person being visited had been notified prior to the departure.

The main essay would then talk about the actual execution of the journey, the means of transportation, happenings in the course of the journey and time of arrival at the destination. A brief narration of the stay there such as places visited could then precede the return journey, followed by the candidate's own impressions of the visit in its totality. For example, whether the candidate is eager to embark on such a journey again anytime soon, or not.

In doing all this, the candidate was expected to employ suitable figures of speech with the principal tense being the past simple tense.

A good number of candidates attempted this question and it was fairly well handled by almost all of them.

Question 3

You are the Principal Speaker for your school’s Debating Club. Write your Speech for or against the motion: ‘Parents irresponsibility towards their children is the cause of indiscipline among the youth’.

Only a few candidates chose this question. Some remembered to their essay heading before proceeding with their introduction. Some did this first by addressing the Chair and observing all protocol. They also declared their stand for or against the motion, after explaining the terms ‘parental irresponsibility’ and ‘indiscipline’.

Some of the points they raised for the motion included the fact that some parents are more concerned about their work and so do not have time for their children. They leave home very early and come back very late. Some parents pamper their children and so do not check them when they go wrong, while others are not able to provide their children’s need like food, shelter and clothing. Other points raised are that some parents’ life style may be bad, and this may be copied by their children and for some children in school, parents do not pay their school fees and discharge other monetary responsibilities, etc.

Candidates who argued against the motion cited influence from peers, foreign influence on our culture and misplacement of values by society in general (e.g we now cherish wealth, no matter the source). They also raised economic hardships and the fact that some children, no matter what, are difficult to train and therefore may show traits of indiscipline. To conclude their compositions, some candidates made a summary of points raised on the position taken and thanked the audience for their attention.

Question 4

Write a story that ends... ‘No human being is born useless’

Even though a good number of candidates attempted this question the majority of them did not seem to understand the question very well. For example, some just wrote any story and concluded using the prescribed ending of the story.

Most of the good stories revolved around people who were born with either physical or mental challenges and were rejected by even parents and society. But by some intervention – divine, kind-hearted individuals and corporate bodies – were able to succeed in life; had good education, had good jobs and contributed to the development of their societies.

Question 5 - Translation

This was a compulsory question. The passage was in English and the candidates were asked to translate it into Nzema. Candidates were expected to translate the main ideas into acceptable Nzema, using the right registers. Some of the terms which sounded a bit technical were not well translated. However, the overall performance was good.

Question 6 - Comprehension

Candidates were given a short prose passage in Nzema to read and answer ten questions on it. The questions were based on stated facts, meaning, grammar, inference and summary. The passage was clear and self-explanatory. The questions on stated facts, meaning and summary were well answered. However, those on inference and grammar were poorly handled. Not surprisingly, some candidates lifted portions of the passage as their answers. This is despicable.

Question 7

This was a question on phonology. It consisted of three parts as follows:

- (a) What is reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

Reduplication refers to the repetition of a sound or word (usually the stem) to form another word. It is a phonological process and is often for purposes of emphasis. Often verbs are easily reduplicated.

Candidates could choose this simple reduplication of the stem in verbs. This also means that the examples to be supplied should all be verbs.

Performance on this question was not encouraging.

Question 8

- (a) What is a consonant?**
- (b) Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) /ʔ/ (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/**

Candidates were expected to explain what a consonant is and give the three-term label for some nine consonant sounds. In phonetics, a consonant is defined as a during whose production the airstream is blocked in a manner at a given place of articulation, and the air released in a given manner with the glottis in a given state. Many candidates could not

define the consonant and could not give the three-term label or describe the three-part production of consonants as the stricture, manner of release and the state of the glottis.

Generally, performance on this question was not encouraging.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

The question required the candidates to define a sentence and to give examples of a statement, a question and a command. Syntactically, a sentence is a grammatical construction that consists of a subject and a predicate. But at the level of semantics, a sentence is seen as a complete thought.

Many of the candidates who answered this question were able to define a sentence and also give good examples of the different types of sentences, with the appropriate examples.

The effort here was very commendable.

Question 10

- (a) Use five appropriate words to discuss each of the following:**
 - (i) Adjectives**
 - (ii) Adverbs**
- (b) Use each of the words in (a) to form sentences.**

In the first part of this question, the candidate was required to discuss what adjectives and adverbs are with the use of five words for each category. Traditionally, adjectives are qualifiers while adverbs are modifiers. In the second part, the candidate was expected to use each of the five words provided in either category in (a) above to form sentences to prove their point.

This question was by far, the best in terms of responses.

NZEMA 2

1. **GENERAL COMMENTS**

The standard of the paper was within the scope of the syllabus and compared favourably with that of previous years.

The performance of the candidates on the whole showed a significant improvement this year compared with that of last year's performance.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

Most of the candidates showed good understanding and interpretation of the questions and provided answers that met the demands of the questions; most especially in the written literature, prose and drama.

The rubrics of the paper was followed by most of the candidates.

3. **SUMMARY OF CANDIDATES WEAKNESSES**

Some candidates gave only points and failed to explain or expand their answers thus providing sketchy answers.

In questions that had sub-questions, some candidates did poor arrangement and made the marking very difficult.

Some candidates used types of sentences as literary devices.

4. **SUGGESTED REMEDIES**

Teachers should teach their students how to appreciate literature, especially the use of literary devices to enhance literary work.

Candidates should be taught how to develop their points when answering questions.

5. DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

In 1 (a) the candidates were required to discuss the procedure for child naming. In this question the candidates were expected to include the following points:

- (i) When the ceremony takes place: when the child begins to take his/her initial steps
- (ii) The time for the ceremony: early in the morning on a Sunday or Tuesday.
- (iii) Who performs the rite: The grand-father of the child.
- (iv) Items used: water and drink
- (v) Performance of libation
- (vi) Well wishers present donations to raise funds for the child's future, etc.

In the (b) section, the candidates were to discuss the significance of the rite. Among the responses expected were:

- (i) It gives the child an identity
- (ii) The child is accepted in society as a member
- (iii) Used to honour the ancestors
- (iv) Used to show appreciation to one who has ever been of assistance to the family

Part one of the question was poorly answered as some candidates used child naming in church. Some would not show the procedure.

With respect to the significance, most candidates were able to provide reasonable answers. It appeared generally that some of the candidates were ill prepared for the question. This is evidenced by the scanty answers and irrelevant responses given.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

- (a) Candidates were expected to define a proverb: A short well-known statement that gives practical advice about life. It is used in speech to show the level of wisdom of the user. A few candidates were able to give good definitions.
- (b) Candidates were to give three proverbs and give their meaning. Most candidates were able to provide and give their respective meanings. However, a few could not give convincing meanings to their proverbs.

- (c) Candidates were to give the situational use of two of the proverbs provided in “b”. Most candidates gave a general significance of proverb; they failed to relate their answers to the proverbs used in “b”

Question 3

- (a) **State the theme of the novel “Adwoba Ehwia”.**
(b) **Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
(c) **What two lessons has the novel taught you?**

- (a) Candidates were expected to give the theme of the story: Being studious and focused at school to achieve one’s aim.
(b) Candidates were to identify three literary expressions used in the story. Eg. Idiom (1dend1denle) – “Debie ekyi wɔ ɔ sa nu”. Some of the candidates were able to identify some of the expressions. However, some used expressions not found in the story.
(c) Candidates were to give two lessons learned from the story:
a. E.g. When one is serious and focused in school, one can reach greater heights in life.

“If a girl learns hard in school and is gainfully employed, she can easily get a responsible and respectable husband in future.

Most candidates were able to give good convincing responses.

Question 4

- (a) **Who is the main character of the novel “Adwoba Ehwia”?**
(b) **Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

In this question, the candidates were expected to:

- a) State the main character of the story
b) Identify the main problem that the main character encountered and how she was able to resolve it.

Although the candidates were able to identify the main character and the problem she encountered, they failed to develop the points they stated. Instead they jumbled the problem with the solution thus making understanding very difficult.

EXPECTED ANSWERS

- a) Adwoba Ehwia
- b) Problem encountered: Students and teachers alike made love advances to her, while her colleagues girls convinced her to give in to the advances.
How she resolved it: She was able to withstand the temptations and was able to go through her education to her desired level and eventually became a medical doctor.

Question 5

Write short notes on the following characters in the drama “Nyamenlesa Ilombol Ne”.

- (a) Menwenl1 Ay111
- (b) Emenleboo
- (c) Toab1

Candidates were to write short notes on the following characters

- (a) Menwenl1 Ay111
- (b) Emenleboo
- (c) Toab1

Most of the candidates who attempted this question gave very good responses. However, a few of them failed to illustrate their answers while some wrote irrelevant materials about the characters.

EXPECTED ANSWERS

Example: Menwonl1 Ay111

He was a widower whose wife left him three boys. He was a good friend of Toab1. He loved his wife so much that it took him some time before he could overcome the loss. He married 1menleboo on the death of his first wife. He worked with a timber firm. When the firm folded up he went into farming and later became very rich. He was a responsible husband as he provided his new wife all she requested for.

Question 6

This was a context:

“Hwio! Na, akee mame me kodoku nu.....”

The quote was followed by 4 subquestions (a, b, c, d)

- (a) **who made the statement?**
- (b) **who was the addressee?**
- (c) **What incident prompted this statement?**

Apart from a few candidates who gave wrong answers most of them gave very good answers.

EXPECTED ANSWERS

- a) Toab1
- b) Menwon1 Ay111
- c) When Menwon1 Ay111 was grieving on the demise of his wife and refused to take advice.
- d) This statement scared Menwon1 Ay111 and he ceased grieving and crying. Eventually he married another wife and lived a happy life thereafter.

Question 7

This question had 4 subquestions. The candidates were expected to:

- (a) State the main theme of the poem ‘Sonla T1nlabel1 Nu’
- (b) State the mood of the poet
- (c) Find an expression in the poem to show the moral
- (d) Give two literary expressions and show how the poet used them to enhance the beauty of the poem.

Candidates who answered this question gave very good responses to “a” “b” and “c”. “d” was poorly answered as they only wrote types of literary expression but failed to give an example from the poem.

EXPECTED ANSWERS

- (a) The effect of procrastination or the big gap between the rich and the poor.
- (b) Sad and dejected
- (c) “Duzu ati a ylkpondl flilko na ylnya lnwonle a? (parallelism)
“Idendlzoho “

The poet used the expressions to show his displeasure and asked why people get disappointment when they expect the best in life.

Question 8

Candidates were to read the following quote: “Ah! Adendul boni a lvll wo nu zl a” from a poem and answer the following three questions asked on the quoted line.

- (g) What is the title of the poem from which these lines are quoted?**
- (h) What is the theme of the poem?**
- (i) i Identify and write down three different literary devices from the poem.
ii Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.**

Candidates were able to give concise answers to “a” and “b”. “c” was poorly answered. Some candidates mentioned

literary expressions not found in the poem. Others used types of sentences to represent literary expressions

EXPECTED ANSWERS

- (a) Ageege adendul
- (b) Problems that Ghanaians who sojourned to Ageege in Nigeria faced
- (c) (i) e.g. Edw1k1nzoho (simile) “Adendul mɔɔ tlla ewule”
(ii) The poet likened death to the journey made by the Ghanaians to show the difficulties they faced.

AKUAPEM TWI 1

1. GENERAL COMMENTS

The standard of the paper was in consonance with that of the previous year in content and structure. Candidates' performance was virtually the same as that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates were able to comply with the required length of the composition i.e. 500 words.
- (ii) Some candidates were able to translate the given passage – Question 5, coherently. They went in search of meaning, context and appropriate registers.
- (iii) Many candidates were able to answer the comprehension passage as required, especially the ones on stated facts, meaning and grammar.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates' handwriting was difficult to read.
- (ii) Spelling was a problem for some of the candidates.
- (iii) Punctuation was also a noticeable weakness. Some candidates wrote about ten lines without any punctuation mark thus making the sentence clumsy and difficult to understand.
- (iv) Paragraphing was a problem for some candidates.
- (v) Generally, candidates' mechanical accuracy was poor.
- (vi) Candidates were unable to answer question d (i) and (d) ii and e (i) and (ii) of question 6, on grammatical name of given expressions and their functions.
- (vii) Candidates' performance in the phonology section of the paper, question 7 and 8 was poor.

4. SUGGESTED REMEDIES

- (i) Students should be made to know the importance of legible handwriting
- (ii) More emphasis should be placed on orthography and mechanical accuracy during the teaching and learning process
- (iii) More exercises should be done on translation, through a systematic teaching and learning process
- (iv) Teaching and learning of phonology should be intensified.

5. DETAILED COMMENTS

Question 1

Write a letter to your uncle, stating four reasons why you intend to pay him a visit.

The first thing to remember is that this is a semi-formal letter. The following should therefore be observed.

- Formal conversation of an informal letter namely, address, date, salutation, body, subscription and writer's name. There is no title.
- Any four well discussed reasons for the visit. E.g. to come and spend a few days in the city in order to break the monotony of rural life, have a change of life from the city to a rural setting, to come and enroll in an ICT training to improve his/her computer skills, to enroll in a remedial class in preparation for the November/December edition of the WSSCE etc.

Many candidates tackled this question and handled it well.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experiences/what you saw on the first day.

By way of introduction, candidates needed to highlight the destination, date, place and time of departure, plans put in place for the journey, etc

The main body would then discuss the visit and things experienced: the means of transport being used, the feeling before and after the journey and scenes along the way, the arrival and happenings at the destination and the return. The candidate's own impressions about the journey are important.

You are the principal speaker for your school's Debating Club. Write your speech for or against the motion: Parental Irresponsibility towards their children is the cause of indiscipline among the youth

A good number of candidates attempted this question and their responses were good. They started first by observing protocol in addressing the chair, the audience, co-debaters, time keeper, the judges, stating the topic and taking a stance. This means, either for, or against the motion, not both

In arguing for the motion, candidates raised issues such as some parents being more concerned with their work at the expense of the care they give to their children's upbringing; some parents indulging their children – over showering gifts on them and some failing to rebuke their children when they go wrong. They further argued that some parents do not live good lives for their children to emulate while some fail to provide the basic needs of their children due to poverty/economic hardships which leads to children's deliberate refusal to obey their parents.

Those who argued against the topic cited peer influence or pressure, foreign cultural practices/influences on our youth, the fact that some children are just stubborn by nature, etc.

Performance on this question was generally very good.

Question 4

Write a story that ends “No human being is born useless”.

Many candidates chose this question. In their introductions some agreed with the statement and went ahead to write good stories to support their view. Some of the stories cited practical cases of people, both dead and alive.

Some of the issues raised included nature of characters (e.g. born weak and fable, cripple, blind, deaf etc) public perceptions about the disabled in society (their inability to contribute meaningfully to the family or society) and efforts made by the character/person in the area of formal education, learning a trade, support by parents, NGO's etc and achievements by the person such as excelling in the field of medicine, engineering, teaching, lawyer, etc

In all, it was a good effort.

Question 5 - Translation

This was one of the compulsory questions. A passage of about fifteen lines in English was to be translated into Akuapim Twi. Candidates were required to translate the passage in such a way that, a reverse translation of their Twi version into English would be as near to the original English version of the passage as possible. Candidates had few challenges with a few terms but on the whole, they were able to do a text-based translation, mindful of the context and the use of appropriate registers.

Question 6 - Comprehension

Candidates were required to answer 10 questions on a given passage.

The question was of various types - stated facts, inference, identification of grammatical items and their functions, idiom and meaning and title of passage

Of these, candidates were able to answer the recall without difficulty – Questions (a), (b) (f) and (h).

Many candidates were unable to answer the questions on grammatical items and their sub questions (d) (i) (ii) and e(i) (iii), and the idiom and meaning question h) (i) (ii).

Candidates were able to suggest good titles to the passage.

Question 7:

- (a) What is duplication/reduplication?**
- (b) Discuss one type of reduplication in your language**
- (c) Write down ten words and reduplicate each of them.**

The (a) part of the question demanded the candidate to define duplication/reduplication, a phonological process in which a sound is repeated in a word or a word is repeated for special effect. The (b) part required the candidate to choose one process of forming duplicated words. The (c) question requested for the reduplication of ten words.

Candidates who opted for this question performed poorly in both sub-questions.

Question 8

- (a) What is a consonant?**
- (b) Use the three-term label to describe:**
 - (i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) / ʃ / (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/**

Candidates were expected to define what a consonant is; that is, a sound during whose production the airstream from the vocal cords is obstructed at the point(s) of articulation. Depending on the degree of obstruction we can talk about different types of consonants such as plosives or fricatives.

In the second part the candidate was to use the three-term label to describe nine given consonants. That is, the place of articulation, manner of articulation and whether the sound is voiced or voiceless.

The general performance here was very poor.

Question 9

This question consisted of three parts:

- (a) What is a sentence?**
- (b) With three appropriate examples discuss each of the following:**
 - (i) Statement**
 - (ii) Question**
 - (iii) Command**

The question required the candidates to define a sentence and to give examples of a statement, a question and a command. Syntactically, a sentence may be defined as a grammatical construction that consists of a subject and a predicate. But at the level of semantics, a sentence is seen as a complete thought.

More than half of the candidates attempted this question and performance was generally very good.

Question 10

- (a) Give five examples each of the following word classes:**
 - (i) Adjective**
 - (ii) Adverb**
- (b) Use each of the examples in (a) to construct a sentence.**

Generally, candidates were able to get the examples of the 'Adverb'. However, most of the example they gave were nouns. Again, it was observed that most candidates did not answer the first part of the question and

- (a) Candidates were required to give five (5) examples, each of adjective and adverbs.**
- (b) To form sentence with the examples they give in 10(a) above**
 - So far candidates performance in this question was the best of all
 - They were able to give good examples of adjective and adverbs without any difficulty.

AKUAPEM TWI 2

1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years. Candidates' performance was generally above average and therefore comparable to those of the previous years.

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

Many candidates gave detailed narration of events in the set texts, indicating that they had read the books.

Some appropriately used figures of speech and other rich expressions to enhance their work.

Candidates adhered to the rubrics for each section of the paper.

Some candidates displayed very legible handwritings which made their work easy to score.

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

The following were the weaknesses of many candidates.

- (1) They ignored the importance of punctuation marks. They failed to use upper cases at the initial position of important items like the names of persons that they mentioned in their presentation. The same thing was done for the names of towns. These examples ran through the work of most of the candidates.

S/N	WRONG VERSION	CORRECT VERSION
1.	kofi brenya, afua birago	Kofi Brenya, Afua Birago
2.	kwasi agyei, baba alata	Kwasi Agyei, Baba Alata
3.	sawakyi, kumase, odwaa	Sawakyi, Kumase, Odwaa
4.	osei bonus, akyerε, sεewa	Osee Bonsu, Akyerε, Sεewa
5.	Asante mampɔn, aburi, anane	Asante Mampɔn, Aburi, Anane

- (2) Non mastery of the structure of Twi Pronouns and Verbs. Many candidates did not fully master their structure. These are examples captured from candidates' scripts.

(a) wɔ rekɔ, yε hunuu, ɔkɔ faa

(b) more totɔ, ɔre dwame

(c) ɔkɔ tɔɔ (amena mu)

4. **SUGGESTED REMEDIES**

- (1) To remedy this, the appropriate punctuation marks in the language must be consciously taught and learned in the classroom. Candidates must read good textbooks to acquire the mastery of capitalization.
- (2) Non-mastery of the structure of Twi Pronouns and Verbs. In Twi, the pronouns are always written together with the verbs, as exemplified below:

S/N	WRONG VERSION	CORRECT VERSION
1.	wɔ rekɔ, yɛ hunuu, ɔkɔ faa	wɔrekɔ, yɛhunuu, ɔkɔfaa
2.	more totɔ, ɔre dwane	moretotɔ, ɔredwane
3.	ɔkɔ tɔɔ (amena mu)	ɔkɔ tɔɔ (amena mu)

Remedy for capitalization can be adapted by tutors and candidates to improve the situation

5. **DETAILED COMMENTS**

Question 1

- (a) **Describe a naming ceremony as practised among your people.**
- (b) **Discuss the importance of naming ceremony.**

The question demanded, the day, the time and the venue of the event. The dignitaries, the responsibilities of the father of the child should be mentioned. Important items like clothes for the mother and child, raw food, fowls, liquor, water, basket, a gun must also be mentioned. The conclusion should dwell on the performance of the rite, offering of libation, presents for the newly born baby and sharing of the meal for the occasion followed by final departure of guests. The good candidates provided these salient points orderly and scored high marks.

Sub question (b) should include any two of the following ideas: Identity of the child, recognition by society, retention of lineage, honour of the ancestors who had lived exemplary lives and clan identification.

Candidates' performance was good. However, there was a group of candidates who missed some of the relevant points for the first part of the question and therefore scored low marks.

Question 2

- (a) **What is a proverb, as defined among your people?**
- (b) **Write three proverbs of your people and give the meaning of each of them.**
- (c) **Discuss when any two of the proverbs given is used.**

The good candidates met all the requirements of the questions; therefore, their performance was good. They defined a proverb to include the fact that they are words of wisdom whose composition goes beyond the literal meaning. On the other hand, one group of candidates deviated for (c) because they wrote on proverbs outside their own given examples. Therefore, they lost a chunk of the marks.

Question 3

- (a) **State the theme of the novel “(εnnε Nso Bio).”.**
- (b) **Identify three different literary devices which the writer has used in the novel to carry his message to his readers.**
- (c) **What two lessons has the novel taught you?**

Candidates were required to discuss any appropriate theme from the book, for example, rampant child mortality that Eno Abena Agyem and Opanyin Kwaku Diawuo experienced in life, the advent of education at Sawakyi, the plight of Kofi Brenya and his recruitment into the army and many others.

Any three of the following literary devices should be discussed: proverbs, personification, repetition, idioms and similes. For (c) the lessons are: importance of education, the communal spirit in society, the dangers of superstition, over indulgence of a child.

Question 4

- (a) **Who is the main character of the novel “(εnnε Nso Bio.)”?**
- (b) **Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

The protagonist is Kofi Brenya. He was confronted with obstacles at childhood at elementary school, secondary school with Afua Birago at Kumase, with Baba Alata Rami, Kwasi Agyei; then his capture and recruitment into the army. The candidate was required to conclude with his disentanglement.

The performance of candidates who attempted this question was good.

Question 5

Write short notes on the following characters in the drama “Guasohantan”.

- (a) Osɛɛ Bonsu
- (b) Sɛɛwa
- (c) Antiri

- (a) Osɛɛ Bonsu

The salient points are: the names of parents, his schooling at Asante Mampon and Mfantsipim, Cape Coast, his maiden employment with the merchants in Kumase and then to Commercial Bank, Osu. His encounter with Akyerɛ and their courtship. Osɛɛ Bonsu disagreed with his parents finding him a woman for marriage. The parents succumbed, and they finally accepted the marriage to Akyerɛ.

- (b) Sɛɛwa

She was the wife of Opanin Anane and therefore the mother of Osɛɛ Bonsu. She had earlier consulted with the parents of Afua Gyimaa who was ready to marry Osɛɛ Bonsu. Incidentally, the latter rejected the advice of his parents and consequently Afua Gyimaa lost the game. Sɛɛwa was not happy but what else could she do!

- (c) Antiri

This person hails from Aburi Atweasi and he was the husband of Akonnɔbea and father of Akyerɛ who later became the wife of Osɛɛ Bonsu, the main character of the Drama. He was a civil servant as well as a farmer. Though he was an elder of the Presbyterian Church at Aburi, he understood the customs of the land very well and ensured that his daughter, Akyerɛ, had a proper customary marriage.

Question 6

This was a context. The quote was followed by 4 subquestions (a, b, c, d)

- (a) Who made the statement? - Akyerɛ
- (b) To whom was the statement addressed? - Osɛɛ Bonsu
- (c) Why was the statement made?

Akyerε made this statement, because during their chatting εsee Bonsu told her that he was an employee of the Ghana Commercial Bank, Osu Branch.

- (d) Discuss how this statement made the story interesting
Akyerε had enough confidence that εsee Bonsu would be a responsible husband in future. They got married but their expensive wedding ceremony landed them into huge debt. But the situation was saved by Akyerε who gave out of her hard-earned savings an amount of c400.00 to εsee Bonsu to settle all his debts.

Question 7

This question had 4 subquestions

- (a) What is the main theme of the poem?

Any of the following answers is acceptable:

Life is not static – fortunes may follow misfortunes and vice versa
Life is full of ups and downs

- (b) What is the attitude of the poet?
- the poet is not overcome by any misfortune
- the poet is dauntless.
- (c) Quote an example from the poem to support the answer.
- (d) Discuss two literary devices that the poet employed
- Any two of the following can be applied: contrast, idiom, personification, repetition

The good candidates who attempted this question met the demands and were rewarded for their effort. But the weak ones could not go beyond sub-question (b) and scored an average mark.

Question 8

After the quote of seven (7) lines of the poem candidates were required to:

- (a) Identify the source of the data: (And that is an excerpt from ‘Ohum’)
- (b) State the main theme of the poem.

- The importance of Ohum Abena to the people of Akyem state
 - A festival to honour the ancestors of Okyemman and Tafoman cannot exist without the Ohum festival
- (c) (i) State three literary devices that the poet employs
- (ii) Discuss how each of them is used contextually.

A good number of candidates attempted this question. Their performance ranged from very good, good, average to below average. Those in the last category could not go beyond sub questions (a, b)

ASANTE TWI 1

1. GENERAL COMMENTS

The paper was of standard and all the questions were within the scope of the syllabus. The questions were well framed and concise and devoid of any ambiguity. The paper compared favourably with that of the previous years.

Generally, candidates' performance was not as good as that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(i) Composition

Most candidates were able to write the required number of words. Generally, candidates performed well under content, expression and organization. Most candidates were able to raise very good points and discussed them well.

(ii) Translation

Candidates' performance in this section was encouraging. Most candidates were able to bring out the ideas and they used appropriate registers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(i) Mechanical Accuracy

A large number of candidates scored zero in this area. In addition to poor spelling, bad orthography and punctuation were also identified. Some candidates began their sentences with lower case letters.

(ii) Comprehension:

Generally, candidates could not handle the inference questions well.

(iii) Language Structure

Generally, candidates performed very poorly in this area. It seemed most candidates gave it very little or no attention at all during their preparations for the examination.

4. SUGGESTED REMEDIES

- (i) Teachers of the language should have continuous workshops, seminars and in-service training
- (ii) Teachers should not overlook the importance of orthography in language teaching and learning.
- (iii) Teachers of the language should give the teaching of language structure (phonology and syntax) the premium it deserves. They should be mindful of the books they recommend for their students as most of the books especially the “Question-and-Answers” ones in the market, are substandard.
- (iv) Teachers should give students more exercises in comprehension with special attention on inference questions.
- (v) Students should be encouraged to read a lot of Twi literature books and write more essays.

5. DETAILED QUESTION

Question 1

Write a letter to your uncle, stating four reasons why you intend to pay him a visit.

This was the most popular question. Most candidates who selected it performed relatively well. As expected, most candidate used informal language, presented their ideas or facts in an orderly manner and gave the appropriate valediction. They gave reasons for the visit such as the need to break the boredom of staying in one place, adventure, desire to help the family of the uncle, enroll in remedial classes, etc.

Question 2

You visited one of the big towns in Ghana for the first time. Describe your experience/what you saw on the first day.

This essay was the third most patronized question. Candidates who selected it performed well. Most of them were able to give good introductions and very suitable conclusions. As expected, most of them presented their ideas in an orderly manner. Below is a sketch:

- Execution of the visit – purpose of the visit and the location of the town or city visited
- Starting the journey – date and time
- Means of transport
- What happened in the course of the journey

- Arrival at the destination and time of arrival
- How you were received and by who
- Places visited and scenes
- Journey back home and time
- General impression of the visit

Question 3

You are the Principal Speaker for your school's Debating Club. Write your speech for or against the motion: 'Parental irresponsibility towards their children is the cause of indiscipline among the youth'.

This was the least attempted question. Candidates who selected it performed creditably, though. Candidates were required to speak either for the motion or against it.

As expected, most candidates gave very good introductions by addressing the chair and observing protocol. They also declared their stand for or against the motion, after explaining 'parental irresponsibility' and 'indiscipline'.

As expected, most of them gave the following points;

For:

- Some parents are more concerned about their work and do not have time for their children
- Some parents pamper their children and do not check them when they go wrong.
- Inability of some parents to provide their children's basic needs like food, shelter and clothing
- Some parents' lifestyle may be bad, and this may be copied blindly by children
- Some parents do not care to pay their children's school fees and discharge other monetary responsibilities

Against:

- Influence from peers
- Influence of foreign culture (especially with the advent of social media)
- Misplacement of values by society in general
- Economic hardships
- Some children, no matter what, are difficult to train and therefore may show traits of indiscipline

Question 4

Write a story that ends, ‘..... No human being is born useless’

This essay was the second most popular question. Most candidates who selected this question wrote very nice stories. It was expected that the story would end with the statement appropriately. Any story which failed to do so was marked under half of the mark for content.

The body of the story may take this structure:

- Detailed narration of the story: Nature of character ‘Born weak and fable’ ‘with physical defects (cripple, blind, deaf, etc)
- Public perceptions about the disabled in a society (i.e. unable to contribute any meaningful thing to the family or society
- Efforts made by character (person). Formal education, learned trade, support to character by parents, NGOs, benevolent individuals and society (Government interventions) etc.
- Achievements by character (person), becoming intellectual in the field of medicine, engineer, teacher/lecturer, law, etc.

Question 5 -- Translation

An English passage of about one hundred and seventy-five (175) words was given to candidates to translate into Twi (Asante) for twenty marks. It must be noted that most candidates were able to bring out most of the intended ideas and used appropriate registers. However, like other sections of the paper, candidates’ spellings were bad, and they committed a lot of orthographical and punctuation errors as well. Thus, almost all the candidates scored zero with respect to Mechanical Accuracy which was two marks.

Question 6 -- Comprehension

Generally, candidates performed poorly in this section. Out of the ten questions set, four were on inference, four were on stated facts and two of them requested candidates to indicate the grammatical name and function of two underlined expressions respectively. It must be stated that most candidates got the grammatical name and its functions as well as the inference questions wrong.

Question 7

- (a) What is reduplication?
- (b) Explain one phonological process of reduplication in Asante Twi and give examples
- (c) Write down ten words and give the reduplicated form of each.

This question was in three parts. The first part (a) requested candidates to explain the term reduplication. The second part (b) asked candidates to explain one phonological process of reduplication and give example. The third part (c) asked candidates to write down ten words and reduplicate each of them.

It must be mentioned that most candidates who selected this question performed poorly. Most of them were unable to explain the term appropriately. Almost all the candidates poorly answered the second part and a large number of them also failed to transcribe the words.

What is reduplication?

As has been noted already most candidates could not explain it. Candidates were expected to state that it is the doubling or repeating of the root of a word, for example:

[di] – [didi]

[t] – [tuto]

[huri] – [hurihuri]

Candidates would note that nouns, verbs, adjectives and adverbs can be reduplicated

Phonological Process

Candidates were requested to state one phonological process of reduplication. Generally, candidates fumbled with it. They were expected to give answers like the following:

(a) Partial change

e.g. [tɔ] - [tutɔ]
[bɔ] - [bubɔ]

(b) No Change

[di] - [didi]

[bu] - [bubu]
[frɛ] - [frɛfrɛ]

Question 8

- (a) **What is a consonant?**
(b) **Use the three-term label to describe:**
(i) /b/, (ii) /d/, (iii) /k/, (iv) /n/, (v) /ʃ/, (vi) /f/, (vii) /s/, (viii) /t/, (ix) /w/

This question was in two parts. The first part asked candidates to explain the term ‘consonant’ and the second part requested candidates to describe the nine consonants.

Most of the candidates who selected this question could not explain the first part appropriately. A consonant is simply a sound during whose production the speech air is obstructed at the point of articulation before being released. With respect to the second part, it was observed that most candidates did not know the difference between ‘Description of consonants’ and ‘Distribution of consonants’. Furthermore, instead of the three-label description (place of articulation, manner of articulation and voicing) a large number of them gave only one or two.

Question 9

- (a) **What is a sentence?**
(b) **Explain each of the following type of sentence and give three examples each.**
(i) **Declarative sentence**
(ii) **Interrogate sentence**
(iii) **Imperative sentence**

The question was in two parts. The first part requested candidates to explain the term ‘sentence’. The second part requested candidates to explain the following types of sentence and give three examples each i) Declarative sentence ii) Interrogative sentence and iii) Imperative sentence.

Candidates who selected this question performed a little better than those who opted for question 10. Most candidates failed to explain ‘sentence’ appropriately. Students should note that a sentence is a word or group of words expressing one or more ideas.

Most candidates were able to explain the terms ‘Declarative sentence’, ‘Interrogative sentence’ and ‘Imperative sentence’ correctly. It must, however, be noted that most of

them failed to punctuate the sentences they gave, and this cost them very much. It must also be stated that most candidates even began sentences with lower-case letters.

Question 10

(a) Give five examples each of the following word classes:

(i) Adjective

(ii) Adverb

(b) Use each of the examples in (a) to construct a sentence.

Question 10 was in two parts. The first part requested candidates to give five examples of 'Adjective' and five examples of 'Adverb'. The second part asked candidates to construct sentences with each of the words provided in (a).

Generally, candidates were able to get the examples of the 'Adverb'. However, most of the example they gave were nouns. Again, it was observed that most candidates did not answer the first part of the question and went straight to answer the second part. This cost them dearly.

ASANTE TWI 2

1. GENERAL COMMENTS

The standard of the paper was the same as that for the previous years. All the questions were within the scope of the syllabus. The performance of candidates dropped as compared to the previous years. Candidates' handwriting, spellings and use of tenses were still not encouraging. In answering questions, some tabulated points instead of writing in an essay form.

In the previous years though most candidates were not writing much on the said characters, some tried to write them in an essay form.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Many candidates answered the four questions in all as expected.
- (ii) Many candidates obeyed the rubrics by answering a question each from the various sections. This is commendable.
- (iii) They were able to mention literary devices in the books 'enne Nso Bio' and 'Guasohantan'

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses were found both in Section 'A' and 'B'.

In question 1 (a) candidates were to write on naming ceremony among the Asantes. They could not write the ceremony orderly and in question 1 (b), they just gave the advantages of naming without explaining the points they made. In section B, that is the set books, it appeared candidates did not read the books; as a result, they could not answer the questions from the books as expected. They could also not quote the exact literary devices to support whatever points they raised.

Most of them could not identify the characters from the prose 'enne Nso Bio' and the Drama 'Guasohantan' So they were using characters from 'enne Nso Bio' to answer questions from 'Guasohantan'

4. SUGGESTED REMEDIES

Teachers should encourage the students to buy and most importantly, read the set books. They should also make the teaching of the written literature and oral literature very lively to encourage the students to develop interest in the subject.

A lot of exercises should be given to students in the classroom and teachers should mark the exercises and discuss students' weaknesses with them.

Teachers should also teach students how to answer context questions. About 80% of candidates who tried to answer the context question (question 6) got it wrong. The exercises can also help the students to know how to answer questions so that they do not fumble during examination.

5 DETAILED COMMENTS

Question 1

- (a) Describe a naming ceremony as practised among your people.**
- (b) Discuss the importance of naming ceremony.**

The question demanded a description of how the Asante's name a new born baby. About 50% of the candidates answered this question but could not follow the laid down procedure. They mixed the process up. Most of them could not mention the important items used in the naming ceremony e.g. the father buying dresses/attires, bathing items, ring etc for the baby; clothes, footwear, scarf, etc for the mother. But they were able to mention the schnapps and water used for the ceremony.

In question 1(b), candidates just wrote the advantages of the naming ceremony without explaining the points they made.

Question 2

- (a) What is a proverb, as defined among your people?**
- (b) Write three proverbs of your people and give the meaning of each of them.**
- (c) Discuss when any two of the proverbs given is used.**

Candidates were to explain what a proverb is in 2(a) which most of them answered correctly. Proverbs are words of wisdom, usually uttered in a string of words which go beyond their ordinary understanding. In 2b, a few of the candidates first explained types of proverbs before giving examples. For example, 'εβε turodoo', 'Adwene pa nkasa' 'Asem-se-be' '1koᵛ mporᵛ' etc.

In explaining the proverb most of them did well but could not give the time the proverb is used

Question 3

- (a) **State the theme of the novel “enne Nso Bio”.**
- (b) **Identify three different literary devices which the writer used in the novel to carry his message to his readers.**
- (c) **What two lessons has the novel taught you?**

Few candidates answered this question and did not answer it well. They wrote just a line or two to explain the main theme in the book ‘enne Nso Bio’.

In question 3b, candidates were to give some literary devices from the book and quote examples to support the devices they have chosen. They were able to write down the devices but could not quote to support what they wrote. For example, most of them just wrote example, ‘Se-nipa (personification), Ntimir – repetition! be - proverbs, Ntothasem– simile, etc. This earned them low marks. In question 3(c), candidates were able to write what they had learnt from the book but did not explain their point.

Question 4

- (a) **Who is the main character of the novel “enne Nso Bio.”?**
- (b) **Discuss the most serious incident that the main character got involved in and how he/she freed himself/herself from it.**

This question demanded the name of the main character from the book ‘enne Nso Bio’ for the 4(a). About 85% candidates answered this question and had the 4(a) correct.

The 4(b) asked of an obstacle the character Kofi Brenya went through. Instead of candidates to write on one obstacle, all those who answered the question 4(b) wrote two, three, four or more obstacles. They did not give solutions to the obstacles they wrote as the question demanded. This also earned low marks.

Question 5

Write short notes on the following characters in the drama “Guasohantan”.

- (a) ɔsee Bonsu
- (b) Sɛwa
- (c) Agyeman

Candidates were to write on three characters from the Drama book, ‘Guasohantan’. The characters were (a) ɔsee Bonsu. b) Akyerɛ and c) Agyeman. Here candidates were able to write nicely on ɔsee Bonsu and Akyerɛ but could not do same on Agyeman. Some

candidates took Agyeman to be Akwawua, ɔsɛɛ Bonsu's closest friend in the book. It was observed that the candidates spelt the name ɔsɛɛ Bonsu wrongly e.g. some spelt it 'ɔsie bonsu', ɔsɛɛ Bonsu, Osei bonsu or ɔsɛɛ bonsu, etc.

Question 6

There was a quotation from the drama text followed by the questions below:

- (a) Who made the statement?**
- (b) Who was being addressed?**
- (c) What happened for the statement to be made?**
- (d) Explain how the statement clarified the issues in the play.**

Few candidates answered this question. Those who answered it gave a wrong name for the speaker. They mentioned the speaker as Akwawua, ɔsɛɛ Bonsu's friend. However, it was another character, Okae, who is also ɔsɛɛ Bonsu's friend who made the statement. This made most of the candidates who attempted this question score zero (0) because answers given to the 6(b) and 6(d) were also wrong.

Question 7

- (a) What is the theme of the poem "Biribiara wɔ ne berɛ"?**
- (b) What is the mood of the writer of the poem?**
- (c) Quote a statement from the poem that supports the writer's mood.**
- (d) Discuss two different literary devices from the poem which the writer has effectively used to enhance the authenticity of the poem.**

Most candidates answered this question 7(a) of which demanded the main theme of the poem 'Biribiara wɔ ne berɛ'. Candidates wrote three, four or five themes at the same time. In 7(b) the question demanded the mood of the writer and candidates wrote two or three moods which were not necessary. In 7(c) instead of quoting from the poem 'Biribiara wɔ ne berɛ' to support their answer in 7(b), they quoted lines from the poem. 'Abrabɔ'. In 7(d) candidates were asked to write two literary devices and their functions in the poem. Candidates were able to write the devices but could not support them with the right quotes. They could not state their functions either.

Question 8

- (a) What is the title of the poem from which these lines are quoted?**
- (b) What is the theme of the poem?**
- (c) i. Identify and write down three different literary devices from the poem.**

ii. Choosing one of the literary devices identified and show how the writer used it effectively to clarify the meaning of the poem.

Quite a good number of candidates who answered this did not understand it before they attempted it. In question 8(a), the title of the poem is 'Ohum' and most of the candidates gave 'Ohum Abenaa' which was wrong. The majority of them could not quote the exact figures of speech from the poem. Candidates did not take the instructions given to the question into consideration. Instead of giving the specific number of examples as the question demanded they gave more than necessary. Few who understood the question scored good marks.