

RESUME OF HUMANITIES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the Humanities reported that the performance of candidates in the various subjects was better than that of the previous year.

(2) SUMMARY OF CANDIDATES' STRENGTHS

All the Chief Examiners reported that majority of the candidates were able to answer questions on the following topics:

(a) SOCIAL STUDIES

- (i) The Institution of Marriage;
- (ii) Responsible Parenting;
- (iii) National Independence and Self-reliance;
- (iv) Promoting National Socio-Economic Development.

(b) GEOGRAPHY 2

- (i) Road transportation;
- (ii) Tourism and ways by which tourism can be promoted in Ghana;
- (iii) Lumbering in Africa.

(c) GEOGRAPHY 3

- (i) Formation of lakes by wind action;
- (ii) Benefits derived from sedimentary rocks;
- (iii) Characteristics of time zone and international date line;
- (iv) Method of recording rainfall amounts using the rain gauge.

(d) GOVERNMENT

- (i) Political and Constitutional Developments in West Africa;
- (ii) International Relations.

(e) HISTORY

- (i) A good number of candidates planned and presented their essays well indicating clear understanding of the subject matter.
- (ii) Candidates have improved upon their writing skill and grammar.
- (iii) The rubrics of the paper was adhered to and essays of candidates clearly written.

(f) MUSIC

- (i) African Music, Art Composers and Traditional Musicians;
- (ii) Melody Writing;
- (iii) Handling of Musical Instruments e.g. Atenteben.

(g) CHRISTIAN RELIGIOUS STUDIES

- (i) The sovereignty of God;
- (ii) The nature of God.

(h) ISLAMIC STUDIES

- (i) In questions where candidates were to write in Arabic, this was beautifully done.
- (ii) Most candidates answered the compulsory question which is an improvement because previously some candidates ignored the compulsory question.

(i) ECONOMICS

Concepts on geographical and occupational mobility.

(3) SUMMARY OF CANDIDATES WEAKNESSES

The Chief Examiners of the various subjects identified the following weaknesses of candidates:

(a) SOCIAL STUDIES

Candidates generally fared poorly in answering questions on the following topics:

- (i) Socialization and Social Environment;
- (ii) Physical Environment and Environmental Challenges;
- (iii) Leadership and Followership;
- (iv) Rights and Responsibilities of Citizens.

(b) GEOGRAPHY 2

- (i) Poor knowledge of the benefits derived from the concentration of manufacturing industries in urban centres;
- (ii) Limited understanding of the Climate of Africa;
- (iii) Inability to sketch free-hand the maps of Ghana, West Africa and Africa.

(c) GEOGRAPHY 3

- (i) Inability to draw annotated cross profiles;
- (ii) Inability to describe the relief and drainage of the mapped area.

(d) GOVERNMENT

- (i) A good number of the candidates resorted to lengthy introductions and conclusions which were not related to the subject matter;
- (ii) A lot of the essays had random cancellation, poor spellings and clumsy English expressions;
- (iii) The topic “Elements of Government”, continued to be a challenge for candidates.

(e) HISTORY

- (i) Inability of candidates to expound on the points they raised;
- (ii) Many candidates were not able to distinguish between socio- economic and political factors as demanded in Questions 2 and 4b;
- (iii) A few good candidates did not complete the questions they attempted.

(f) MUSIC

- (i) Inadequate knowledge of the rudiments and theory of music;
- (ii) Inability to arrange clefs, key signatures and time signatures orderly on the staff;
- (iii) Breath control and diction.

(g) CHRISTIAN RELIGIOUS STUDIES
Difficulty in spelling biblical names and places.

(h) ISLAMIC STUDIES
Deviation in the narratives on women in Pre –Islamic Arabia.

- (i) ECONOMICS
 - (i) Lack of understanding of concepts in the subject;
 - (ii) Inability to plot graphs properly.

(4) SUGGESTED REMEDIES

The Chief Examiners recommended among other things that:

- (i) Candidates of Economics should spell economics terminologies properly and should also practise plotting of graphs properly;
- (ii) Candidates should read extensively on all the topics in the syllabus.
- (iii) Candidates of History should be advised to expound on their points to earn extra marks where required;
- (iv) Teachers should engage students of Music to focus on sight reading lessons from the early stages of the course;
- (v) Students of Christian Religious Studies should be encouraged to read their textbooks, especially the prescribed version of the Bible.

CHRISTIAN RELIGIOUS STUDIES 2

1. GENERAL COMMENTS

The standard of the paper for this year compared favourably with the previous years. Questions set were spread across the syllabus and the diction used was simple.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Quite a number of the candidates who prepared adequately for the paper, showed mastery of the subject-matter with reference to the contents and moral values derived from them.
- (ii) Candidates answered questions on the following topics well. The story of how the Israelites crossed the Red Sea, "Nehemiah's immediate reactions to the news about the state of affairs in Jerusalem, "The trial of Jesus before the Sanhedrin according to Mark's gospel, the sovereignty of God, and the nature of God.
- (iii) Most candidates constructed good sentences and gave a clear indication that they have read both the Bible and commentary books required of them.

3. SUMMARY OF CANDIDATES' WEAKNESS

(1) Lack of In-depth knowledge

- (i) Quite a good number of candidates could not narrate the Biblical stories.
- (ii) Questions which had quotations were not properly answered by candidates. This indicates that they did not know where the passages were coming from in the Bible.

(2) Poor grammar

Most candidates could not use The English language rightly. These candidates had problems with spellings, tenses, grammar and lexis.

(3) Sequence of events

In answering questions, a few of the candidates did not follow the sequence of events. Thus, presentation of materials was not well-organized.

4. SUGGESTED REMEDIES

- (i) It is recommended that candidates make efforts to read the biblical text together with the recommended textbooks and the commentary books.
- (ii) Teachers should be encouraged to teach topics drawn from the Selected Epistles.
- (iii) Teachers should thoroughly discuss lessons that are drawn from the topics and teach candidates the significance of the topics.
- (iv) Teachers should assist candidates to improve upon their standard of the English Language and help them to properly plan their work when answering questions.

- (v) Workshops or training programs should often be organized for teachers of Christian Religious Studies to help them update their knowledge on the teaching of the subject especially the section C aspect of the paper (Themes from Selected Epistles).
- (vi) Teachers should engage candidates with lots of assignments to assess their mastery of the topics.

5. DETAILED COMMENTS

SECTION A: THEMES FROM THE OLD TESTAMENT

Question 1

- (a) Highlight the story of how the Israelites crossed the Red Sea.**
- (b) State two lessons Christians can learn from this incident.**

The question on the Israelites crossing the Red Sea was very popular with most of the candidates attempting it. Most candidates however, started answering from the time Moses was born before they arrived at the demands of the question. Because of this lengthy introduction, majority of them did not score high marks for the ‘A’ part but did very well in the ‘B’ part. The performance of the candidates was good.

The following points were not mentioned by candidates in answering the ‘B’ part of the question.

- (i) Need to pray always in difficult times
- (ii) Need to seek God at all times/ being obedient to God’s word/command
- (iii) We should have trust in our leaders

Question 2

- (a) *However, I will not tear away all the kingdom; but I will give one tribe to your son, for the sake of David my servant....* Recount what led to the above pronouncement.**
- (b) In what three ways can the bad policies of a leader affect his followers?**

This question was not a popular one. Few candidates answered it and scored very low marks. Many candidates who attempted answering this question wrote about Solomon’s judgment for the two rivals. This proved that they did not know the biblical text from which the question was quoted from.

Unlike the ‘A’ part, the ‘B’ part of the question was properly answered by the candidates. Candidates mentioned the following points accurately.

- (i) The people may face economic hardships/wars.
- (ii) It brings about lawlessness in the society/ insecurity.

- (iii) Followers are overburdened.
- (iv) It retards/ prevents development in the society.

Question 3

- (a) Outline Nehemiah's immediate reactions to the news about the state of affairs in Jerusalem.**
- (b) Identify three virtues that can be learnt from Nehemiah's reactions.**

Many candidates attempted this question but could not score good marks. Most of them dwelt on Nehemiah's departure from Susa to Jerusalem and his attempt to build the temple in Jerusalem. This affected the answering of the 'B' part of the question, thus it was poorly answered.

Candidates should have raised points such as the following in the 'B' Part of the question.

- i) We need to emulate Nehemiah and be prayerful.
- ii) We need to be conscious of our sins and the sins of others around us, so we can confess.
- iii) There is the need for repentance by nations.
- iv) We should have vision and share with others.

Question 4

- (a) *I am no prophet, nor a prophet's son; but I am a herdsman and a dresser of sycamore Trees. Give an account of the events that led to this statement.***
- (b) Identify three reasons for which people complain about the activities of some men of God today.**

Very few candidates answered this question. However, most of these candidates did not perform well. They highlighted on how Amos spoke against the sins of Israel. The 'B' part however was well answered by the candidates with many of them drawing out the following points:

- (i) Use of Occultic / magical powers
- (ii) Commercialization of the gospel/ extortion.
- (iii) Discrimination against the poor and underprivileged
- (iv) Immorality
- (v) False doctrines

Question 5

- (a) Relate the trial of Jesus before the Sanhedrin according to Mark's gospel.**
- (b) Give two reasons for which people bear false witnesses against others**

Many candidates answered this question but could not understand and differentiate between the terms 'Trials' and 'Temptation'. Instead of providing information on Trial, they were writing on the Temptation of Jesus. Those who touched on the trial of Jesus ended with His trial before Pilate and Herod instead of the trial before the Sanhedrin. This challenge therefore affected their scores. Candidates should have stuck to Markan's account of Jesus' trial before the Sanhedrin in (Mark 14:53-65). The 'B' part of the question however was well answered by candidates hence good scores were made.

Question 6

- (a) *My soul is very sorrowful, even to death; remain here and watch with me.* Give an account of what happened to Jesus after he made this statement.**
- (b) Identify two ways by which one can assist a fellow Christian going through challenges.**

This was another popular question answered by the candidates and their performance was very good. Only few candidates however used answers meant for question '5' for question '6'.

Meanwhile, the 'B' part which was on the ways by which one can assist a fellow Christian going through challenges was answered very well by candidates. Candidates were able to raise answers such as

- i. Counselling the victim/providing advice.
- ii. Relocating the victim/ changing victim's environment.
- iii. Seeking redress/justice.
- iv. Speaking on their behalf.

Question 7

- (a) Give an account of Stephen's defence before the Sanhedrin.**
- (b) State three lessons that can be learnt from Stephen's defence.**

Very few candidates attempted this question, and it was poorly answered. Thus both 'A' and 'B' parts of the questions were not well answered by the candidates. A number of candidates dwelt much on how Stephen was stoned.

Candidates should have used the biblical text of Acts 6:2-6; 8:9; 7:1-10.

The 'B' part of the question should have seen candidates raising the following points;

- (i) We should be bold and courageous when we face trials.
- (ii) We should have strong faith in God.
- (iii) We should rely on God in times of persecutions.
- (iv) We should be prepared to defend our faith even if we face opposition.

Question 8

- (a) *Therefore, confess your sins to one another, and pray for one another, that you may be healed.* What other teachings did James give on effective prayer?
- (b) In what *three* ways are Christians misusing prayers today?

Under this section, this question was answered by a large number of candidates however, they could not perform well. The 'B' part was also not well answered by the candidates.

Question 9

- (a) **Highlight the attitude Peter recommended for Christians living among people of other faiths.**
- (b) **state two factors that can make Christians turn away from pleasing God.**

This question was attempted by only a few candidates who performed very poorly. Most of them were sermonizing instead of writing on the requirements of the syllabus. Candidates should have used I Peter 2:1-25 from the syllabus to answer the question.

For the 'B' part, candidates should have raised the following points;

- (i) Desires of the flesh/greed.
- (ii) Harsh economic conditions.
- (iii) False doctrines.
- (iv) Ignorance of the word of God.
- (v) Persecutions/ fear of men.
- (vi) Materialism.

ECONOMICS 2

1. GENERAL COMMENTS

The paper is a standard one and covers all aspects of the syllabus. The questions were straight forward and without ambiguity.

2. PERFORMANCE OF CANDIDATES

Candidates' performance has improved as compared to the previous year since their essays were evident of this.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (i) For the data- response questions, the graph required by question two was accurately drawn.
- (ii) Some candidates listed points they had raised, explained them and supported them with relevant examples where necessary.
- (iii) Some candidates were able to distinguish between concepts like geographical and occupational mobility of labour.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) In question 3, candidates mistook forms of capital to mean sources of capital and so deviated in their presentations.
- (ii) Some candidates ignored the graph as demanded by question 2.
- (iii) The essays of some candidates were just in plain English, ignoring important economic terms, phrases and definitions.
- (iv) The answers of some candidates were spread across pages far apart, making calculation of marks very difficult.
- (v) Some candidates answered both data- response questions and more than three questions from Section B, making marking difficult.
- (vi) Some candidates used abbreviations and short- form of words e.g. govt for government.

5. SUGGESTED REMEDIES

- (i) Candidates should note that forms of capital are circulating, fixed and social capital while sources of capital are plough- back profit, trade credit etc.
- (ii) Candidates are to note that there is a graph sheet on page 16 of their question paper that should be used to draw graphs.
- (iii) Definitions should involve economic terms e.g. economic terms e.g. the word 'ease' should appear in the definitions of both occupational and geographical mobility.
- (iv) Candidates should endeavour to put answers to a particular question together and avoid spreading it across several pages to make marking easier.

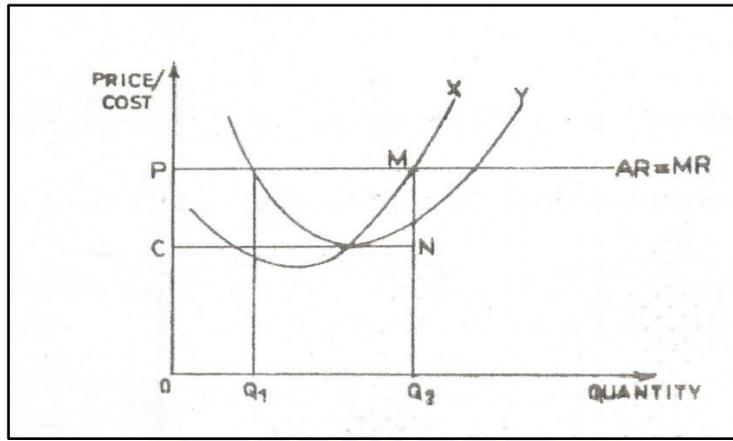
- (v) Candidates are to obey the rubrics of the paper in order to avoid wasting time answering uncalled- for questions.
- (vi) Even though this is Economics, candidates are to use good English Language. In this regard, short forms of words and jargons should be avoided.

6. **DETAILED COMMENTS**

Question 1

The diagram below shows the short run equilibrium position of a perfect competitor.

Use it to answer the questions that follow:



- (a)
 - (i) **At what point does the perfect competitor maximize profit? Give a reason for your answer.**
 - (ii) **What does the rectangle PMNC represent in the diagram?**
 - (iii) **What happens to the rectangle PMNC in the long run? Give a reason for your answer.**
 - (iv) **What do the curves X and Y represent in the diagram?**
 - (v) **Which area of the diagram represents the total revenue of the perfect competitor?**
- (b) **Calculate the profit of the perfect competitor if price is \$9.00, output is 80kg and cost per unit is \$5.00.**

This was designed to test candidates' knowledge on market structures. It was quite popular among candidates and performance in it was satisfactory. They were to state the point at which the perfect competitor maximizes profit and give a reason, what the rectangle in the diagram represents, what happens to the rectangle in the long- run giving a reason, name curves X and Y, identify which area represents total revenue and then finally calculate profit given some data. This was the less popular question and those who attempted it performed below average.

In the (a) part, candidates are to note that the perfect competitor maximizes profits at the point where $MR=MC$, at the point M. The rectangle PMNC represents supernormal, abnormal profit which is ‘wiped off’ in the long-run due to free entry of firms into the industry. Some candidates just wrote that it will disappear.

Some candidates could not identify curves X and Y in the diagram. Curve X is the marginal cost curve and Y is the average total cost curve. In the (b) part, some candidates could calculate the total revenue and total cost as well but could not compute the profit. Total revenue minus total cost is the profit. A positive answer is a profit while a negative answer depicts a loss. In this case, $\$720-\$400= \$320$ (profit).

Question 2

The table below shows the utility schedule of a consumer for a brand of ice cream.

Study the table and answer the questions that follow.

Unit Consumed (cone)	Total Utility (TU)	Marginal Utility (MU)
1	11	11
2	20	R
3	P	8
4	33	5
5	37	S
6	Q	2
7	39	0
8	36	-3

- Calculate the values of P, Q, R and S.
- Given that the price of ice cream is \$2.00 per cone, at what level of consumption is the consumer in equilibrium? Give a reason for your answer.
- State the law which explains the behaviour of marginal utility as shown in the table.
- Draw the graph of the consumer’s marginal utility. (Use graph sheet on page 16)

This was designed to test candidates’ knowledge on the theory of utility. It was more popular among candidates and performance in it was much better than in question 1. Candidates were required to calculate values for total utility and marginal utility using a given table, state the level of consumption where the consumer attains equilibrium and explain, state the law of diminishing marginal utility and draw a graph of marginal utility using the given data.

In the (a) part that required calculation of values for total utility and marginal utility, some candidates just wrote down answers without the requisite calculation and so lost marks. Candidates should note that marks are awarded for method as well as the answer. In the (b) part, some candidates could identify that the consumer was in equilibrium at the 6th unit but could not give any reason. At that point, $MR=MC=\$2.00$.

In the (c) part, candidates confused the law of diminishing marginal returns with diminishing marginal utility. The former law concerns production while the latter deals with utility. In the (d) part, most candidates did not draw the graph at all. For others, they chose a wrong scale and did not label the diagram or axes. Some candidates drew the total utility curve which was not required of them. Candidates are to choose the correct scale and plot points correctly and join points accurately in order to avoid losing marks unnecessarily.

Question 3

- (a) Who is an entrepreneur?**
- (b) Outline any *three* entrepreneur functions**
- (c) With an example each, explain the three forms of capital available to an entrepreneur.**

This was a question on definition of an entrepreneur, his functions and the forms of capital available to him. This was very popular among candidates but performance in it was disappointing. The definition of an entrepreneur was well done in the (a) part, and his functions were equally well handled in the (b) part as risk-bearing, making major decisions, providing capital and so on. The (c) part was what posed a problem for candidates. Most of them wrote on sources of capital instead of forms of capital. Candidates should note that the forms of capital available to an entrepreneur are fixed, social and circulating capital.

Question 4

- (a) Define supply of labour**
- (b) Distinguish between geographical and occupational mobility of labour.**
- (c) Outline any four factors that can discourage mobility of labour**

This was on the definition of supply of labour, differentiating between geographical and occupational mobility, and factors that can hinder mobility of labour. This was the most popular of all the questions and performance in it was very encouraging.

The definition of supply of labour was correctly given by candidates as the total number of people offering themselves for work or the total number of hours people are willing to offer

at the given wage rate. The (b) part was satisfactorily handled by candidates. They are to note that the phrase “the ease with which labour” is very essential in the definitions for geographical and occupational mobility. Though a few fumbled in their answers in (c), majority of the candidates performed creditably. They rightly raised and expatiated on points like, cost of training, length of training, age of the worker, family ties unfavourable weather, policy of government, job security among others as factors that will deter labour from moving.

Question 5

(a) Define;

(i) a firm

(ii) an industry

(b) Distinguish between privatization and commercialization.

(c) Identify any *four* reasons for the domination of small and medium scale enterprises in West Africa.

This was on the distinction between a firm and an industry, differentiating between privatization and commercialization and why most firms operate on a small- scale in West Africa. This was also quite popular among candidates yet; the scores were low.

In the (a) part, candidates could correctly state that a firm is a business unit that converts factors of production into finished goods and services while an industry is a group of firms producing similar goods or services. In the (b) part, some candidates stated that privatization is the establishment of a private business among others. But privatization is the transfer of state-owned enterprises into the hands of private individuals. With commercialization, candidates stated that it is the sale of goods for profits, ownership of a firm by government, selling of new products, advertising products.

Candidates are to note that commercialization is the government policy where a state-owned enterprise is being re-organised to become more self- sufficient and profit- oriented.

In the (c) part of the question, most candidates could raise and explain points such as little capital to come by, small market size, no skill to manage large firms, easy to setup small ones, lack of technical know- how among others.

Question 6

- (a) Distinguish between money market and a capital market.**
- (b) Explain two functions of the stock exchange.**
- (c) Outline any four functions of the money market.**

This was designed to test candidate's knowledge on the distinction between the money market and capital market, functions of the stock exchange, and functions of the money market.

This was not popular among candidates and performance was not encouraging. In the (a) part, some candidates stated that the money market is a place where commodities are controlled in a market, a market that deals in money (Forex Bureau). But the money market deals with short- term lending and borrowing of funds. With capital market, some stated that it deals with capital assets, consumers are willing and able to buy capital goods within a year. The capital market deals with long- term borrowing and lending of funds.

In the (b) part, concerning the functions of the stock exchange, candidates wrote that it is used to exchange goods and services, helps traders improve upon their trade etc. Candidates are to note that functions of the stock exchange include providing long- term loans to investors, helps individuals with idle funds to invest them, provides information about performance of companies listed and encourages efficiency of firms who want to be listed etc. With the (c) part, most candidates confused functions of money market with functions of money and so deviated.

Candidates should have raised points like providing short- term loans to investors, mobilises savings through financial institutions, helps government implement its financial policies and provides investment advice to customers and potential customers.

Question 7

- (a) Describe the following measures for restricting trade:**
 - (i) tariffs;**
 - (ii) quotas**
 - (iii) embargoes**
 - (iv) devaluation**
- (b) Explain four reasons why international trade may be restricted.**

Candidates were to define terms in (a) and explain why international trade can be restricted in a country in (b). This was popular among candidates and performance in it was really encouraging. The definitions of tariffs, quotas and embargoes were correctly made by candidates.

Devaluation posed a problem for them. This is a deliberate attempt by a government to reduce the exchange rate of a country's currency in terms of other currencies to make imports more expensive.

In the (b) part, some candidates wrote on the effects of trade restrictions, why international trade should be instituted and problems of international trade. Candidates could have raised points like protecting infant industries, preventing dumping, as a retaliatory measure, creating employment in the local economy among others.

Question 8

(a) Distinguish between:

(i) economic growth and economic development;

(ii) short term and long-term development plan.

(b) Outline any four reasons why developing countries should engage in economic planning.

Candidates were to distinguish between economic growth and economic development, distinguish between a short- term and long- term development plan, and state reasons why a country should be engaged in development planning. It was not so popular among candidates and for those who attempted it, performance was not very encouraging. For the (a) part, candidates stated that economic growth occurs when the economy is growing. Economic growth is a sustained increase in the real GDP of a country over time. For economic development, some stated that it occurs when the economy is developing. But economic development is an increase in real GDP of a country over time plus structural changes in the economy leading to an increase in standard of living of citizens.

With the development plans, some stated that a short- term plan is an immediate profit of a consumer in the short- run while a long- term plan is the availability of profit of a consumer plan which is wrong. A short- term plan is a frame work within which government hopes to achieve set targets within five years while a long- term plan is one within which targets are expected to be met between ten and twenty years. In the (b) part, candidates were expected to raise and explain points such as to ensure even growth of all sectors of the economy, to attract foreign aid, to redistribute income, to enhance rational allocation of resources among others.

GEOGRAPHY 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with papers written in the past,

2. PERFORMANCE OF CANDIDATES

The performances of candidates improved slightly over last year

3. SUMMARY OF CANDIDATES' STRENGTH

- (i) Geographical account of road transportation
- (ii) Tourism and ways by which tourism can be promoted in Ghana
- (iii) Lumbering in Africa

4. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had difficulties in the following areas:

- (i) Benefits derived from the concentration of manufacturing industries in urban centres.
- (ii) The physical conditions necessary for the cultivation of oil palm in Ghana.
- (iii) The Climate of Africa.
- (iv) Sketch maps of Ghana, West Africa and Africa.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Further knowledge and understanding on manufacturing industries is required of students
- (ii) Oil palm production in Ghana, the physical conditions necessary for production must be given further attention.
- (iii) Understanding the climate of Africa is necessary for candidates to answer questions on rainfall patterns and air masses
- (iv) Candidates need to practice free hand sketches of Ghana, West Africa and Africa maps.

6. DETAILED COMMENTS

Question 1

- (a) **Outline five factors which an industrialist will consider when locating a fruit canning industry.**
- (b) **Explain five benefits derived from the concentration of manufacturing industries in urban centre**

Few candidates provided satisfactory answers for factors of location of fruit canning industries and

benefits of concentration of industries in urban areas, however most of them could not expound and support their points with relevant examples and could not relate their narratives to fruit canning industries.

Candidate could have considered the following:

- availability of raw materials
- availability of labour
- regular supply of power
- government policy
- preference of industrialists etc

Candidates, in spite of the poor performance in the first part of the question, provided relevant points for the second part of the question to shore up their marks. Some of the relevant answers provided include:

- more employment opportunities
- encourages healthy competition
- encourages interdependence of industries
- encourages organized market/cooperative societies
- leads to innovation/invention etc.

Question 2

The table 1 below shows the population distribution and land area of five states of country B in the year 2010. Use the data to answer the following questions:

STATE	POPULATION (in million)	TOTAL LAND AREA (km ²)
U	3.2	140,000
V	5.4	98,000
W	7.4	35,000
X	6.5	120,000
Y	4.2	86,000

- (a) Calculate the:
- (i) total population;
 - (ii) total land area;
 - (iii) population density of country B.
- (b) Explain four factors that influence the distribution of world human population.
- (c) Outline three factors that cause increase in world human population.

A few candidates attempted this question with some difficulty in the calculation of total land area and population density of country B. In addition, some candidates did not

understand the factors that influence the distribution of world human population and factors that cause increase in world human population.

Candidates could have considered the following points on factors that influence the distribution of world human population:

- relief
- climate
- soil/agriculture
- water supply
- security/conflicts
- political conditions
- migration etc

Factors that cause increase in world human population include the following:

- improved medical facilities
- improved hygiene
- improved standard of living
- polygamy
- early child marriages
- increase in birth rates etc.

Question 3

Write a geographical account of road transportation under the following headings:

- (a) three advantages;**
- (b) three disadvantages;**
- (c) four contributions to development**

Candidates could not provide advantages of road transport rather, candidates presented benefits derived from road transportation as answers and lost marks.

Candidates could have considered the following:

- ease of operation
- universal mode of transport
- provides inter and intra city movements
- complementary to other modes of transport etc

The disadvantages of road transportation include:

- limited carrying capacity
- more prone to accidents

- affected by difficult terrain
- prone to traffic congestion
- high cost of maintenance etc

The contributions of road transportation to development were provided satisfactorily
Some of the points provided by the candidates include:

- employment opportunities
- facilitates national trade
- facilitate international trade
- promotes international cooperation
- facilitates movement of people etc.

Question 4

(a) Draw a sketch map of Ghana. On the map, show and name:

- One cocoa growing belt;**
- One oil palm growing belt;**
- One town in 4(a)(i).**

(b) Describe three physical conditions necessary for the cultivation of oil palm.

(c) Explain four ways in which oil palm cultivation has contributed to the economy of Ghana.

Candidates were to demonstrate understanding of crop production in Ghana with the aid of a sketch map of Ghana and to show how oil palm cultivation has contributed to the economy of Ghana.

Some candidates could not provide satisfactory sketch map of Ghana and could not locate correctly belts of oil palm and cocoa production on the map. In addition, most candidates could not demonstrate knowledge on the physical conditions necessary for the cultivation of oil palm.

Most candidates provided very good answers on the contribution of oil palm cultivation to the economy of Ghana.

Some of the answers are:

- employment opportunities
- provision of food
- source of income
- source of foreign exchange
- raw materials for industries etc.

The physical conditions necessary for the cultivation of oil palm include:

- low altitude of up to 100 m above sea level
- soil must be deep, rich loamy or alluvial and slightly acidic
- well drained soil
- humidity of about 60%-80%
- requires abundant sunshine etc.

Question 5

(a) Draw an outline map of Ghana. On the map, locate and name:

- (i) One national park in the north that is important for tourism;**
- (ii) One national park in the south that is important for tourism.**
- (iii) Paga Town**

(b) Outline four factors that retard tourism development in Ghana.

(c) Suggest three ways by which tourism can be promoted in Ghana.

Candidates were to demonstrate understanding of tourism in Ghana by locating and naming of a national park in the north and one in the south and the Paga settlement. Furthermore, candidates were to outline factors that retard tourism development and to suggest ways by which tourism can be promoted.

The outline map of Ghana was poorly drawn by most candidates and some could not locate the national park both in the north and in the south.

Points on the factors that retard tourism were barely listed without expounding the points to attract more marks and the suggestions provided by most candidates on how tourism can be promoted were not satisfactory.

The expected answers on factors that retard tourism development in Ghana include:

- inadequate capital
- inadequate skilled labour
- inadequate publicity
- poor social amenities
- exploitation of tourists
- limited appreciation of leisure etc.

Suggested ways by which tourism can be promoted in Ghana include:

- training and re-training of manpower
- provision of loans at low interest rates to investors
- improved infrastructure
- improved social amenities

- tourism promotion by media/wide publicity
- adequate security etc.

Question 6

Write a geographical account of mining in Ghana under the following headings:

- four mineral deposit**
- one town that is important for the mining of each of the minerals in 6(a).**
- three benefits of mining in Ghana;**
- three negative effects of mining on the environment of mining areas.**

This question was popular with most candidates as most of them answered it to satisfaction Minerals mined in Ghana and the towns where the minerals are mined are:

- petroleum - Saltpond and Atuabo
- natural gas - Saltpond, and Atuabo
- limestone - Otekpolu
- gold - Obuasi and Tarkwa
- diamond - Akwatia and Oda.

Benefits of mining in Ghana include;

- employment opportunities
- foreign exchange earnings
- growth of towns
- technology transfer
- income to miners
- improved standard of living, etc

The negative effects of mining on the environment of mining areas include:

- destruction of soil structure
- loss of soil fertility
- deforestation
- climate change
- flooding etc.

Question 7

- (a) **Draw an outline map of Africa. On the map, locate and name;**
- (i) ***one* area that records rainfall over 3,000 mm**
 - (ii) ***one* area that records rainfall less than 250 mm,**
 - (iii) ***one* town in *each* of the areas shown in 7(a)(i) and (ii).**
- (b) **Outline four negative effects of the Tropical Continental (cT) air mass in Africa.**
- (c) **Describe two methods used for conserving water for agriculture in Africa.**

Candidates did not show adequate understanding of rainfall patterns, Tropical Continental masses and conservation techniques of water for Agriculture in Africa. The following were expected of candidates:

The negative effects of the Tropical Continental air mass in Africa are;

- water sources dry up
- water sources reduce volume
- haze reduces visibility
- drying of pasture
- facilitates the occurrences of bush fires, etc

The methods for conserving water for agriculture in Africa include:

- embankments to trap flood water
- construction of artificial dams
- mulching
- re-afforestation
- creating of ponds, etc

Question 8

- (a) **Draw a sketch map of West Africa. On the map, locate and name:**
- (i) **one ECOWAS member country along the coast;**
 - (ii) **one ECOWAS member country in the interior;**
 - (iii) **the capital towns of each of the countries in 8(a)(i) and 8(a)(ii).**
- (b) **Highlight four benefits which countries have derived from their membership with ECOWAS.**
- (c) **State two objective of the ECOWAS.**

Some candidates could not locate one ECOWAS countries each along the coast and the others in the interior of West Africa. However, candidates were able to provide the capital towns of the mentioned countries. Unfortunately, most candidate could not highlight the benefits which countries have derived from their membership with ECOWAS.

Responses expected include the following;

- mediation
- increase in trade relations
- joint peace keeping eg ECOMOG
- unity and cooperation
- road development
- wider markets, etc.

Most candidates did not show adequate knowledge on the objectives of ECOWAS.

However, some few candidates provided the following expected answers:

- elimination of duties and tax barriers
- common agricultural policy
- free movement of goods and services
- joint development of transport and communication
- foreign investment
- promote economic cooperation, etc.

Question 9

(a)

(i) Name two countries in Africa that are noted for lumbering:

(ii) Give two example of tress that are exploited for export in 9(a)(i).

(b) Explain four factors that encourage lumbering in Equatorial Africa

(c) Outline four negative effects of lumbering on the environment of Africa.

This question was quite popular with candidates however performance was average for most candidates. The challenge of some candidates were their inability to provide names of countries important for lumbering in Africa and could not provide the examples of trees that are exploited for export. In addition, some candidates could not explain the factors that encourage lumbering in Equatorial Africa. Fortunately, some candidates provided satisfactory answers to the negative effects of lumbering on the environment of Africa.

Countries noted for lumbering in Africa include:

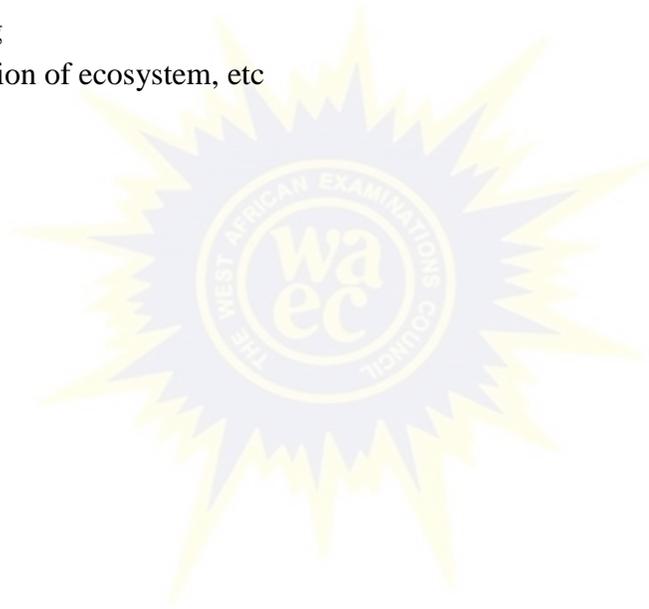
- Cote D'ivore
- Democratic Republic of Congo/Zaire
- Nigeria
- Ghana, etc.

The examples of trees that are exploited for export include;

- Sapele
- African walnuts
- Okoume
- Mahogany
- Ebony etc

The responses of candidates on the negative effects of lumbering on the environment of Africa include:

- soil erosion
- depletion of forest reserves
- destruction of herbal plants
- disappearance
- flooding
- destruction of ecosystem, etc



GEOGRAPHY 3

1. GENERAL COMMENTS

The standard of the paper compares favourably with papers written in the past,

2. PERFORMANCE OF CANDIDATES

The performances of candidates improved slightly over last year

3. SUMMARY OF CANDIDATES' STRENGTH

- (i) Formation of lakes by wind action
- (ii) Benefits derived from sedimentary rocks
- (iii) Characteristics of time zone and International Date Line
- (iv) Ways of recording rainfall amounts using the rain gauge

4. SUMMARY OF CANDIDATES' WEAKNESSES:

Candidates had difficulties in the following areas:

- (i) Map work.
- (ii) The annotated cross profile.
- (iii) Describing the relief and drainage of the mapped area.
- (iv) Technique for drawing proportional circles.
- (v) Calculation of longitude.
- (vi) Description of rain gauge with the support of diagrams.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Candidates should practice a guided map reading exercises
- (ii) Practice the skill of drawing annotated cross profile
- (iii) The techniques of drawing proportional circles
- (iv) The knowledge of calculating longitudes
- (v) Teachers should cover enough of the syllabus which must include topics in Biogeography, Geomorphology, Climatology, Statistics and Map Interpretation.

6. DETAILED COMMENTS

Question 1

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

- (a) **On the graph paper provided, draw an annotated cross-section from the Road junction at AFIENYA to the road junction at Dawhenya (Darwenya).**
- (b) **In your answer booklet, describe three:**
 - (i) **Relief characteristics of the mapped area;**
 - (ii) **Drainage characteristics of the mapped area.**
- (c) **With evidence from the map, identify two functions of Doryum settlement.**

The questions test the understanding of candidates on the use of scale of maps, annotated cross section, relief, drainage and functions of settlement.

Most candidates could not select their own scales for the cross profile, and also could not differentiate between drainage and relief.

Most candidates were able however, to measure accurately the horizontal distance, and could state the vertical scale.

The annotated cross section of the road junction of Afienya to the road junction at Dawhenya depicted the following features.

- a river
- a class 1 road
- a gentle slope
- a steep slope
- a foot path
- a railway line
- a settlement

The relief characteristics of the mapped area included the following:

- the area is generally low
- there is a ridge in the north-west
- the ridge has steep slopes
- there are cols and saddled on the ridge
- Mampong hill is an outlier
- the highest part of the mapped area is about 850ft
- the lowest part of the mapped area is less than 50ft

The drainage characteristics of the mapped area included the following:

- River laluedor/Gblekpo in the south- west has been dammed to form a lake
- the lower banks of River Dawhe is liable to flooding
- most parts of the mapped area is well drained
- drainage density is high
- major streams include Ohudor, Dawhe etc
- the drainage pattern is dendritic etc

The functions of Doryum settlement are:

- commercial function due to the presence of a market
- educational function due to the presence of schools
- security functions due to the presence of police station
- transportation function due to the convergence of roads

Question 2

The table X below shows the number of farm units in three villages of Oju District in the Year 2010. Use the data in table X to answer the questions that follow.

Table X

Village	Number of farm units
A	81
B	100
C	64

- (a) Using the map of Oju District provided on page 3 and a radius of 1 cm to represent 3 farm units. Construct proportional circles to represent the data. (detach the map you constructed proportional circles on page 3 and attach it to your answer booklet).
- (b) State *two* disadvantages of proportional circles.

Candidates were expected to draw proportional circles with a given scale and a given map. Most candidates were able to calculate the radii and draw the circles accurately using the square root method. However, some candidate did not have the idea of proportional circles and deviated. Using the square root method, sector A is a 3cm radius circle, sector B a 3.3cm radius circle and sector C a 2.7cm radius circle and a suitable tile was also expected of candidates.

The disadvantages of proportional circles were accurately provided by most candidates and they include:

- difficult to differentiate among sizes when radii are almost equal
- difficult to work out the mathematical calculations involved
- difficult to choose a suitable scale
- circles do not show spread of items within specific regions
- decimal figures in data are difficult to work with etc

Question 3

Describe chemically formed sedimentary rocks under the following headings:

- (a) Mode of formation;**
- (b) Three examples;**
- (c) Four importance.**

Candidates were expected to describe the formation of chemically formed sedimentary rocks, but candidates deviated and wrote generally on sedimentary rocks and other rock types.

Most candidate showed a little understanding of chemically formed sedimentary rocks and could not provide examples.

However, most candidates were able to provide accurately the importance of chemically formed sedimentary rocks

The following are expected from candidates who attempted the formation of the chemically formed sedimentary rocks:

- major agent responsible is running water
- water reacts with existing rocks
- solutions are formed
- mineral salts are precipitated eg. Iron stone, /limonite from hydrated iron oxide
- direct evaporation of water leaves solid precipitates eg. rock salt
- accumulation over a long period of time
- cementation of precipitated rocks
- hardening of precipitated rocks
- accumulation of sediments could be in layers/strata
- may vary in thickness of strata etc

Examples of chemically formed sedimentary rocks include:

- rock salt
- nitrates
- alabasta
- a form of limestone
- gypsum/calcium sulphate
- dolerite
- borax etc

Importance of chemically formed sedimentary rocks provided by candidates accurately include:

- source of minerals
- construction purposes
- tourist attractions
- soil formation
- source of food
- development of mining towns etc

Question 4

(a) What is a lake?

(b) Describe the formation of lakes by wind erosion.

(c) Identify three benefits of lakes to man.

Most candidates were able to define a lake as a body of water accumulated in a depression or a basin and surrounded by land and were also able to provide satisfactory answers for the benefits derived from lakes.

However, describing how lakes can be formed by wind erosion was a challenge for some candidates.

The following answers were expected from candidates:

- occurs in arid regions
- rocks that are affected are those deeply weathered
- loose and unconsolidated soil which run deep below the surface
- wind action must be active
- wind speed must be high
- the erosive power of a wind must be prevalent
- wind deflation sets in
- continuous action of wind further widens and deepens the depression below
- water table is reached
- water seeps out to form a lake

examples include Quattara Depression in Egypt and Great basin of Utah in USA.

Some of the benefits are:

- means of transportation
- source of fish
- source of common salt
- regulates flow of rivers

- attracts settlements in arid and semi –arid regions
- irrigation purposes. etc.

Question 5

(a) Highlight four characteristics of each of the following:

- Time Zones;**
- International Date Line.**

(b) If two towns A and B are located on different time zones and the Time in town A is 9.00am while the time in town B is 6.00pm the same day, calculate the longitude of town B if the longitude of town A is 30 W.

Candidates were to highlight on the characteristics of Time Zone and International Date Line. Most candidates were able to provide satisfactory answers to this part of the question however most candidates could not demonstrate sufficient understanding on the calculation of longitude of town B from the given preamble.

The characteristics of the time zone include:

- refers to a region where the same standard time is used
- spans 15° of longitude
- there are 24-time zones
- each has its own standard time
- time difference between 2 adjacent time zones is 1 hour
- areas with large longitudinal stretch have more than one-time zone etc

Characteristics of International Date line include:

- it is the 180° meridian
- an imaginary line
- located half-way round the world from the prime meridian
- passes through the Mid-Pacific Ocean
- it avoids cutting through oceanic islands and countries
- it joins the prime Meridian to form a Great Circle etc

Calculation of longitude of town B:

Longitude of town A=30° w

Time in town a=9.00 am=9 hours

Time in town B=6.00pm=18 hours

Longitude of town B

15° of longitude is 1 hour

Difference in time between towns B and A is 18 hours-9 hours

Difference in longitude=9 hours x15°=135°

Time of town B is 6.00pm which is ahead of town A
Therefore, town B is to the east of town A
Longitude of town B = $135^{\circ} - 30^{\circ} = 105^{\circ}\text{E}$

Question 6

With the aid of diagrams, describe the mode of formation of the following features:

- (a) Stack;**
- (b) Fold Mountain.**

Candidates were expected to show understanding of the formation of stack and fold mountain with the support of diagrams. The question requested for formation **only**, but some students provided narratives on the characteristics which did not attract marks.

Some of the diagrams also presented by candidates were not accurate and were not Labelled. The following were expected from candidates;

Mode of formation of Stack:

- formed near the coast
- formed by wave erosion
- presence of headland
- wave erosion attacks headland at both sides
- cracks or line of weaknesses develops on both sides of the headland
- cracks widen
- wave abrasion
- hydraulic action
- caves are formed from both sides of the headland
- further erosion causes adjacent cracks to join
- an arch is formed
- roof of arch collapse
- stack is formed
- further erosion reduces stack to a stump

Formation of Fold Mountain

- formed from large scale earth movement
- horizontal movement of crustal blocks
- formed from compression forces within the earth crust
- the forces cause stress within the crust
- presence of large depression called geosynclines
- geosynclines formed by down warping of the crust
- materials eroded from continental blocks are deposited in the depressions

- compression of sediments leads to the warping of deposits
- upfolds are called anticlines
- downfolds are called synclines
- upfolds become crest of fold mountains

Examples include Rockies Mt Andes, Atlas etc.

Question 7

- (a) **With the aid of a labelled diagram, describe the weather instrument used to measure the amount of rainfall.**
- (b) **State three precautions which must be taken when using the instrument described in 7(a)**
- (c) **Explain how the instrument described in 7(a) is used to obtain total annual rainfall.**

Candidates were to name the instrument used to measure rainfall and describe it with a well labelled diagram. In addition, candidates were to state the precautions which must be taken when using the instrument. Candidates were also to explain how the rain gauge is used to obtain the total annual rainfall.

Some candidates did not provide satisfactory answers to the (b) part of the question however, a few described satisfactorily how the total annual rainfall is obtained.

The following answers were expected in the description of rain gauge:

- the rain gauge was mostly spelt wrongly as **rain guage**
- it is a cylindrical metal instrument
- unit of measurement is in mm/inches
- consist of a funnel
- the funnel is either 13 cm/20cm (5 inches/8 inches) in diameter
- the stem of the funnel is long
- there is a graduated measuring cylinder component etc.

The precautions which must be taken when using the rain gauge include:

- must be erected high above the ground
- must be fitted about 30cm above the ground
- must be sited in open space
- must be fitted firmly to the ground
- reading must be taken daily etc

Explanation on how the instrument is used to obtain total annual rainfall

- funnel is removed every day
- water in the glass bottle is poured into a calibrated measuring cylinder
- reading is taken at eye level
- the readings are recorded
- the readings are added up for each month
- the total rainfall for twelve months of the year is added to give the total annual rainfall.

Question 8

(a) Define food chain

(b) Describe the energy flow within a terrestrial ecosystem.

(c) Highlight three ways by which nitrogen cycle is maintained in the terrestrial ecosystem.

Candidates were to define food chain as the process of energy transfer from green plants to herbivores to carnivores and to decomposers within an ecosystem. Some candidates did not have the idea of food chain and could not describe the energy flow within the terrestrial ecosystem and could not provide satisfactory answers to ways by which nitrogen cycle is maintained in the terrestrial ecosystem.

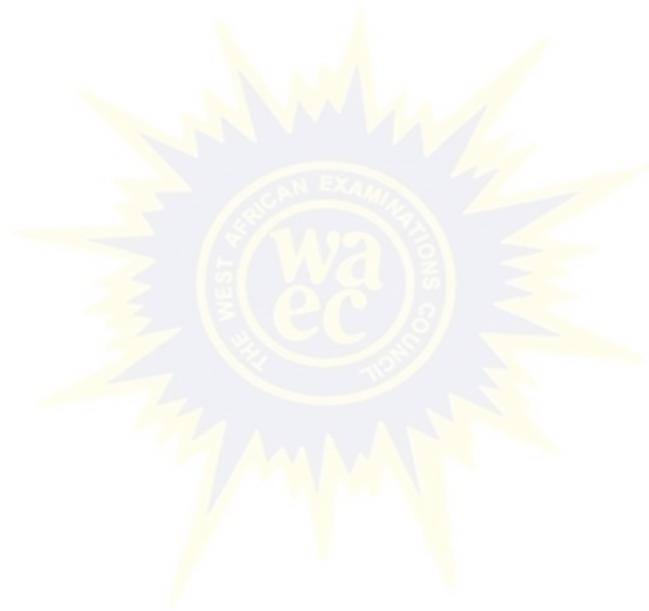
However, some of the candidates who attempted this question performed creditably. When describing energy flow within a terrestrial ecosystem candidate were to provide the sequence:

- sun provides the energy
- green plants trap solar energy through chlorophyll during photosynthesis
- green plants are consumed by secondary consumers which are herbivores
- the primary consumers are consumed by secondary consumers such as hawks, fowls etc
- the secondary consumers are consumed by tertiary consumers such as man, lions etc
- after the death of tertiary consumers, their bodies are consumed by decomposers such as termites etc
- the decomposers return the energy as heat back into the ecosystem etc.

On the ways by which nitrogen cycle is maintained in the terrestrial ecosystem, candidates were to provide some of the following answers;

- 78% of the atmosphere is nitrogen
- bacteria in nodules of leguminous plants fix nitrogen
- fixation by leguminous plants
- fixation from lightening

- fixation through denitrifying bacteria
- plants convert nitrates and nitrites to organic proteinous tissues etc.



GOVERNMENT 2

1. GENERAL COMMENTS

The standard of this year's paper compared well with that of the previous year. Questions set conform to the blueprint of the syllabus with no ambiguity and unquestionable clarity with a well-researched marking scheme.

The performance of candidates improved considerably compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTH

- (i) Exceptionally good candidates demonstrated a deeper understanding of the subject matter and appropriately used the subject register.
- (ii) An appreciable number of candidates wrote legibly and arranged their points in paragraphs and gave the necessary explanation to the points which made the scripts very easy to mark.
- (iii) The rule of rubrics was carefully followed with candidates answering required number of questions from each section of the paper.
- (iv) An appreciable number of candidates have improved on their spellings, construction of sentences and punctuation.
- (v) The question on Political and Constitutional Developments and International Relations were answered with satisfactory responses.

3. A SUMMARY OF CANDIDATES' WEAKNESS

- (i) Many candidates haphazardly presented their essays. For instance, a candidate starts answering a question on page 2 but suddenly jumps to page 7 for continuation of the same question. This makes it difficult for examiners to follow through in the marking of such scripts.
- (ii) Many candidates resorted to lengthy irrelevant introduction and conclusions.
- (iii) Most of the questions posed demanded of candidates to express themselves in a form of essay but many of them tabulated their points with no expansion on them and in some instances, candidates used phrases as explanation to points raised.
- (iv) Many candidates did not support their essays with relevant facts.
- (v) The topic "Elements of Government" was a challenge for most of the candidates.

4. SUGGESTED REMEDIES

- (i) Candidates are advised to read the approved textbooks and other relevant literature to get the right facts, information needed as well as improve their vocabulary.
- (ii) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.

- (iii) Teachers of the subject should give more exercises on Paper 2; through that they would be able to assess the strength and weaknesses of candidates so as to address it.
- (iv) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.

5. DETAILED COMMENTS

SECTION A **ELEMENTS OF GOVERNMENT**

Question 1

Explain *five* reasons for the study of government.

This was a comprehension question which also involves application of knowledge. It was a popular question which attracted very good responses from majority of candidates who attempted it. Almost all the required answers in the marking scheme were presented with the exception of the issue relating to *development of positive political culture*.

The overall performance of candidates on this question was very good and it is encouraging that they are equipped with the knowledge of an aspect of the topic that form part of the foundation of the study of subject.

Question 2

- (a) **Who is a citizen?**
- (b) **Outline four responsibilities of a citizen to the state.**

This was a popular question which level of thinking is comprehension; attempted by many candidates with an equally good output. The only problem observed was that, some candidates wrote on how one can acquire citizenship in a state which the question did not ask for. But in all, candidates understood the question and addressed it well in both the (a) and (b) components.

The overall performance of candidates was excellent.

Question 3

Highlight five roles played by the mass media in strengthening modern democracy.

This was an application question and it was not popular with the candidates. Over the years observation made point to the fact that candidates, most often than not shy away from application questions which require one to apply knowledge to unfamiliar situations or

problems. The few candidates who attempted this question did well by raising good points, but the challenge was that they were not able to tie it to how it would strengthen modern democracy.

The overall performance was not good. Teachers of the subject should do well to train candidates or students how one can apply knowledge acquired in a particular field to solve a problem or proffer solution.

Question 4

(a) What is *Local Government*?

(b) Outline *four* reasons for the creation of Local Government.

This was a popular question with an equally good performance put up by a great number of candidates who picked it. They understood the question well and to a great extent provided points and explanation which met the demands of the marking scheme.

The overall performance of the candidates who attempted it was excellent.

Question 5

(a) State *three* types of elections.

(b) Explain *four* purposes election serve in a democratic state.

This was a popular question attempted by many candidates and their performance was not good in the (a) part of the question. Some candidates encountered some level of difficulties in stating the three types of election. Some stated “plebiscite and referendum” as types of elections which is wrong. These ones rather concerns voting to decide on crucial national issues. Teachers should endeavour to teach student’s what elections are and the types properly to avoid such mistake in the future.

Candidates were expected to provide the following answers in the (a) part:

(a) State three types of elections.

- (i) *Direct election.*
- (ii) *Indirect election/electoral college system.*
- (iii) *Bye election.*
- (iv) *General election.*
- (v) *Primary election.*
- (vi) *Supplementary/inconclusive.*
- (vii) *Re-run election.*
- (viii) *Run-off/second ballot.*
- (ix) *Staggered election.*

The (b) part of the question was effectively tackled by candidates. The overall performance of candidates was good.

SECTION B

POLITICAL AND DEMOCRATIC DEVELOPMENTS IN WEST AFRICA AND INTERNATIONAL RELATIONS.

Question 6

(a) What is the *New Partnership for Africa's Development* (NEPAD)?

(b) Identify four objectives of the *New Partnership for Africa's Development* (NEPAD).

This question was highly unpopular as just a few of the candidates attempted it. Their attempt in answering the question was poor. Most of them did not know the (a) part of the question as well as the (b). Others resorted to listing only points. The output of candidates on this question suggest they did not read on the topic or did not cover that aspect of the syllabus.

Overall performance of candidates on this question was poor.

Candidates were required to answer the question using the points listed below:

(a) What is the *New Partnership for Africa's Development*. (NEPAD)?

NEPAD is a vision and strategic framework for the social-economic and political development of Africa.

(b) Identify four objectives of the *New Partnership for Africa's Development* (NEPAD).

- (i) *A commitment to good governance as a necessary for economic growth.*
- (ii) *Eradication of poverty from the African continent within a stipulated time.*
- (iii) *Strengthening democracy and the Rule of Law in Africa.*
- (iv) *Achieving peace, security, and stability in Africa.*
- (v) *Acceleration of the empowerment of women in African countries so as to ensure gender equality.*
- (vi) *To make Africa attractive to both domestic and foreign investors.*
- (vii) *Reduction of corruption in Africa.*
- (viii) *To halt the marginalization of Africa in the globalization process.*
- (ix) *To increase investment in human resource development.*
- (x) *The enhancement of standard of living of the people of Africa.*
- (xi) *Promotion of sound economic management and people-centred development.*
- (xii) *Development of a new partnership with the industrialized countries and multilateral institutions.*

- (xiii) *To achieve and sustain an average rate of GDP growth of 7% per annum for 15 years.*
- (xiv) *To strengthen Africa's capacity to mobilize external resources for its development.*
- (xv) *To ensure that the continent achieves the agreed International Development Goals (MDGs & SDGs).*
- (xvi) *To accelerate the rate of integration in Africa.*

Question 7

(a) State three features of the 1960 Republican Constitution of Ghana.

(b) Highlight three merits of the Nkrumah Constitution of 1954.

This was not a popular question and the few candidates who attempted, performed poorly. Again, lack of interest in the question and the abysmal performance of candidates suggest they did not cover topics in that section of the syllabus well or were not taught by their teachers. Teachers are advised to teach all topics in the syllabus and desist from predicting and teaching the topics from which questions are more often drawn from to the neglect of others. The marking scheme had the following as answers to the question:

(a) State three features of the 1960 Republican Constitution of Ghana.

- (i) *It created a presidential system of government.*
- (ii) *It created a unicameral legislature.*
- (iii) *It made Ghana a Republican State.*
- (iv) *It created the Supreme Court as the highest court of a judicature.*
- (v) *It made Kwame Nkrumah the first and life president.*
- (vi) *It granted the president special powers e.g. making laws by proclamation and dismisses members of the judiciary.*
- (vii) *It created a unitary system of government.*
- (viii) *It granted/preserved the institution of chieftaincy.*

(b) Highlight three merits of the Nkrumah Constitution of 1954.

- (i) *The legislature was enlarged from 85 to 104.*
- (j) *It provided for an all African cabinet.*
- (k) *The constitution granted the Gold Coast internal self-government.*
- (l) *The constitution fostered national integration and unity.*
- (m) *The constitution introduced universal adult suffrage.*
- (n) *The constitution created an all African Legislature.*

The overall performance of candidates was poor.

Question 8

- (a) **List three proto-Nationalist movements in Ghana.**
- (b) **Identify four external factors that influenced nationalist activities in Ghana after World War II.**

This was a popular question with most of the candidates scoring high marks for their output in both departments of the question. The candidates showed great mastery of the subject matter and did impress with their responses.

Overall performance of candidates was very good.

Question 9

Outline five negative effects of colonial rule on the people of West Africa.

This was a popular question attempted by many of the candidates with an equally good performance. Candidates were able to answer the question very well with points and explanation well researched.

The overall performance of the candidates on the question was very good.

Question 10

Highlight five negative effects of military rule in West Africa.

This was another popular question. It was also well answered by most of the candidates who attempted it. Candidates were able to raise good points and expanded it well with relevant examples to buttress their points. One conclusion of the work of some of the candidates worth noting; *“the worse form of democracy is better than any form of military rule, for in the former, one has the power of choice as to who leads and preside over the administration of the state than the latter”*.

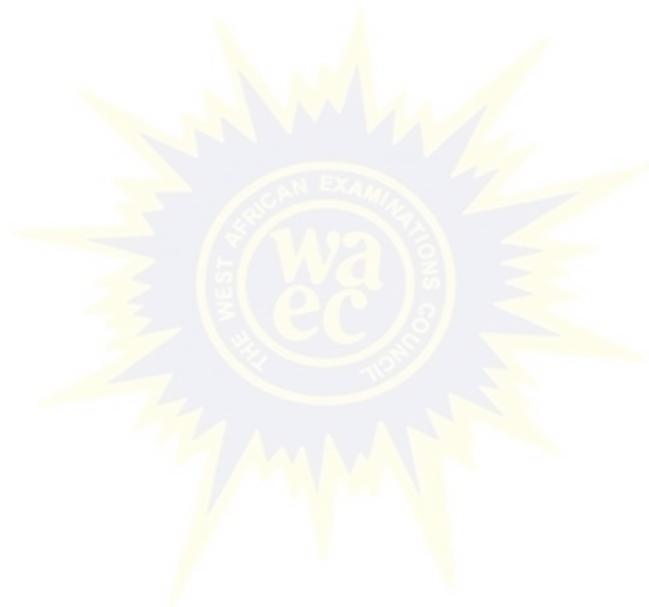
The overall performance of candidates on this question was very good.

6. CONCLUSION

Teachers of the subject should do well to give all topics in the syllabus equal attention as well as teach all topics with equal zeal and make the subject a lively one for candidates.

In order to touch on all topics in the syllabus, teachers should do well to give some topics out as project work to candidates thereby making them active participants in the quest for search of knowledge and get them to understand the topics they research on.

Teachers should do well to whip up the interest of candidates in the study of the constitutional development in West Africa particularly Ghana.



HISTORY 2

1. GENERAL COMMENTS

The standard of this year's WASSCE for School Candidates 2019 History paper compared well with that of the previous year. The questions were consistent with the topics in the History syllabus, clear and unambiguous with a well-researched marking scheme. The performance of the candidates was lower compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTH

- (iv) A good number of candidates planned and presented their essays well indicating clear understanding of the subject matter.
- (v) Candidates have improved upon their writing skill and grammar.
- (vi) The rubrics of the paper was adhered to and essays of candidates clearly written.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Many candidates provided wrong historical facts to support answers given.
- (ii) Candidates spent a lot of time and emphasis on one question to the neglect of the others.
- (iii) Scattered answers: some candidates wrote the answer to one question on other pages without any indication to examiners to continue marking and undertaking their assessment on those pages as well.
- (iv) Inability of candidates to expound on the points they raised.

4. SUGGESTED REMEDIES

- (i) Approved textbook: Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (ii) Adherence to Rubric: It does not pay to answer more questions than necessary and exhibit little knowledge on each of them in an examination. The rubrics indicate four questions; nothing more, nothing less. This will allow more time to make minor corrections.
- (iii) Systematic Arrangement: It is important to remind the candidates to arrange their answers in an orderly manner so that their answers to one question are not spread over several pages. Pages should not be reserved for questions they are not ready with their answers.
- (iv) Apportion time: Candidates should be encouraged to apportion the time equally for each question allotted for the paper to address all questions well.
- (v) Expounding of points: Candidates should learn to expound on the points they raised where required in order to attract sufficient marks.

5. DETAILED COMMENTS

SECTION A

LANDMARKS OF AFRICAN HISTORY UP TO 1800

Question 1

In what five ways, can Linguistic studies help in the reconstruction of Ghanaian history.

This question was not very popular. Some of the candidates who attempted it interpreted it to mean the method of writing history thereby making every effort to explain interdisciplinary approach, eyewitness account and the use of questionnaire among others. Candidates were expected to establish how Linguistic studies help determine similarity in language could help trace people's origin, their migration route, historical contact among groups etc. The overall performance of candidates on this question was poor.

Question 2

Highlight any five features of the economy of the Swahili people.

This was a popular question and candidates performed well. They provided good answers by rightly identifying the economic activities of the Swahili such as crop cultivation, animal rearing, trade (internal and external), fishing and other economic activities. It must be stressed that candidates should do well to limit themselves to the demands of the question and not over-elaborate as some went on to write about political, religious and social activities. The overall performance of candidates was very good.

Question 3

- (a) Name any three founding fathers of the Mole -Dagbani people of Northern Ghana.**
- (b) Trace any four settlement patterns of the Mole-Dagbani people of Northern Ghana.**

This question was popular, and candidates performed creditably especially in 3(a). The founding fathers were rightly listed but some candidates were penalized for wrong spelling. The second part 3(b) was well handled. However, in some instances the right order of the rulers was mixed up e.g. some candidates wrote that after the death of Zirile, Gbewa took over. This is incorrect. The death of Gbewa brought Zirile into limelight. The overall performance of candidates was good.

SECTION B

GHANA AND THE WIDER WORLD EARLIEST TIMES TO AD 1900

Question 4

- (a) List any three European nations whose nationals were on the coast of West Africa by the end of the 19th century.**
- (b) Highlight any four ways in which European presence affected political development in Southern Ghana up to 1900 AD.**

The question was popular, but many candidates did not perform well. They listed nationals of the countries instead of the names of the countries. The answer to this question should have been; Portugal, France, Britain, Germany etc. In the second part of the question 4 (b), candidates were required to explain the political developments in Southern Ghana due to the presence of Europeans. Some candidates wrote about trade, missionary activities and exploitation of natural resources by Europeans which were wrong. They should have mentioned the introduction of arms and ammunition which intensified ethnic wars, some states becoming powerful, European support for rival groups and interference in local politics. The overall performance of candidates was poor.

Question 5

Outline any five ways by which the Missionaries spread Christianity in Ghana.

The question was very popular. Many candidates explained the ways Christianity was spread by the missionaries well. They satisfied the demands of the question very well with relevant examples to complement their presentation. The overall performance of candidates was very good.

Question 6

- (a) List any three European countries whose nationals traded in Ghana by 1700 AD**
- (b) Outline any four roles played by George Maclean in the growth of British influence in Ghana.**

This question required candidates to list countries from where traders came to Ghana to trade. Candidates were expected to list countries like Denmark, Sweden, Holland, Portugal etc. again candidates got it wrong by listing the names of European nationals who were prominent at the time. The second strand of the question was also poorly answered. Candidates failed to mention the establishment of courts, Maclean's diplomacy in settling disputes, signing treaties to promote trade, agriculture, Christianity and creating conducive atmosphere for progress and stability. The overall performance of candidates was poor.

Question 7

- (a) **Name the three Governors who introduced the following Constitutions in Ghana:**
- (i) **The 1916 constitution;**
 - (ii) **The 1925 constitution;**
 - (iii) **The 1946 constitution.**
- (b) **Highlight any four measures taken by the National Liberation council (NLC) to salvage the economy of Ghana.**

This question was not popular. The first part was well executed by stating the governors who introduced the above listed constitutions. The second part of the question was poorly done. Many of the candidates took the N.L.C. to be the Acheampong regime (NRC) and wrote a lot on operation feed yourself and industries. The overall performance of candidates was poor.

Question 8

Identify any four factors which made Ghana the first British colony in West Africa to achieve independence.

Many candidates avoided this question. Those who attempted it did not get the facts right. They wrote the reasons why the Europeans came to Ghana. Candidates were expected to raise and explain the following points; The absence of strong ethnic rivalry, existence of similar cultural practices, economic advantages, presences of educated elite and formation of political parties etc.

The overall performance of candidates was poor.

Question 9

- (a) **List any three international organizations outside West Africa that Ghana joined after independence.**
- (b) **State any four benefits Ghana derived from her membership of the Economic Community of West African States (ECOWAS).**

This question was very popular, and many candidates were able to raise good points and explained them well with relevant examples. Candidates were able to list correctly the international organizations Ghana joined outside West Africa.

Unfortunately, many candidates included ECOWAS which is a sub-regional body in West Africa in the (a) part. The (b) part of the question was well addressed by the candidates.

The overall performance of candidates was very good.

6. CONCLUSION

Teachers are encouraged to make the teaching of the subject lively in order to sustain the interest of the students.

Teachers are also admonished to adopt the project work approach to whip up the interest of students in researching on topics to present in class thereby increasing their knowledge base of the subject.

Candidates are also admonished to read the recommended textbooks and literature to get the right information related to the subject.



ISLAMIC STUDIES 2

1. GENERAL COMMENTS:

The paper is comparable to those of previous years. Questions set were straight forward and within reach of candidates only if they have prepared well for the examination.

2. PERFORMANCE OF CANDIDATES

Candidates' performance has improved as compared to the previous years.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (i) In questions where candidates were to write in Arabic, this was beautifully done.
- (ii) Most candidates answered the compulsory question which is an improvement because previously some candidates ignored the compulsory question.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) The definition provided by most of the candidates were not acceptable e.g. Takbi ratul-Ihram.
- (ii) In question 6, instead of writing on how women were considered in pre- Islamic Arabia, some wrote on the situation of woman in Islam as a whole.

5. SUGGESTED REMEDIES

- (i) Candidates are to read widely in order to quote directly from authentic sources and give accurate definitions.
- (ii) Candidates are to read carefully and thoroughly understand questions in order to avoid deviating and losing marks.

6. DETAILED COMMENTS

Question 1

- (a) **Mention the *Khulafa' ur- Rashidun*.**
- (b) **Write the biography of the first of them.**

This was a question designed to test candidate's knowledge on the biography of the first of the Khulafa ur- Rashidun. Some candidates mentioned Sunni schools of law while others mentioned the Umayyad Caliphs. Candidates are to note well that the Khulafa Ur Rashidun are Abu Bakr b. Abi Quhafah, Umar b. al- Khattab, Uthman b. Affan and Ali b. Abu Talib.

Again, Abu- Bakr b. Abi Quhaffah was born in Makkah in 573 CE and was the first adult to embrace Islam without any reservation. He set many Muslims slaves free. He also accompanied the Prophet on his journey from Makkah to Yathrib. He also compiled the

Qur'an, actively fought all battles fought during the life time of the Prophet and died in the year 634 CE.

Question 2

Examine the position of Islam on fortune telling.

Candidates were required to examine the position of Islam on fortune telling. This was least popular among candidates and performance was below average. Some candidates spent time writing on the biography of the Prophet; others indicated that fortune telling begun with the pillars of Islam and so on. Candidates are to note that they are to define fortune- telling first and go on to assess the position of Islam on it. Fortune- telling involves predicting events and Islam teaches that it is only Allah who knows the future. Fortune telling is therefore associating partners with Allah and so the Prophet condemns the practice. In Islam, people who claim to know the future are considered fraudsters. God can reveal information, but such people should use such gifts positively to enhance the interest of humanity.

Question 3

(a) Write Suratun- Nas either in Arabic or transliteration (Q.114)

(b) Translate it into English.

(c) Comment on the lessons of the Surah.

Candidates were required to write Suratun- Nas in either Arabic or Transliteration, translate it into English and comment on the lessons learnt from the Surah. While some just wrote Arabic, others only wrote on the commentary. Some candidates also mixed up Q.114 with Q.113.

Candidates are to note that the translation is as follows:

In the name of Allah, the Gracious, the Merciful

Proclaim (Oh Muhammed S.A.W) "I seek refuge of the one who is the Lord of all mankind. The King of all mankind. The God of all mankind: From the evil of the one who instils evil thoughts in the hearts and stays hidden.

Who whispers into the hearts of men, from among the jinn and men? The lessons to be learnt from it is that the first three verses teach divine attributes of Allah. It also warns mankind against evil whisperers in his heart and it is also one of the prayers to say while retiring to bed at night.

Performance of candidates was average.

Question 4

- (a) Define Takbīratul- Ihram**
- (b) Explain the significance of Takbīratul- Ihram in Salat.**

Candidates were to define Takbīratul - Ihram and explain its significance in Salat. It was not popular among candidates and those who attempted it performed badly. Candidates are to note that Takbīratul - 'Ihram signifies the beginning of any Salat and is an obligatory aspect of it. Salat performed without it must be performed afresh. It must be done while standing. It must also be said in an approved form without any addition or change.

Question 5

- (a) Write Hadith 13 of an- Nawawī preferably in Arabic or transliteration**
- (b) Translate it into English**
- (c) Comment on it.**

Candidates were to write Hadith 13 of an- Nawawi in Arabic or transliteration, translate it into English and comment on its lessons. Some candidates wrote on the biography of Anas. B. Malik a companion of the prophet. This is a total deviation and has nothing to do with the question. Candidates should note that the translation is as follows:

On the authority of Anas b. Malik. None of you really believes in God till he wishes for his brother what he wishes for himself. The commentary on this is that the summary of the Hadith is love for all, hatred for none. Also, Allah gives reward to those who love others. One should not be greedy or selfish and loving one another promotes peaceful co- existence in society.

Question 6

Highlight six conditions of women in pre- Islamic Arabia.

The question demanded that candidates write on six conditions of women in pre- Islamic Arabia. While some wrote on the role of the Shaykh, others discussed the socio-political issues at the time. Others still discussed conditions of women in Islam in general.

Candidates are to note that in pre- Islamic Arabia, women were relegated to the background and were regarded as sources of misfortune and calamity. They were denied human rights and owned no properties. Female children were killed at birth or buried alive. Their consent was not needed prior to their marriages and they could also be divorced at will.

SOCIAL STUDIES 2

1. STANDARD OF THE PAPER

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

2. PERFORMANCE OF CANDIDATES

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

3. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Majority of the candidates adhered to the rubrics of the paper.
- (ii) Most candidates answered questions on the following topics well. They provided the required correct points and explained them.
 - (a) The Institution of Marriage.
 - (b) Responsible parenting.
 - (c) National Independence and Self-reliance
 - (d) Promoting National Socio-economic Development.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some of the candidates had difficulty with the spelling of words that relates to the paper.
- (ii) Some candidates had difficulty in answering questions on the following topics. They could not provide all the right points and also explain them:
 - (a) Socialization and Social Environment.
 - (b) Our Physical Environment and Environmental Challenges
 - (c) Leadership and Followership
 - (d) Rights and Responsibilities of citizens
 - (e) Science and Technology
 - (f) The world of Work and Entrepreneurship.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Candidates must read the recommended text books to be familiar with literature and vocabulary of the subject.
- (ii) Candidates must study all the topics in the Social Studies syllabus and ensure they gain mastery of the contents before they sit for the paper.

6. DETAILED COMMENTS

Question 1

Discuss five effects of broken marriages on the development of children.

Candidates were required to discuss five effects of broken marriages on the development of children. That is, what happens to children when there is divorce or separation. A good number of the candidates did well on this question. They stated the correct points and explained them. However, some candidates misunderstood the question and wrote on the effects of broken marriages on parents. Those candidates raised such points as single parenting, poverty, loneliness and irresponsible parenting. Others also mixed their points with causes of broken marriages.

Candidates were expected to raise such points as:

- (i) **Juvenile delinquency**; unacceptable criminal behaviour, the child becomes social misfit.
- (ii) **Teenage pregnancy**; the single parent may not be able to provide all the needs of girls hence they offer themselves to men.
- (iii) **Prostitution**; out of frustration, girls become vulnerable to men for their basic needs leading to contracting sexually transmitted diseases.
- (iv) **Drug abuse**; lack of care for children compels them to use hard drugs leading to mental problems, armed robbery etc.
- (v) **School dropout**; the inability to pay school fees lead children to play truancy and resorts to absenteeism and dropout from school.

Question 2

(a) Explain the term parenting

(b) Discuss four ways in which parents show responsibility to their children.

The explanation of parenting was quite well done but a great number of candidates failed to indicate that, it is not limited only to biological parents. Candidates could have considered an explanation of this kind:

Parenting is the activity of bringing and looking after children to become useful citizens to the society. Parenting role can be played by people who have their own children, but it can also be played by people who do not have their own children but decide to adopt children or work in orphanages or teach in schools.

Part (b) was well answered by many candidates who answered the question. They were required to discuss what parents do to show that they are responsible towards the

upbringing of children. Meanwhile few candidates deviated and wrote on the responsibilities of children or irresponsibility of parents to children.

Correct points expected from candidates include;

- (i) Providing their physical needs.
- (ii) Providing their emotional needs.
- (iii) Provision of education and training.
- (iv) Solving problems with children.
- (v) Disciplining children appropriately.
- (vi) Satisfying recreational needs of the children

Question 3

Discuss five factors that can promote better interpersonal relationship in the Ghanaian community.

This question required candidates to show ways by which people in the Ghanaian community can interact well for a better communal living.

Very few candidates answered this question. They did not understand the demands of the question and so gave wrong answers leading to poor performance. Some of the wrong answers were; hard work, honesty, payment of taxes and giving incentives. The correct points candidates could have considered as answers to the question include;

- (i) Group interest should override individual and personal interest.
- (ii) Peaceful co-existence and peaceful way of settling disputes.
- (iii) Tolerance of divergent views.
- (iv) Ensuring love and harmony among people in the community.
- (v) Avoidance of greed and envy.
- (vi) Transparency and fairness in the activities of the community.

Question 4

- (a) Explain the term waste management.**
- (b) Discuss four effects of uncontrolled waste disposal in Ghana.**

This question was answered by a good number of the candidates. Most candidates could not provide good explanation of the term waste management. They rather attempted to explain recycling of waste materials. This led to loss of some marks. Candidates could have considered explanation that focused on the following idea;

It is the proper way of disposing of waste substances (unused or discarded resources or substances) which are created through human activities without creating an environmental nuisance or problem. This includes the collection, transport, treatment and disposal of waste, together with regulation and monitoring of the waste management process.

The (b) part of the question was however better managed by majority of the candidates. They provided the correct points and tried to discuss them. However, some candidates rather wrote on causes of uncontrolled waste disposal and others also wrote on ways by which waste can be disposed off. These candidates lost a lot of marks because they deviated. Those candidates could have considered the following points as answers to the questions;

- (i) Increase in air pollution
- (ii) Increase in water pollution.
- (iii) Increase in land degradation
- (iv) Development of swamps
- (v) Spread of diseases; cholera, dysentery typhoid etc.
- (vi) Destruction of the vegetation

Question 5

(a) Explain the following terms:

- (i) political independence,**
- (ii) self-reliance.**

(b) Examine four measures that can be taken by Ghanaian leaders to overcome the challenges of political independence.

For the (a) part of the question, majority of the candidates were able to give adequate explanation to the two concepts. Some candidates however stated that self-reliance had to do with relying **solely** on one's own resource which was a wrong assertion. Since no country can be self-sufficient, countries can rather rely **mainly or mostly** on their resources but not solely to be self-reliant.

Though many candidates were able to state the correct points for the (b) parts, they lacked the proficiency to articulate their ideas well to earn full marks for the points. Some candidates gave wrong answers such as adoption of national language, and inter-ethnic marriages as points for overcoming the challenges of political independence.

The correct answers expected from candidates include;

- (i) Development of human resources through education and training.
- (ii) Need to plan and sustain projects based on local expertise.

- (iii) Citizens must exhibit positive attitude to work.
- (iv) Government and citizens must be committed to strive for the best for the country.
- (v) The nation should develop good international relations and avoid countries which hinder progress of the country.
- (vi) Diversification of the economy.

Question 6

Suggest five roles that chiefs must play to promote unity and national integration in Ghana.

This was a straight forward question requiring candidates to suggest five roles that chiefs must play to promote unity and national integration in Ghana. A good number of candidates chose this question. Answers provided by candidates were varied. Most of the points provided were correct but not adequately expatiated. Some candidates wrote on the qualities of chiefs and general roles of chiefs. Such points have no bearing on promoting unity and national integration.

Candidates were expected to consider some of the following points;

- (i) Symbol of ethnic unity; they must bring segments of the society together by living above reproach. They must eschew partiality, corruption, nepotism, greed and political partisanship.
- (ii) Chiefs and council of elders must make bye-laws and administer justice to ensure societal peace and stability.
- (iii) Chiefs must help in the preservation of cultural values and norms. They must lead exemplary lives as custodians of societal core values and norms.
- (iv) They must preside over traditional festivals and encourage subjects to participate in order to ensure social cohesion.

Question 7

Justify five reasons for which an individual must perform his or her responsibilities.

This was an application question demanding of candidates the need for one to perform his or her responsibilities. Candidates were expected to provide proof of their points. A good number of candidates answered this question, but their answers were not good enough. Majority of the candidates recounted the responsibilities of the citizen but could not tell why it is necessary for them to perform those responsibilities which was the focus of the question.

Answers expected from the candidates include;

- (i) To help ensure harmonious living/peaceful co-existence.

- (ii) To help improve living standards in the country.
- (iii) To be law abiding and help avoid sanctions.
- (iv) To ensure that the rights of others are respected and protected.
- (v) To help promote a good image of the country.
- (vi) To gain recognition and promotion.

Question 8

Suggest five ways in which information and communication technology can be used to promote socio-economic development in Ghana.

Though this was a popular choice of many of the candidates some did not understand the question and gave incorrect answers. Those candidates wrote on the role of science and technology in development. Some also provided points on importance of science and mathematics in Senior High Schools.

The answers to the question include;

- (i) It can be used to provide knowledge and skills for work.
- (ii) It can be used to enhance health care delivery.
- (iii) It can be used to promote the delivery of education.
- (iv) It can be used to undertake research for the collection of information, analysis and storage of data for present and future use.
- (v) It can be used to promote trade, commerce and banking.
- (vi) It can be used to do reliable weather forecasting.

Question 9

Explain five measures that can be taken by the government of Ghana to improve the livelihood of citizens.

The question required candidates to explain measures that can be taken by the government of Ghana to improve the livelihood of citizens. These include policies and schemes that will enhance the standard of living of the people. A good number of candidates answered this question. They provided the correct points and explained them. However, few candidates could not handle it well. They gave inadequate correct points and also found it difficult to explain the points.

The correct points expected from candidates were;

- (i) Establishment of agro-based industries to process raw materials.
- (ii) Provision of skilled based education to the citizens.
- (iii) Proper coordination and monitoring of development projects.
- (iv) Equitable distribution of wealth and other national resources.

- (v) Implementation of programmes to control population growth rate.
- (vi) Government officials must adopt and exhibit positive attitude to work.
- (vii) Implementation of sound economic policies, e.g. job creation.

Question 10

Analyse five benefits workers can derive from high productivity.

The focus of the question is on the gains workers would make when productivity is high. It attracted a good number of the candidates. Those who understood the question provided good answers and critically discuss the benefits with appropriate examples. However, majority of the candidates tried to define productivity which attracted not marks. They again focused their writings on benefits that accrue to the employers or the firm or the government. This is a deviation and led to loss of marks. Performance on this question was rather low.

Expected answers from candidates include;

- (i) Enhanced salaries and remuneration.
- (ii) Bonuses and allowances.
- (iii) Ability to save and invest in personal business.
- (iv) Access to bank loans to buy means of transportation and build houses.
- (v) Improved standard of living.
- (vi) Money to provide educational and other needs of their families.

MUSIC 2

1. STANDARD OF THE PAPER

The paper is appropriate for the level and compared favourably with that of the previous years.

2. PERFORMANCE OF CANDIDATES

The overall performance of candidates for this paper was slightly higher than that of the previous year.

3. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates answered questions on the following topics well:

- (i) African music, Art composers and Traditional musicians
- (ii) Popular music in the Diaspora.
- (iii) **Set Works:** Most candidates were able to quote the opening four bars as required for *Menuetto and Trio* by Haydn. They were also able to provide correct answers for the rest of the questions.

4. A SUMMARY OF CANDIDATES' WEAKNESS

- (i) **Set Works:** Very few candidates who answered the question on *Ire Gbogbo* by Debo Akinwumi performed poorly.
- (ii) **Melody Writing:** Candidates did not exhibit a thorough knowledge of melody writing.
- (iii) Candidates displayed a very poor knowledge of chord progression and cadences.
- (iv) Candidates expressed a poor knowledge of Music theory
- (v) Some candidates had challenges with breath control techniques and weak diction.

5. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (i) Candidates must do a thorough study of the set works before sitting for the paper.
- (ii) Candidates must spend adequate time reading and practicing the art of harmony.
- (iii) Trained music teachers should be appointed to prepare students for the examination.
- (iv) Music teachers should prepare students adequately far ahead of time before the date of examination. They must not wait to force students in the last minutes to study and gain proficiency for the paper.

6. DETAILED COMMENTS

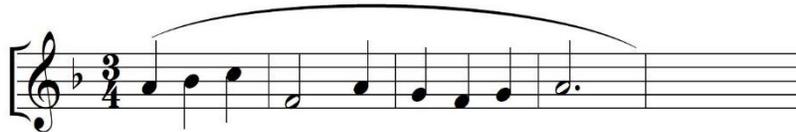
Question 1

- (a) (i) **Melody Writing**

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

Many candidates did not write balanced melodies. Many of them could not modulate to the relative minor as required. They however tried to introduce a sharp sign to indicate the modulation, but it was not well done.

The given melody was as follows;



(a) (ii) Setting a given text to melody

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

The marking scheme suggested:

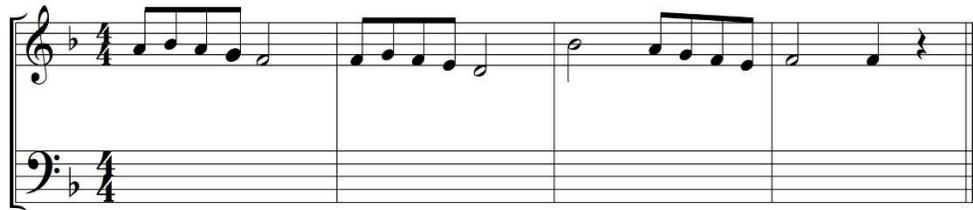
- (i) Breaking down syllables to strong and weak beats
- (ii) Suitability of rhythm to the text (meter, barring, alignment, etc);
- (iii) Melodic interest;
- (iv) Phrasing, tempo and dynamics;
- (v) Originality.

Generally, very few candidates attempted this question and performed poorly. Candidates did not set the given texts to a suitable melody. In most cases, two or more syllables were assigned to a single pitch. Texts were set without recognizing their importance in the melody. Important texts were inappropriately placed on weak beats and vice versa.

(b) Two-part writing-

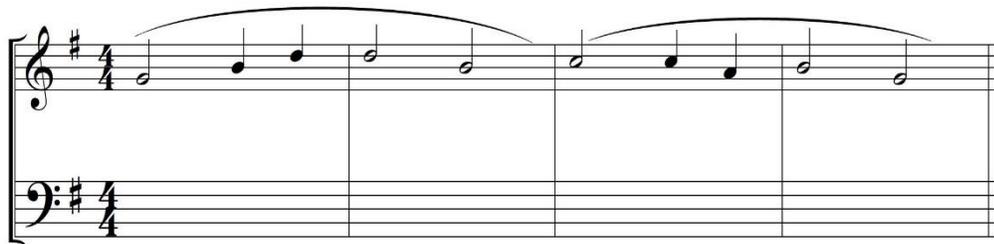
Candidates were required to write/add a bass part below a given melody of four bars and in key F major in simple quadruple time. Candidates showed a noticeable evidence of insufficient preparation for this question. Many candidates were able to duplicate the correct key signature, time signature, and clef and barred appropriately. However, they demonstrated a poor understanding of two-part writing. The counter melody did not stand on its own. There was no independence in melodies. The final cadence could not be established.

The given melody is below.



(c) Four-part harmony

Candidates were required to harmonize a given melody in G major. They were required to add alto, tenor and bass parts. Candidates did quite well in this part. Candidates were able to duplicate the correct time signature, key signature, clef and barred appropriately. Alignments of chords were good, and notes were written within the voice ranges. However, elements of some chords were wrong, and the final cadence was not well established. The given melody was as follows;



Question 2. Set works

The pieces have been provided to the candidates in advance to study. Candidates were therefore required to recall the features of the pieces as demanded by the questions.

(i) *Menuetto and Trio (Divertimento in C) by Haydn*

Candidates were required to

- State the form of the piece?
- Quote the opening four bars of the melody.
- Indicate the beat on which the music begin.
- List two dynamic marks used in the piece.
- List two ornaments used in the piece.
- List three compositional techniques used.
- State the cadence that concludes the piece.

Candidates' performance was generally good. They were able to notate the opening four bars of the melody which is below.

For the (b) part, candidates could not use the correct terminologies for the sections. They used 'introduction, body and conclusion instead of exposition, development and recapitulation.

The explanations provided by the candidates were not very good, so they lost substantial marks. The explanations candidates could have considered were:

- Exposition: The presentation of theme(s) in the tonic key which can end in dominant or subdominant key.
- Development: It takes the theme and expands it with varied compositional devices (sequences, inversions, extensive modulation, counterpoints, etc.) introducing new themes and treating motives as well as dynamic trends.
- The third section is the recapitulation, which is the repetition of the theme in the exposition, varying ideas and materials and treating them in the tonic key.

The section is usually rounded off with a coda/codetta in the tonic key.

Question 4. African Music

Candidates were required to;

- (a) classify the following musicians as traditional, popular and art musicians.

E. T. Mensah
Afua Abasa,
N. Z. Nayo,
Kwaa Mensah,
Otto Ampofo Boateng
Walter Komla Blege
Vinoko Akpalu
Yaa Adusa.

- (b) Identify three major characteristics of traditional African music.

This was the most popular choice of candidates and they performed averagely. For the (a) part, some of them did not follow the requirement of the question. They rather classified them under highlife, hip life among others.

For the (b) part, most candidates wrote on performance techniques and qualities of African music which was not the demands of the question. The question required candidates to identify characteristics of African music some of which include;

- (i) The music is not notated.
- (ii) There is joint participation between the performers and audience.

- (iii) The music is own by the community, the author is anonymous.
- (iv) The music forms an integral part of everyday lives.
- (v) It consist of complex rhythms and polyrhythms.

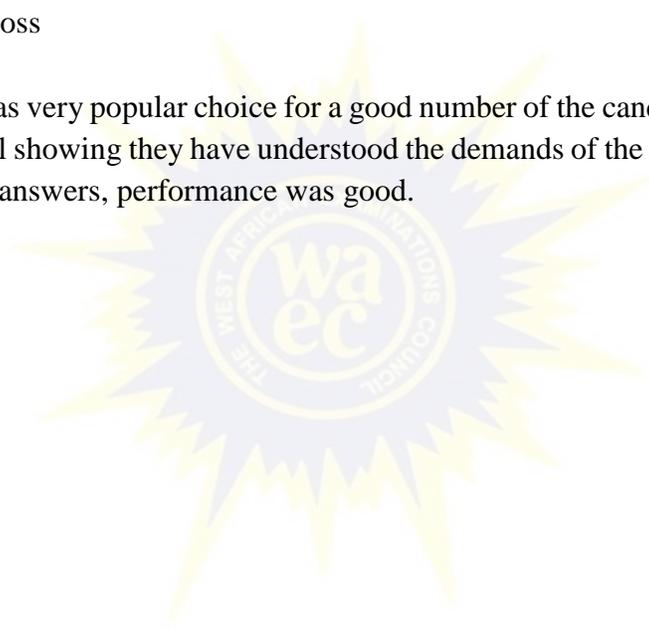
Notwithstanding, the general performance of candidates on this question was good.

Question 5. African American Music in the Diaspora

Candidates were required to state the nationality, musical genre and major instrument of the following musicians in the diaspora:

Bob Marley,
Scott Joplin,
Aretha Franklin,
Michael Jackson,
Diana Ross

The question was very popular choice for a good number of the candidates. They were able to answer it well showing they have understood the demands of the question. Though some had few wrong answers, performance was good.



MUSIC 3A (AURAL)

1. STANDARD OF THE PAPER

The standard of the paper compared favourably with that of the previous year. All the questions were based on the WASSCE Music syllabus and they were within the comprehension of the candidates.

2. CANDIDATES' PERFORMANCE

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

3. A SUMMARY OF CANDIDATES' STRENGTHS

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

- (i) Majority of the candidates were able to write correct clefs, key signatures and time signatures correctly on the staff.
- (ii) Most candidates identified the modulations even though they could not state the new keys.
- (iii) Candidates identified correct chords in the progressions played except the one with inversion.

4. A SUMMARY OF CANDIDATES' WEAKNESS:

- (i) Some candidates lacked musicianship to be able to memorize and write melodies.
- (ii) Some candidates had problem in identifying rhythmic patterns in compound duple time as well as notating notes on the staff.
- (iii) Some candidates lacked knowledge of basic music rudiments hence could not arrange clef, key signature and time signatures on the staff.

5. SUGGESTED REMEDY FOR THE WEAKNESSES:

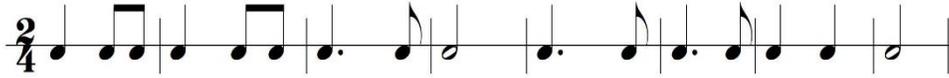
- (i) Teachers need to spend time to do a lot of echo-singing and echo-clapping for students to listen and notate. This should be combined with the actual theory teaching in the classroom. For instance, candidates should be encouraged to compose their own melodies and sing them to be notated by their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

6. DETAILED COMMENTS

Test I: Rhythmic Dictation

Candidates were required to listen to an eight-bar melody in and to notate the rhythm accordingly on monotone for 8 marks. Many candidates did well in this question. The

major challenge here was that, the customized answer sheets provided contained four bars instead of eight bars. Most candidates therefore re-divided each of the four bars into two to make way for the eight bars of the melody played.



Test II: Melody Writing

Candidates were required to listen to a 4-bar melody as played in compound duple time and write it on a treble staff in Key C major. Most candidates performed well in the melody writing. However, some of them could not arrange the clef, key signature and the time signature appropriately on the staff. The arrangement is



Test III: Two-Part Writing

Candidates were expected to write the upper part of a two-part musical piece of four bars in simple quadruple time using the treble staff and Key F major for 8 marks. Generally, the performance was good except that some found it difficult to place the key signature correctly on the staff. Key F major has one flat as its key signature resting on B (the middle line as illustrated below);



Test IV: Chords Progression

Eight Chords were played for candidates to identify and write in the order they were played using Roman numerals or technical descriptions for 8 marks. Candidates did well except that few of them used Arabic numerals instead of Roman numerals. The order in which the chords occurred was:

I VI IV II Ib IV V⁷ I

Technical descriptions

- (i) Tonic root position
- (ii) Submediant root position
- (iii) Subdominant root position
- (iv) Supertonic root position
- (v) Tonic first inversion
- (vi) Subdominant root position
- (vii) Dominant seventh root position
- (viii) Tonic root position.

Test V: Cadences

Candidates were required to identify four cadences in the order in which they were played for a maximum of 6 marks; The order was Plagal, Plagal, Perfect and Plagal. Most candidates did well. Teachers must be commended as such. However, spelling mistakes of these terms were too common: *playga, pracar, plage, plaiger* and so on for Plagal

Test VI: Modulations

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as Subdominant, Dominant or Relative minor and then indicate the new key of modulation. Candidates performed very well in this question. The order of the correct answer was Relative minor (E-minor), Subdominant (C major), Dominant (D major) and Subdominant (C major). Though a good number of candidates provided the correct responses, most candidates could not spell the terms well. Some misspellings given were, *prefect, dominate, inprefect, subromant, relatively manor*, etc. Indeed, this problem has been consistent over the years and it is baffling the extent of inability of students at this level to spell these technical but simple terms in music. Teachers still need to drill students on technical terms in a dictation form to avoid such mistakes in the years ahead.

Test VII: Identification of Themes

Three different themes or excerpts of musical pieces were played, and candidates were asked to identify the type of musical genre in excerpt 1, the predominant instrumental sound in excerpt 2 and the time signature in excerpt 3. Most candidates scored all the marks for this question.

However, a great number of candidates had a problem spelling the term reggae. Few examples of spelling mistakes of the term are *Raggea, reggei, regger, raga, rage, reggia* and many more. This is also not acceptable. Teachers still need to adopt strategies to make sure that students' spelling capabilities are improved.

MUSIC 3B (PERFORMANCE TEST)

1. STANDARD OF THE PAPER

The standard of the paper compares well with that of the previous years.
The pieces were the same and were suitable for the level of the candidates.

2. PERFORMANCE OF PAPER

The overall performance of the candidates in the performance test was encouraging. There was a general improvement in the performance of candidates on the various instruments.

3. A SUMMARY OF CANDIDATES' STRENGTHS

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

4. A SUMMARY OF CANDIDATES' WEAKNESS

- (i) Some candidates found it difficult to do the sight-reading pieces.
- (ii) The breathing skills of some candidates were poorly executed.
- (iii) Some candidates misinterpreted some note values and rhythms in the pieces.
- (iv) Some candidates were generally ill-prepared for the paper

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Teachers must engage students in sight reading lessons from the early stages of the course.
- (ii) Teachers should expose students to correct breath control to ensure they rehearse it very well during lessons.
- (iii) Teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery in them.
- (iv) Candidates must be serious with their studies and prepare well for the examination.

6. DETAILED COMMENTS

(1) Technical Exercises

Candidates were required to perform two technical exercises already given; one in a major key and the other in a minor key. Many candidates were able to perform the exercises accordingly using the tonic solfa.

Generally, candidates performed very well in this aspect.

(2) Set Pieces

Candidates were required to perform two pieces from given Set Pieces. All the candidates performed from the selected performance Set Pieces. In some cases, phrasing, dynamics, articulations and dictions were not properly exhibited by candidates. The performance of candidates on the Set Pieces was however good.

(3) Sight Singing

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

