THE WEST AFRICAN EXAMINATIONS COUNCIL,

ACCRA.

JUNE 2013 BASIC EDUCATION CERTIFICATE EXAMINATION

CHIEF EXAMINERS’ REPORTS
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GENERAL RESUME OF THE CHIEF EXAMINERS’ REPORTS FOR THE JUNE 2013 BASIC EDUCATION CERTIFICATE EXAMINATION

1. STANDARD OF THE PAPERS

All the Chief Examiners reported that the standard of the papers was comparable to that of the previous years and the questions covered topics within the syllabuses.

2. PERFORMANCE OF CANDIDATES

The Chief Examiners’ assessment of the performance of candidates varied from paper to paper as illustrated below.

1. It was indicated that there was improvement in the performance of candidates over that of the previous years in Integrated Science, BDT. Pre-Technical Skills, BDT Home Economics, BDT Visual Arts and French.

- The performance in Dagme was described as impressive while that in Akuapem Twi, Ga, Dagaare, Social Studies and Gonja was found to be good.

- The general performance in English Language was just average with occasional outstanding performance in scripts.

- However, there was no marked difference in the performance of candidates in Mathematics and Religious and Moral Education when compared to the previous years’
3. **A SUMMARY OF CANDIDATES’ STRENGTHS**

The Chief Examiners highlighted some commendable aspects of candidates’ work such as:

(1) **Adherence To Rubrics**

The Chief Examiners for Integrated Science, BDT Pre-Technical Skills, English-Language, Fante, Dagaare and BDT Visual Arts commended candidates for adhering to the rubrics of the papers.

(2) **Provision of Precise Answers to Questions**

The Chief Examiners for Integrated Science, BDT Pre-Technical Skills and BDT Home Economics found appreciable precision in answers provided by some candidates.

(3) **Exhibition of Skills in Drawing**

The Chief Examiner for BDT Pre-Technical Skills praised the candidates for displaying mastery in the handling of drawing equipment and their ability to draw according to given scale. Similarly, in Mathematics, candidates were able to draw bar charts with correct identification and labelled axes.

4. **SUMMARY OF CANDIDATES’ WEAKNESSES**

The weaknesses of candidates identified by the Chief Examiners included the following:

(1) **Poor Grasp of Language**

The reports bemoaned the poor linguistic competence of candidates as reflected in the following deficiencies in their language use:

(i) **Lack of Vocabulary**

The Chief Examiners stated that the candidates lacked both general vocabulary and registers. In French, some used English Language instead of French to answer the questions.

(ii) **Poor Grammar and Construction**

The Chief Examiners expressed concern about the ungrammatical and poorly constructed sentences by many candidates.

(iii) In BDT Pre-Technical Skills, BDT Home Economics, BDT Visual Arts and Integrated Science technical terms were wrongly spelt.
(2) Inadequate Preparation

The Chief Examiners reported that a significant number of the candidates were not adequately prepared for the examination.

5. SUGGESTED REMEDIES FOR CANDIDATES WEAKNESSES

The Chief Examiners suggested the following remedies for the weaknesses:

- Teachers and parents should encourage candidates to read extensively in order to increase their stock of vocabulary in all the languages.

- French teachers should use modern methodology in teaching the language.

- Teachers should engage candidates in regular dictation exercises and spelling drills on both general vocabulary and technical terms.

- Teachers should endeavour to cover all the topics in the syllabuses.

- Teachers should give practical exercises that would develop candidates’ knowledge and skills in drawing, sketching, graph work and correct label
RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

The Chief Examiners noted that the standard of the papers this year compares favourably with those of previous years.

2. PERFORMANCE OF CANDIDATES

Their opinions varied on the performance of candidates for the various subjects. The performance of candidates in English Language was said to be ‘generally average’ with ‘occasional outstanding scripts’ while there was ‘slight improvement’ in French. The Chief Examiners for the Ghanaian Languages noted that candidates’ performance was ‘average’ in Ga and Dagaare, ‘impressive’ in Dangme and ‘good’ in AkuapemTwi. However, candidates’ performance in Gonja was ‘below average’.

3. SUMMARY OF CANDIDATES’ STRENGTHS

The Chief Examiners commended candidates for exhibiting some positive features in their scripts. These include the following:

(1) Appropriate Use of Language
Good candidates in English Language 2 were commended for the appropriate use of vocabulary and idiomatic expressions. Similarly, good candidates in Dangme 2, Dagbani 2 and Fante 2 were also commended for the appropriate use of proverbs and good expression.

(2) Adherence to Rubrics
Many more candidates paid close attention to the rubrics. They answered the required number of questions and also wrote the required number of words, e.g. Fante 2, Dagaare 2 and French 2.

(3) Orthography
Chief Examiners noted an improvement in spelling, word division, grammar and punctuation in the work of good candidates e.g. Dagbani and Ga.

(4) Neat Work
Some candidates were commended for presenting very neat work with legible handwriting. This made their answers easy to read and understand. Examples were cited in AkuapemTwi and Ga.

4. SUMMARY OF CANDIDATES’ WEAKNESSES

Certain weaknesses on the part of some candidates were identified as follows:
(1) Lack of Vocabulary
Chief Examiners noted the recurrent problem in the use of ‘sub-standard and unidiomatic English’ in English Language.

In French, some candidates wrote in English instead of French showing that they lacked the requisite vocabulary to answer the questions.

(2) **Lifting of Comprehension Passage**
Several candidates lifted parts of the comprehension passages as answers to essay and comprehension questions in Dangme, Dagaare and Akuapem Twi.

(3) **Deviation**
Deviation from the demands of the questions in Dagaare.

(4) **Poor Handwriting and Cancellation**
Some candidates’ handwriting left much to be desired e.g. Fante.

5. **SUGGESTED REMEDIES**

(1) Candidates should be encouraged to read extensively. This would help them increase their stock of vocabulary in the various languages.

(2) Teachers of French should use modern methodology (obtainable from Regional Centres for Teaching of French) for the teaching of French. This would help candidates not to view French as a difficult language.

(3) Candidates with poor handwriting should be given remedial exercises in handwriting. They should also be taught how to cancel their work neatly.

(4) Candidates should also be taught the correct orthography and syntax of their languages. They should also be given a lot of drills in spelling.

(5) Candidates (Ghanaian Languages) should be taught the skills and techniques of deriving meaning from texts. This will help them to answer questions correctly.
ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably to those of previous years. The comprehension passage was readable, interesting and of the type that the candidates can easily identify with because of the interest level. The same can be said for the essay topics. Indeed, none of the questions can be considered to be outside the scope and ability range of candidates at this level.

The general performance was comparable to those of previous years in terms of quality and output of the written materials. Candidates’ performance was average though there were occasional outstanding scripts.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Use of Language

The good candidates demonstrated a good grasp of the structure and idiom of English. Their understanding of the rudiments of English such as grammar, tenses, spelling and punctuation was, to some extent, commendable. Sentences were well constructed and controlled. There was variety in sentence patterns. Some of the candidates wrote excellent idiomatic English with apt register.

Vocabulary and Use of Registers

The appropriate use of vocabulary in discussing a particular issue was obviously a mark of good writing. Some of the scripts demonstrated this quality especially in the essays. For instance, in the essay on how the computer has aided students in their study, registers that even some examiners were not familiar with were used by the candidates.

Development of Points and Length of Essays

There was improvement in the way points were developed. The good candidates marshalled points and developed them with illustrations drawn from experiences of school life and their own reading. There is evidence of transfer of knowledge from other subject areas. Unlike in previous years when candidates lost marks as a result of paucity of material, this year saw a great deal of improvement.

Rubrics

In most cases, rubrics were correctly interpreted. This was a positive development in contrast to what prevailed in previous years when candidates did not pay close attention to instructions, for example, omitting a subsection of a question or answering a part of a two-pronged question.
3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

**Expression**

A recurrent problem in candidates’ essays was the use of sub-standard and unidiomatic English. Most of the candidates have not mastered the structure and idiom of the English Language. They wrote grammatically incorrect sentences and outright vernacular translations. Consequently, most candidates did not get beyond average mark in respect of expression.

**Short Essays**

Some of the candidates’ essays fell short of the required length due to inability to develop points fully. Most times, candidates only gave topic sentence points without discussing them.

4. **SUGGESTED REMEDIES**

(1) Library reading should form an essential aspect of language work in schools; there should be a coordinated and structured library reading programme in schools to help the candidates to develop their reading and writing skills.

(2) Teachers need to step up the teaching of rudiments such as grammar, tense, punctuation, spelling and sentence structure.

5. **DETAILED COMMENTS**

**Question 1**

*Write a letter to your friend telling him or her three ways in which the computer has made learning easier for students.*

This question was to test candidates’ ability to write informal letter type and to combine the features of this type with a discussion of ways in which the computer has made learning easier and faster for students. This is by far the most popular question of the three questions. It was quite exhaustively treated by most of the candidates who cited points such as, ability to do research with the computer, the use of internet facilities to broaden one’s outlook of the world and situations, finding the meaning of words, etc.

However, some candidates failed to fully comprehend the import of the question and deviated into areas such as how the computer is easy to learn, how computer affects life generally in the world, etc. Most candidates failed to bring the formal features.
Question 2

Write an article for publication in a national newspaper discussing at least two reasons why students should cultivate the habit of reading.

This question was a test in expository writing in the article format. The question demanded that the candidate gives reasonable discussions of why reading habit should be cultivated by students. This was a straight forward essay requiring such points as how reading helps in language acquisition, vocabulary, expression, broadening the horizon of the reader, etc.

This question was not very popular, and those who attempted it did not give points that are worthwhile. Additionally, essays were short and did not give room to the candidates to come to grips with the issues.

Question 3

Describe one national event that took place recently and state at least two effects it had on the people in your area.

This was by far the most unpopular question. The description of an event should be deemed to be popular with candidates, but this was not the case. The question demanded a description of a national event such as sports, state burial, election, etc. The question was in two parts; a description of the event and the effects the event had on the people in the candidates’ area.

It is necessary that teachers of English Language at this level generate sufficient interest in the description of events in candidates so as to equip them with the skills of description such as use of picturesque language, logical sequence of events, spatial organisation, chronological sequence of events, etc.

Question 4 - Comprehension

The comprehension passage was quite interesting. Most candidates performed creditably well, scoring very high marks. Only a few of the candidates performed poorly. It could be observed that those who performed poorly did not fully comprehend the passage.

There were some candidates who reproduced portions of the passage for answers without attempting to adapt them to the questions.

Some of the questions were relatively easy to handle by most candidates but the ‘attitude’ and ‘mood’ questions were a bit unfamiliar, especially the latter, which only a handful of candidates did correctly.

Another area of difficulty was the vocabulary replacement bit. Candidates could not find suitable replacements for given vocabulary. Some candidates provided multiple answers in this section and some too, gave words and phrases that could not fit their respective contexts grammatically.
FRENCH 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of previous years. It is an undeniable fact that students generally have difficulty in learning French as a second foreign language but from all indications this year’s performance saw an improvement over the previous years. This means that the pupils are gradually picking up. It is also a mark of redoubling of effort on the part of the teachers and students. General performance was average.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

In spite of the generally average performance, there were a few candidates who excelled. Such good candidates understood the questions and followed the rubrics as expected.

In question one for instance, the good candidates did not write any irrelevant material. They simply answered the guided questions to the essay correctly devoid of grammatical mistakes. Consequently, they scored high marks in content and some went to the extent of scoring all the content mark of twenty (20). It is also worth mentioning that most of the candidates were able to produce an essay of not less than sixty words as required and as such their essays were not marked on prorata.

Question two was on picture description. Most candidates who tackled that question understood what the pictures were about even though they struggled to give the answers to the guided questions accompanying them. The fact that some answered the picture questions correctly in French and others in English depicting the chronological events of the story is a clear manifestation of their understanding.

To avoid being marked on prorata, most candidates wrote up to the recommended number of words and even beyond. The only unfortunate thing was that some of the voluminous essays were without substance.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Candidates were supposed to write in French throughout but some wrote in English; a sign that they lacked the vocabulary and expressions in the French language.

Again, some of the who understood had problems in subject/verb agreements.

Interestingly, some candidates did not attempt any of the questions at all leaving the answer sheets blank. There were instances where partial answers were given to the guided questions and some of the essays were also very sketchy and the candidates involved failed woefully.
4. **SUGGESTED REMEDIES**

- Teachers should adequately prepare their students for the exams using modern methodology in teaching. Available materials can be obtained from the Regional Centres for the Teaching of French (CREF). The students before they enter for the paper should be psyched up and made to understand that writing in English is a failure in advance.

- It is advisable for schools to procure some of the past questions from WAEC and use that as a guide regarding the nature of the paper.

- Again, teachers should move away from the traditional method of emphatic teaching of conjugation and make their lessons more interesting by using teaching aids.

- Students have an erroneous impression that French is a difficult subject and this should be debunked.

5. **DETAILED COMMENTS**

There were two questions in all. A candidate was supposed to answer one of the questions for forty marks.

**Question 1**

**Write a composition in French about the game you like playing at school during break time.**

Candidates were required to write about the game they like playing at school during break time. The following guided questions were provided in for candidates to make use of.

(a) Le nom de votre école  
(b) Le lieu de votre école  
(c) L’heure où les cours commencent  
(d) L’heure de la récréation  
(e) Ce que font les élèves pendant la récréation  
(f) Les jeux différents que les élèves aiment jouer  
(g) Le jeu que vous préférez  
(h) Avec qui vous jouez ce jeu  
(i) Ce que vous faites pendant ce jeu  
(j) Dites pourquoi vous aimez participer à ce jeu

Each item carried 2 marks.  
In (a) the candidate was expected to give the name of his school in a complete sentence for a full content mark of 2. Almost all the candidates were able to give the right answer.
Question (b) was about the place where the school is located. The responses here were generally good.

Question (c) sought to find out when the lessons begins at school. Most students understood the question but could not answer it fully because they lacked vocabulary to express themselves.

In question (d), candidates were expected to mention the time for recreation in their schools. It was generally answered well.

Question (e) required what the students do during the recreation. Pupils were able to answer the question generally. In question (f), the pupils needed to state the different games that they like playing. A good number of candidates could not do this appropriately.

Question (g) wanted to know the game the pupils prefer during break. This was well done.

In question (h), pupils were expected to indicate whom they play with during break and this was also well answered.

The guided question (i) sought to find out what the candidate does in the games played during break. Most candidates were able to provide the answers as expected.

Finally, question (j) demanded why the candidate likes participating in this game. A lot of candidates were unable to answer it appropriately.

Question 2

This question was basically a picture description on a traditional festival. Here too, there were the following guided questions for the candidates to develop into an essay:

(a)  (i) C’estquelle fête?
     (ii) Qu’est-ce que les jeunesfilles portent?

(b)  (i) Qui estdans le palanquin?
     (ii) Combien de personnes portent le palanquin?
     (iii) Oùvont-ils?

(c)  Pourquoiest-ce quel’hommetient le parasol?

(d)  Qu’est-ce que le prêtretraditionnelfait?

(e)  (i) Qui est-ce qui fait le discours?
     (ii) Qui est derrière lui?

(f)  (i) Maintenantlestvers midi, que font les habitants?
     (ii) Est-cequ’ilsont contents? Pourquoi?
It has been observed over the years that most candidates dread this area. Funny enough, the handful of candidates who tackle this boldly do well. This year in particular almost all the students dodged the question two. More emphasis is needed by teachers to demystify the thinking that picture description is difficult.

In conclusion, teachers are faced with a daunting task of whipping the zeal and enthusiasm in students to take picture description seriously.
1. **GENERAL COMMENTS**

The standard of the paper accurately measured the level of the candidates. The level of the paper was such that every candidate could perform adequately with little difficulties.

Unfortunately, the performance of the candidates on the whole was average though a handful of candidates performed creditably.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

(1) Most candidates were able to answer the required number of questions.

(2) Answers to comprehension demonstrated that most candidates were able to read and understand the passage.

(3) Candidates’ essays were reasonably lengthy. They avoided unnecessarily long essays.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

(1) Copying out the comprehension passage as their essays was a common feature that surfaced in candidates’ work

(2) There was still a problem of orthography among many candidates as spelling mistakes featured prominently.

(3) Many candidates wrote essays that deviated from the demands of questions.

(4) Candidates who wrote addresses using Dagaare did it badly and this should be avoided.

4. **SUGGESTED REMEDIES**

(1) More simple essay topics should be given to candidates to practise.

(2) Vowel harmony and vowel sequence should feature consistently in an attempt to teach students on how to write words properly.

(3) In letter writing, it is advised that addresses be written in the English form.
5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a descriptive or narrative essay. Candidates were expected to start the essay by stating the date, time and duration of the rain. Candidates were to develop the essay by indicating the intensity of the rain and the havoc it caused before, during and after the rain.

Candidates who wrote on the topic performed well.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

Candidates were expected to start the story with the stated clause and develop the story complying with the given clause. All candidates who attempted it deviated completely. Candidates neither started the story with the given clause nor developed to comply with the stated clause. Candidates wrote down stories they had ever been told.

(c) **Describe an incident you witnessed on a market day in your community.**

This was another narrative or descriptive essay. In this essay candidates were expected to state the date and time of the incident and the purpose of the candidates’ visit to the market. Candidates were to state the type of incident and give vivid description of it.

Few candidates who answered the question did well. The rest rather described the market day in their town. Deviation was a common feature here.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

Candidates were to set the stage of the essay by greeting and stating the purpose of writing the letter.

In the body of the letter, candidates were to state the date, place and preparations for the excursion, interesting places visited and activities undertaken, departure and arrival back at the school.

This question was heavily patronized by candidates and properly done too. Only candidates who attempted writing their addresses in Dagaare did it poorly. It is advisable that the address be written in the English form.
Question 2 - Comprehension

This was a simple passage which many candidates could read. This was reflected in the way the questions were answered. Most candidates used their own words to answer the questions. Wonderful answers were produced, an indication that the candidates understood the passage very well.

Question 3 - Lexis and Structure

In this department of the question paper, candidates’ performance was commendable. Many candidates registered high marks in the question. However, there was a sub-section of the question that posed difficulties to the candidates. This was on the supply or insertion of the appropriate punctuation marks in given sentences. On the whole, the performance on the question was above average.
1. **GENERAL COMMENTS**

The standard of the paper was as high as that of previous years. The performance of candidates improved greatly in content and Mechanical Accuracy.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

   (1) **Orthography**
   The spelling, word-division, grammar and punctuation of many candidates were good.

   (2) **Expression**
   There was a marked improvement in the expression of most candidates. They used appropriate proverbs, idioms, loan words, etc. very well.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

   (1) **Poor Orthography**
   The spelling, word-division and punctuation of some candidates were very poor. In the punctuation, capital letters and small letters were wrongly used. Other candidates did not know how to use the hyphen to divide words at the end of lines.

   (2) **Copying out of questions**
   Some candidates copied out questions before answering them or leaving them unanswered. In some cases they did not even write the Question Number of the question they copied out and/or attempted.

4. **SUGGESTED REMEDIES**

   (1) **Poor Orthography**
   This can be overcome through reading, class exercises and dictation.

   (2) **Copying out of questions**
   Any time students are given class exercises they should be discouraged from copying out the exercises before attempting them. They should also be encouraged to write down numbers to the exercises they attempt.

5. **DETAILED COMMENTS**

   **Question 1**

   (a) There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.
To introduce the topic, candidates who attempted this question mentioned the time, date and duration of the rain. Other candidates mentioned only the time the rain fell while some compositions did not have any introduction. In the body of the composition, some candidates mentioned the intensity of the rain and its aftermath. They also mentioned the plight of victims of the disaster and how they were helped to cope with the situation. Other candidates mentioned the intensity of the rain but could not describe well the destruction caused by the rain after it had stopped falling.

To conclude their compositions, some candidates gave their impression about all that happened. Other compositions did not, however, have conclusions.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

In the introduction of their compositions, some candidates set the stage for the story beginning with the stated clause. Other candidates wrote down the clause and copied out the comprehension as their original work. Others wrote down stories unrelated to the clause.

To conclude the story, some candidates made moral statements. Others concluded with proverbs while other compositions did not have any conclusions.

(c) **Describe an incident you witnessed on a market day in your community.**

To introduce their composition, some of the candidates gave the date and time of the incident at the market. Some went further to state the purpose of their visits to the market. However, there were other compositions without introductions.

In the body, some candidates were able to mention the type of incident and gave a vivid description of the incident. Other candidates mentioned the date, place, and time of the incident but described it poorly.

To conclude, some candidates gave their impression about the incident. Some compositions did not, however, have any conclusions.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

To introduce their letters, some of the candidates sent their greeting and stated the purpose of their letters. Some sent their greetings but did not state the purpose of their letters. Other candidates did not introduce their letters.

In the body of their letters, some candidates narrated the course and details of the excursion. They also gave the date, place, time and preparations made. They also mentioned the means of transport used, scenes on the way and arrival at the designated place. Others went further to mention the interesting places visited, activities undertaken and departure back to school. Other candidates only mentioned preparations made towards the excursion, what they saw but did not mention activities undertaken and how
they arrived back at school/home. In the conclusion, some candidates mentioned how interesting and successful the excursion was. Others discussed lessons learnt and wished for more of such excursions while others asked their aunts for assistance whenever the opportunity came again. Some compositions did not have any conclusions.

**Question 2 - Comprehension**

Candidates were given a short passage to read and answer questions on it. The questions were based on stated facts, inference, meaning and summary (title).

The questions on stated facts and summary (title) were well answered. However, the questions on inference and meaning were not well answered.

**Question 3 - Lexis and Structure**

Candidates were given twenty short sentences to read and write down adverbs in each of the sentences, re-write sentences and put in correct punctuations, give the opposites of underlined words and write down adjectives.

Candidates attempted the sentences on adverbs, adjectives and opposites well but those on punctuations were not well attempted.
DANGME 2

1. GENERAL COMMENTS

The 2013 BECE paper compared favourably with those of previous years. The items were set in accordance with WAEC’s specifications. In terms of scope, the paper covered the required areas of study as prescribed by the examination syllabuses.

The paper tested candidates’ knowledge and skills in Essay Writing, Comprehension and Lexis and Structure.

On the whole, candidates’ performance was quite impressive and deserve some commendation. This notwithstanding, a few individual candidates performed below expectation.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Quite a good number of candidates exhibited some skills and strengths which deserve commendation.

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

There was also systematic presentation of facts and ideas in the essays. In most cases, candidates exhibited maturity in the use of language such as appropriate use of proverbs and idiomatic expressions.

Quite commendable this year, was candidates’ ability to read and understand the comprehension passage. Apart from a few candidates who had some difficulty with the comprehension passage, the majority performed appreciably.

The general performance on the Lexis and Structure also needs commendation. Candidates had clear understanding of the aspects of language that were tested and so quite a good number of them performed very well in this area.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

The major weaknesses of candidates are summed up as follows:

(1) Some candidates wrote more than the required number of words for the essays. On the contrary, some candidates also wrote far below the required number of words for the essays.

(2) A few candidates also used spoken (colloquial) and dialectal forms instead of standard written form of Dangme e.g. laebforhlæ, b= m=di for b= m=de, he
(3) A good number of candidates showed lack of grasp of the orthography.

(4) Some candidates lifted portions or copied the whole comprehension passages for their essays. Also large portions of the comprehension passage were lifted as answers.

(5) Another weakness had to do with some candidates only writing out the address for the letter without writing the full text.

4. **SUGGESTED REMEDIES**

The following suggestions are put forward as remedies:

(1) Candidates/pupils should be encouraged to do intensive as well as extensive reading in Dangme. In fact language teachers should not gloss over this.

(2) Candidates/pupils should be taught the skills/techniques of deriving meaning from texts.

(3) Candidates/pupils’ attention should be drawn to colloquial, dialectal or faulty language in order to avoid them in examinations and formal writings.

(4) Teachers should endeavour to teach all the aspects of the language as prescribed by the teaching syllabus.

5. **DETAILED COMMENTS**

Question 1

(a) There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.

This question demanded that the candidate should give a vivid account of a heavy rainfall and damages caused. Not many candidates attempted this question. However, the few that answered the question demonstrated clear understanding of the tenets of the question. They were able to state when and how the rain started, the intensity, how long it lasted and the destruction it caused to life and property.

(b) Write a story beginning with the clause “Immediately we alighted from the vehicle ...”
Question 1b expected the candidate to write a story beginning with the clause: ‘As soon as we got out of the car ...’.

This was the least attempted question. Only a few candidates answered it. And even though candidates seemed to understand the demands of the question, majority of those who made an attempt could not write very effective stories.

(c) **Describe an incident you witnessed on a market day in your community.**

This question requested candidates to give an account of an incident that took place on one market day in the candidates’ town.

Quite a good number of candidates attempted this question. Those who did demonstrated that they understood the demands of the question and so wrote about quite interesting incidents such as thefts and arrests, fire outbreaks, fights etc. A few candidates, however, misread the question to mean the daily activities that go on every market day in the town.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question required that the candidate should write a letter to an aunt telling her about an educational trip made to some interesting sites, recounting vividly things that they saw during the visit.

This was the most attempted question. Majority of the candidates answered this question and in a manner which showed that they understood the demands of the question and so performed quite appreciably.

Quite a good number of candidates were able to provide the address, salutation and validation. They were equally able to describe the journey and the various things they saw. This notwithstanding, some candidates wrote the addresses wrongly and in some other cases, they wrote down only the address. On the whole, however, it was a good performance.

**Question 2 - Comprehension**

This aspect of the paper required that the candidate should read the passage, absorb the meaning and respond appropriately to the questions.

Quite a good number of the candidates demonstrated fair understanding of the passage or the story and performed well on the content-based questions. The inferential and other higher order questions challenged a few of the candidates. Despite this challenge however, most candidates were able to answer them appropriately.
Question 3 - Lexis and Structure

This section of the paper had four (4) parts and tested candidates’ knowledge on adverbs, punctuations, antonyms and adjectives.

The first part requested candidates to pick out the adverbs from the given sentences. Majority of the candidates did well in this section. The second part which also tested candidates’ knowledge about the use of punctuations was also well answered. Majority of the candidates were able to rewrite the sentences and supply the appropriate punctuation marks. The third part of this section tested candidates’ knowledge of Dangme antonyms. Quite a good number of candidates performed well on this task. They were able to supply the right antonyms for the words indicated in the sentences. A few candidates’ however, did not seem to have read the instruction properly and so messed up on this part.

The last part of this section tested candidates’ knowledge on adjectives in Dangme. Most of the candidates had all the answers right in this part - an indication that candidates were quite conversant with Dangme adjectives.

Candidates’ general performance in this section was appreciable.
1. **GENERAL COMMENTS**

The standard of the paper and candidates’ performance compared favourably with those of previous years.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

Majority of candidates attempted the required number of questions, i.e. each one wrote an essay, answered the Comprehension questions and the Lexis and Structure section. Most of the candidates presented their essays in 150 words and above.

Some candidates were able to express themselves eloquently in Ewe, did good paragraphing and presented their ideas in good sequential manner. In addition, some gave good introductions and conclusions for their essays. They were also able to develop the theme/title of the essays that they attempted into good comprehension work.

In the case of the Comprehension, majority of candidates attempted all the subquestions. They produced good answers for the questions which were based on stated facts. Majority of candidates tried answering all the subquestions of the Lexis and Structure and each one did well on the subsection which dealt with the identification of adjectives.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

   (1) **Expression:** Vocabulary use, grammar, punctuation, paragraphing and orthography (spelling/word division) were not satisfactory.

   (2) **There was a lot of deviation especially in the composition.**

   (3) **There was also a lot of copied material i.e. candidates copied the comprehension passage verbatim or merely changed characters as part of their composition.**

   (4) **Some scripts were either incoprehensible, unintelligible or unreadable.**

   (5) **There was poor handwriting.**

   (6) **Performance in Comprehension and Lexis and Structure was below standard.**

4. **SUGGESTED REMEDIES**

It appears that not much attention is being paid to the teaching and learning of the language. Teachers of the subject should have in-depth knowledge of the language themselves.
The pupils need to read a lot of literature in the language to enable them improve upon their vocabulary and expression.

They should do a lot of exercises in the subject; these should be marked and their mistakes pointed out to them for improvement. The letters of the alphabet of the language should be properly written.

5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed.** Describe what happened.

The question required candidates to state the date/time of the rain, how it all started and give details of havoc caused. The candidate should then conclude with his/her own impression about the whole scenario.

It was quite popular and some of the candidates who attempted it gave details of the damage caused. However, many essays lacked relevant introductions and conclusions.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

The question required candidates to write a story which should start with the given clause. The story should follow a pattern i.e. complying with the given clause and then draw a relevant conclusion.

It was not a popular question and the few candidates who attempted it went wild; they did not start with the given clause and the stories written were not relevant. Some also deviated and no relevant conclusions were drawn.

(c) **Describe an incident you witnessed on a market day in your community.**

It was quite popular but only few candidates conformed to the rubrics. The majority deviated by narrating series of scenes in the market when they went shopping while others wrote on general marketing or a market day in the town/community.

Candidates are advised to read questions well, understand what they demand before attempting to answer them. This will minimize the incidence of deviation.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

The question required the candidate to write a letter to an aunt telling her details of an excursion undertaken.
It was about letter writing and should have the features of a letter i.e. address, date, salutation, greetings, valediction and signature.

Vital areas such as date, place, preparations made; arrival at the designated place, interesting sites visited; then departure and return journey - should be covered.

There should be a relevant conclusion indicating candidate’s impression about the whole excursion.

It was the most popular question. However, some of the candidates fumbled. They did not conform to the features of a letter. Details of places visited and scenes were not given. Some also wrote on places visited while on holiday - without the school’s involvement. Preparations made and the journey itself was not covered. Teachers are urged to guide their candidates on the correct approach to letter writing and essays on excursion. The question was specific on writing to an aunt and not any other relative. This was side stepped by some candidates.

**Question 2  -  Comprehension**

This was a compulsory question of a given passage followed by ten questions.

It was not well answered. Only questions on re-call were well answered. Candidates fumbled with the deductive questions and those on meaning and title.

Some of the candidates ended up copying down whole paragraph(s) as answers to the questions. This is called passage lifting which should be discouraged.

Teachers are urged to guide their students to read given passages well, understand them before attempting to answer questions on the passage. The practice of passage lifting should be avoided.

**Question 3  -  Lexis and Structure**

This was a compulsory question on
(a) identification of adverbs
(b) punctuation
(c) opposites and
(d) adjectives

This was apparently the simplest part of the paper. However, some of the candidates messed up; they appeared not to have had any knowledge of the parts of speech (word classes) of the language.

Teachers are again urged to tutor their students well on the word classes of the language.
General Comments

(1) Only teachers who have had some training in the subject (Ewe) should be employed to teach it.

(2) Candidates whose mother tongue is not Ewe should not be registered for it. They produced the incomprehensible, unreadable and unintelligible scripts.
1. **GENERAL COMMENTS**

The standard of this year’s paper compared favourably with that of previous years. The performance of candidates improved a little in the comprehension and lexis and structure aspects of the paper.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

   (1) **Good Handwriting:** The handwriting of some candidates was very good and this made the answers very easy to read and understand.

   (2) **Use of Language:** The use of language and expression of many candidates was commendable. Indeed, some candidates were able to use appropriate registers and tenses very well and correctly.

   (3) **Length of Answer:** In the composition, many candidates tried to write the given number of words but where they exceeded, they did it by a few words and where they fell short, they did this by a very small number of words.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

   (1) **Poor Handwriting:** The handwriting of some candidates left much to be desired. In a few cases the language used was incomprehensible.

   (2) **Cancellation:** Some candidates also cancelled their answers very poorly (multiple and dirty cancellations).

   (3) **Others failed to distinguish between descriptive essays and letter-writing:** thus the question asking candidates to describe what happened when there was a heavy rainfall in their town, was attempted by candidates as though it required the features of letter-writing.

4. **SUGGESTED REMEDIES**

   (1) **Poor Handwriting:** Teachers should identify students with this problem in the classroom and give them remedial exercises in writing. Candidates should also be taught how to cancel their work in order not to make it dirty.

   (2) Teachers should help students to know the different types of essays and address the problem through constant exercises.
5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a descriptive/narrative essay which did not need the features of letter writing as some candidates did. The response included date, time/duration and aftermath and thereafter, a conclusion with candidates’ impression about all that happened.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**.

This question asked candidates to write a story beginning with “Immediately we alighted from the vehicle ...”. Candidates needed to set the stage for the story beginning with the stated clause sing simple past tense and end with a relevant conclusion depending on the type of story written.

(c) **Describe an incident you witnessed on a market day in your community.**

Man candidates attempted this question describing the incident they witnessed in the market on a market day in their community. Candidates had to indicate the date and time of the incident at the market; the purpose of the visit to the market and conclude with their impression about the incident. Candidates’ attempt on the whole was satisfactory.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question required the features of a letter in which the candidate would tell his/her aunt about an excursion to a place of interest.

The details should include date, place, preparations made, the means of transport and scenes along the way with the candidate’s impression about the visit/excursion as the conclusion.

**Question 2  -  Comprehension**

The passage for comprehension had ten questions based on it. Candidates were able to answer the questions on facts, meanings, inference and theme. Candidates’ performance was very satisfactory.

**Question 3  -  Lexis and Structure**

This section was divided into four areas which tested candidates’ knowledge in adverbs, punctuation, opposites and adjectives. It was a compulsory question and candidates’ performance in this section was highly commendable.
1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates’ performance also compared favourably with the performances of previous years. Some candidates did not write on any of the four essay topics. Others copied the comprehension passage verbatim as their essays. Some candidates understood the passage for comprehension and answered the question well. Some candidates did not number their answers properly. In some instances the answers for Question 3 p - t were written against numbers different from 3 p - t.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Candidates displayed isolated cases of very legible writing, correct spelling of words and clear indication of word boundaries. The above observations should be encouraged.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Many of the weaknesses that candidates exhibited were phonological in nature.

(1) Some candidates still could not differentiate between ‘o’ and ‘=’, and between ‘e’ and ‘‘’. In Ga, these four letters represent four different sounds.

(2) Some candidates could not differentiate between the simple vowel letter, the double vowel letters and the triple vowel letters, as in “ba”, “baa” and “baaa”.

(3) The phonological processes that the definite article “l’” undergoes in speech did not show in the writing of candidates. For example, “nuu’”, for nuu l’”, “agbaa” for “agba l’” and “t==” for t= l’”.

(4) In addition to the above, punctuation was virtually absent in candidates’ writing. The rules for the use of capital letters and marks like full stop, comma, question mark and others were not followed in candidates’ writing.

4. SUGGESTED REMEDIES

The weaknesses observed could be isolated and given more emphasis. For example, the definite article in the environment of several nouns in both speech and writing. The different shapes - orthographic, phonetic and semantics; the forms with single, double or triple vowels could be emphasized. For example ta, taa, taaa.

Minimal pairs which contain ‘e’ and ‘‘’, and ‘o’ and ‘=’ could be emphasized as in “be/b””, “gbe/gb””, “he/h”” and “bo/b=”, “gbo/gb=”, “ho/h=”. 
5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

Candidates were expected to give the date, time, duration and intensity of the rain and the havoc caused in its aftermath.

Candidates who attempted this question were not many, but they wrote quite good essays. They indicated place, time and the destruction caused by the rain.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.”**

Candidates were expected to set a stage for the story beginning with the stated clause and to write a story complying with the given clause. Candidates who attempted this question were not many. A few of the candidates really showed a link between the clause and the story.

(c) **Describe an incident you witnessed on a market day in your community.**

Candidates were expected to give the date and time of the incident at the market. They were to describe the incident vividly.

Candidates who attempted this question were not many. Some wrote on an ordinary visit to a market, no incident. A few others satisfied the requirement by showing incidents out of ordinary market scenes.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

Candidates were expected to show date, place and preparation for the journey, the journey itself, arrival and return.

This was the most popular topic with candidates and the best essays were recorded here. Some candidates just wrote the address and date, and concluded the letter.

Candidates went to places like Kakum National Park, Boti Falls and the Kwame Nkrumah Mausoleum. A few candidates, however, went on the excursion not as a school, but as a family with parents and siblings. In many instances, the aunties to whom the letters were written had male names, which is absurd.
Question 2  -  Comprehension

Candidates were expected to read a short passage and answer questions on it. From the answers, it was clear that some candidates understood the passage and the questions and therefore answered them well. It was also clear that some candidates looked for the words which made up the questions in the passage and copied them as answers. Almost all candidates who answered Question 2 (j) used seven or less words.

Question 3  -  Lexis and Structure

(a) - (e): Candidates were expected to identify and write the adverbs in given sentences. Candidates did fairly well.

(f) - (j): Candidates were expected to rewrite given sentences and put in appropriate punctuation marks. Some candidates, few though, just gave the punctuation marks. Very many candidates did not indicate the quotation marks required in 3(i).

(k) - (o): Candidates were asked to give the opposites of words underlined in given sentences. Almost all candidates answered 3(n) correctly.

(p) - (t): Candidates were to write the adjectives in given sentences. Many candidates did well in this section. A few, however, wrote both the noun and the adjective as the answer instead of just the adjective.
1. **GENERAL COMMENTS**

As usual, this year’s paper consisted of three main parts. The first part was made of four composition topics from which candidates were required to answer one. In the second part, the candidates were to read a comprehension passage and answer ten questions on it. Twenty questions on Lexis and structure formed the third part of the paper. All the questions measured up to the standard required of the BECE examination.

However, the performance of the candidates this year fell below average.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

There was an improvement in the way some candidates answered some sections of the Lexis and Structure parts of the paper. Their answers in identifying adverbs and adjectives in sentences were quite encouraging. This is an indication of good preparation on word classes, particularly adverbs and adjectives by the candidates.

This was an outstanding feature in the scripts of some candidates and needs to be emulated by others.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

One of the weaknesses identified in the work of the candidates was in section ‘A’ of the paper. Some candidates virtually copied the comprehension passage as their compositions. Those who did so scored zero for the work.

Another weakness was that, candidates did not understand the instructions for the composition. Some of them wrote on more than one topic instead of only one.

The punctuation section of the Lexis and Structure of the paper posed a problem to many candidates.

4. **SUGGESTED REMEDIES**

In terms of copying materials from the question paper, teachers need to advise their candidates against the practice. They need to encourage their students to study how to write essays on their own.

Teachers are also advised to take the candidates through the rubrics before the examination starts.

Since punctuation is a problem to candidates much attention needs to be paid to sentence punctuation e.g. how to use the full stop, comma, question mark, exclamation sign, capitalization and quotation marks.
5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a narrative essay on destruction caused by a heavy storm in the candidate’s hometown or village.

A good number of the candidates attempted the question but some of them merely copied the comprehension passage from the question paper as their essays. Those who did so scored zero. Candidates are, therefore, advised to desist from such practices.

They were required to give the date, time and duration of the rain. The extent of havoc caused and the feeling of the people after the rain were also to be discussed. They also needed to talk about the nature of assistance received from the various organisations and individuals.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**.

A few candidates wrote this essay. Like the preceding one some of them copied the comprehension passage from the question paper into their scripts. This practice should be discouraged by teachers.

The topic was unpopular to students and teachers should give them more practice in writing essays of this nature.

(c) **Describe an incident you witnessed on a market day in your community.**

The question demanded an account of an incident that occurred in the market on a market day in the candidate’s town.

This question was attempted by a good number of candidates. Some of them copied materials from the question paper into their answer booklets. Teachers should do well to discourage this behaviour.

The candidates were expected to mention the town, location of the market, the time of the incident and type. How the incident started, the peak and the conclusion are also important.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**
Candidates who answered this question did well. Some interesting places they mentioned included the Mole Game Reserve at Damongo and Kintampo Water Falls. They talked about the various animals and things they saw.

This essay was better answered than the others.

**Question 2  -  Comprehension**

The candidates were given a passage to read and answer ten questions on it. The questions were based on stated facts, inference, vocabulary and title of the passage. The expected answers to the questions were:

(a) Kilomata any=
(b) Kupako to.
(c) M=m=moniokawu so.
(d) M=m=benklana e daa la fan`; monio e wu.
(e) Ashibitiach` n` baa w=r=nliashishombur be kade to.
(f) Nkpalsomburkama!nyi m=m= be kade so.
(g) “ma! k=kadigal”, ela, “ma! k=kegben.
(h) Shombur!ana b=t` to unan`Lakasa ta mo n y=kelibunana.
(i) “Mf`rabul=mo” ela, “Enyenshempo”.
(j) Shombur, Lakasa n` m=m=be keteri.

**Question 3  -  Lexis and Structure**

This area tested the candidates in adverbs, antonyms, punctuation and adjectives. Their performance this year was satisfactory but there is still room for improvement. The candidates were supposed to answer the questions this way:

Ashu!sodulwiso(Adverbs)
(a) mfa
(b) b=i!
(c) ndre
(d) ndo!
(e) mana!

Ekurso (Punctuation):
(f) Ah! nwu
(g) KabreelaAlijiima
(h) Foka! y= t=miliki, sichirin`paanu.
(i) Kany`nna y`, “N la e!linipouna”.
(j) Man` n` fee w=r=?

Mmalgabebalafiito (Antonyms):
(k) mue (narrow) - Kpa’to (wide)
<table>
<thead>
<tr>
<th>(l)</th>
<th>kanyiso (night)</th>
<th>kapaso (day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m)</td>
<td>da'so (fat)</td>
<td>wolso (lean)</td>
</tr>
<tr>
<td>(n)</td>
<td>wushi (cold)</td>
<td>tushi (hot)</td>
</tr>
<tr>
<td>(o)</td>
<td>kagbenefuli (happy)</td>
<td>kagbenejaj (sad)</td>
</tr>
</tbody>
</table>

Atere be adulwiso (Adjectives):

<table>
<thead>
<tr>
<th>(p)</th>
<th>dra (old)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(q)</td>
<td>lembir (black)</td>
</tr>
<tr>
<td>(r)</td>
<td>lela (attractive)</td>
</tr>
<tr>
<td>(s)</td>
<td>tente! (tall)</td>
</tr>
<tr>
<td>(t)</td>
<td>fuful (white)</td>
</tr>
</tbody>
</table>
KASEM 2

1. **GENERAL COMMENTS**

The standard of this year’s paper compared favourably with that of the previous years. A good number of candidates performed at the same level as those of the previous years. Yet still a few of the candidates performed quite creditably; that is, they performed above average. This is evidenced in the mature manner in which they gave responses to questions. There is, however, more room for improvement.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

(1) **Detailed provision of materials:** Most candidates’ enumerated suitable and relevant ideas on essay topics and invariably discussed their points in detail. Their responses were quite good and commendable.

(2) **Suitable alternative responses:** Very good alternative responses were supplied by candidates apart from those suggested by the final marking scheme - that is, in the case of questions from the comprehension passage. There was also some remarkable improvement in candidates’ performance in the Lexis and Structure component of the question paper.

(3) **Features of letter-writing:** A good number of candidates were familiar and conversant with the features of letter-writing. They, however, need a lot more polishing up.

(4) **Good expressions:** A lot of candidates also used suitable expressions or figures of speech. In this light they used appropriate registers relevant to their chosen essay topics. These included proverbs, idioms, personification and others.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

(1) **Poor Spellings:** Candidates continued to show complete ignorance in the Kasem orthography. Their spellings were quite appalling. Even words correctly written in the question paper were spelt wrongly by candidates. Examples: “t==n=” for /t=n=/, “jega” for /jeiga/, etc.

(2) **Poor Punctuations:** Many candidates did not have any idea about punctuations; they did not know where to apply full-stops, commas, question marks and even when to use capital letters. It was quite pathetic as candidates could not even start proper nouns with upper case.

(3) **Bad Handwriting:** The handwriting of some candidates was an eyesore, just as some could not be read.

(4) **Inconsistency:** Some candidates were not consistent in their deliveries, especially, their spellings.
4. **SUGGESTED REMEDIES**

(1) Language teachers should do well to teach students the orthography of Kasem. They should give them dictation drills and encourage them to do a lot of reading of books written with the new orthography background.

(2) Students should be taught how to apply punctuation marks.

(3) Students should be given written exercises very often.

(4) Subject teachers should ask students to be consistent in their deliveries of facts and spellings. They commit mistakes such as: a word first correctly written will later be wrongly spelt.

5. **DETAILED COMMENTS**

**Question 1**

(a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a very popular topic with candidates. The candidate were expected to give detailed narration of events and occasions of a rainstorm in their localities or communities.

A lot of candidates were able to give convincing accounts of the havoc caused by the heavy rainfalls that occurred in their communities. Some even mentioned that human and animal lives were lost. In short, candidates performed very well, except that their spellings and punctuations were bad.

(b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**.

This topic attracted many candidates. Candidates opting for this topic, however, failed to comply with the rubrics; they ignored the instruction to start their stories with the given opening clause. Some narrated their stories and ended with the given clause, while others merely started with the given clause, but there was no relationship with the rest of the accounts stated there-off.

Candidates were expected to set the stage for the story beginning with the stated clause and give a relevant conclusion; that is, depending on the type of story given. They were to develop a story systematically according to the rubric given.

On the whole, candidates performed averagely. However, some candidates also only started the stated clause and ended up by copying out the passage from the question paper. Such candidates did not score any marks for that matter.
(c) **Describe an incident you witnessed on a market day in your community.**

Only a few candidates attempted this question. The candidate was supposed to state the date or day and time of the incident or scene and possibly state the reason that led to the scene or incident. The candidate was also expected to give vivid and relevant description of events that took place at the scene.

Candidates who opted for this topic performed quite appreciably.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question demanded that the candidate should identify a place of tourist attraction and write to tell the aunt about an excursion their school undertook which he/she was part of the team. The candidate was expected to address the aunt appropriately and to give a detailed account of events and scenes that were visible during this trip.

A good number of candidates answered this question and mentioned various places of tourist attraction, such as the Paga Crocodile Pond, Kumasi Zoo and Damongo Mole Game Park.

Most of the candidates were familiar with the features of letter writing and so did justice to the topic. Candidates are, however, advised to desist from writing the address in Kasem. They should also stop jumbling up words as essays.

**Question 2 - Comprehension**

Candidates were to read a given passage and answer ten (10) questions on it. The questions were based on: stated facts (a, b, d, e, h); inference (c, f); meaning (g, i) and summary (i.e. title, j). Candidates were comfortable with only questions on stated facts and the summary or title of the passage.

**Question 3 - Lexis and Structure**

This part of the paper consisted of twenty (20) questions based on (i) adverbs (5), (ii) punctuations (5), (iii) opposites (5), and (iv) adjectives (5).

Questions on punctuations were woefully answered by candidates; they had no enough idea about punctuations. Candidates performed well in the other areas.
NZEMA 2

1. GENERAL COMMENTS

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

On the whole, there was no significant improvement in the performance of the candidates as compared to those of the previous years.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

(1) Generally, there was significant improvement in the orthography of the candidates as most of them scored average marks in the mechanical accuracy in the composition.

(2) As regards the composition, a sizeable number of the candidates were able to exceed the required number of words and met other demands of the topics.

(3) Many of the candidates used correct registers and idiomatic expressions to enhance the quality of their compositions.

(4) For Questions 2 and 3 a few of the candidates gave concise answers to the items.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Most of the candidates who had not prepared adequately for the examination copied the comprehension passage and doctored it for the composition.

(2) Word division was a major problem for many of the candidates: They joined the pronoun to the noun and detached the pronoun from the verb, which is rather the reverse.

(3) A sizeable number of candidates never attempted the composition nor wrote the required number of words for the composition.

(4) Candidates introduced the word “nd=owo” meaning ‘many’ into the language. There is no plural form of the word “d=owo”.

(5) Many candidates were in the habit of writing the questions and rubrics before answering them. It is a wrong practice.

4. SUGGESTED REMEDIES

Teachers should encourage their pupils to read more story books and call their attention to the orthography of the language as they read.
Some effort should be made by the teachers to teach the orthography of the language and word division. A lot of exercises including dictation should be given to correct the shortcomings. Teachers should also give more exercises in comprehension and teach candidates the techniques for answering comprehension questions.

5. DETAILED COMMENTS

Question 1

(a) There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.

This was a descriptive/narrative essay and the candidates were required to include the following points: place, date and time and a description of the rain - intensity and also mention the havoc caused during and after the rain and its effect on the people.

Many candidates attempted this essay. While a few met the requirements of the question, most of them failed even to mention the place and time of the rainfall. They only described the rainfall and the havoc it caused.

Generally, their conclusion or their impression about the incident was poor.

(b) Write a story beginning with the clause “Immediately we alighted from the vehicle ...

The few candidates who answered this topic performed poorly. While some disregarded the opening and wrote their own stories others inserted the opening clause in the middle of their stories.

(c) Describe an incident you witnessed on a market day in your community.

This was a descriptive/narrative topic. The requirements of the question included the town/village in which the market is located, date, time of the incident, candidate’s purpose for going to the market, the type of incident - stealing, fighting, etc. and a vivid description of the incident. Candidates were also expected to give a suitable impression about the incident.

A few candidates fulfilled the demands of the question. However, most of them failed to mention the location and date of the incident but went on straight away to describe the incident. Candidates also failed to give their impression about the incident.

(d) Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.

The candidates were required to state the purpose of the letter and give a detailed
description of the journey; preparation, before the excursion, place, date, the journey itself and a description of the places visited. Finally, they were to give their impressions about the excursion.

Most candidates who answered this question presented good formats for the letter - address, date, salutation, greetings, valediction and signing off. While a good number of candidates met the demands of the question others only described what they saw leaving out the other essential details.

**Question 2  -  Comprehension**

This was a compulsory prose passage with ten subquestions to be answered by candidates. The questions were based on stated facts, inference, idiomatic expressions to the explained and a title to be given.

On the whole the candidates scored good marks for their efforts. However, a good number of them could not answer the questions on the idiomatic expressions.

**Question 3  -  Lexis and Structure**

This section was based on Lexis and Structure of the language. There were four sub-sections.

In sub-section (a - e) candidates were to identify adverbs in sentences. Questions (f - j) were based on punctuation. In (k - o) candidates were asked to find the opposites of some nouns. In sub-section (p - t) candidates were asked to identify the adjectives in the sentences.

The performance of the candidates was satisfactory. The question on “quotation marks” generally posed a problem to candidates.
TWI (AKUAPEM) 2

1. **GENERAL COMMENTS**

The standard of the paper and candidates’ performance this year, were good since many of the candidates were able to present a good exercise which yielded good grades.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

The good candidates were able to give precise and concise answers to the questions they attempted. They adhered to the rubrics of the paper. One other commendable feature of their work was that they presented very neat exercises with legible handwriting.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

The weaknesses of some candidates were as follows:

(1) **Non Adherence to Rubrics**: Some candidates answered Questions 2 and 3 on the same page, though it was clearly stated that a major question should be answered on a fresh page.

(2) **Non Mastery of Punctuation Marks**: Many candidates failed to write significant lexical items such as names of persons, rivers, towns and important places, with initial upper cases.

(3) **Non Mastery of Structure of Pronouns and Verbs**: In Twi, the golden rule is that the pronoun is always written together with the verb as a unit. But only a few candidates fully mastered this structure, therefore their essays were full of incorrect rendition such as me rekyer`w, me huu,y`toaa, wokae, instead of the right form: merekyer`w, mehuu,y`toaa, wokae respectively.

(4) **Copying of Examination Questions**: Some candidates exhibited a very bad approach. This was the reproduction of the Comprehension passage for the essay they selected. They scored zero.

4. **SUGGESTED REMEDIES**

(1) Tutors are advised to draw candidates’ attention to the observance of the rubrics on the front page of the answer booklet during their mock examinations.

(2) Candidates should be drilled through classroom teaching and made to understand the importance of other punctuation marks like full stop, comma, semi colon and question marks.
(3) Tutors should make a conscious effort to teach their students to master the correct structure through reading good textbooks and copious assignments. Tutors must be more meticulous in vetting students’ written exercises.

5. **DETAILED COMMENTS**

**Question 1**

(a) There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.

The very good candidates were able to state the day, time and duration of the rain. This was followed by an account of destruction of buildings, household items, farms, loss of life and effects of all these on the town. However, their major weakness was inability to use the past tense appropriately. This drained a lot of marks allocated for mechanical accuracy. The weak candidates were not able to write the required length of 150 words, and coupled with poor mechanical accuracies, they scored very low marks for their presentation.

(b) Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.

Few candidates attempted this question. The good candidates were able to meet all requirements of the topic and presented a good essay that scored good marks. On the other hand, the weak ones who did not probably understand the question wrote wild stories and therefore their performance was not good enough.

(c) Describe an incident you witnessed on a market day in your community.

A good number of candidates attempted this question. The good candidates stated the name and the market day of their town, the time of the incident of which thievery was core, the punishment inflicted on the offenders and the intervention by the police or the traditional administration. The main defect, however, was the wrong use of the apostrophe on the past tense of the verbs in Twi. Some essays lacked concord. These affected the score of mechanical accuracy. On the whole, however, candidates’ performance was good.

(d) Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.

More that 60% of the candidates tackled this question. The good essays satisfied all the requirements of letter writing ranging from address to date, salutation, paragraphing and valediction. The contents included: date, place and preparation, means of transport and scenes along the way, activities undertaken at the place and arrival back home.
Some candidates wrote about too many areas instead of one main place. For instance, they visited Akosombo Dam, Accra Zoo, Kakum National Park, Cape Coast Castle and Elmina Castle on that particular day, which of course, was impossible. Some stated that Aburi Botanical Gardens is in the Western Region. Other weak candidates did not know the difference between Kwame Nkrumah Museum and Kwame Nkruma Mausoleum and therefore, their essays fell flat. A candidate stated that Cape Coast is in the Northern Region which is also wrong. There was not a good agreement with the past tenses of the verbs in their narratives.

**Question 2  -  Comprehension**

Candidates were required to read the passage and answer all the questions that followed. There were nine subquestions (a - i).

The excellent candidates scored full marks for all nine questions. Many others did justice to some of the questions. One group of the weak candidates could not answer questions (e, h, and i). Therefore, their marks were very low.

**Question 3  -  Lexis and Structure**

This comprised 20 subquestions grouped under 5 items for specific topics.

(i) Subquestions (a - e) demanded identification of an adverb in each of the 5 sentences. Candidates’ performance was high.

(ii) Candidates were required to copy each of the 5 sentences (f - j) and insert the appropriate punctuation mark. Some candidates did not follow the instruction. They put only the punctuation mark against the letter of the subquestion (f - j); they wrote the letter without the full sentence. Therefore, they scored nothing for their effort.

(iii) Candidates were required to write the antonyms of the word underlined in each of the 5 sentences (k - o). Candidates’ performance was good.

(iv) Subquestions (p - t) demanded identification of an adjective in each of the 5 given sentences. Many candidates did well in this section.

Apart from subquestions (f - j) mentioned above, candidates could have written only the correct word for an answer, but some candidates spent time in copying the whole sentence before providing the answer or underlining a word for the answer. This wasted time.
TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of the paper and the performance of the candidates compared favourably with those of previous years. The candidates were able to answer the questions since they were within the scope of the syllabus.

There were, however, a few candidates who performed poorly which suggests that they did not have qualified Twi teachers to teach them.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

(1) In essay writing, a good number of the candidates understood the questions and deviation was minimal.

(2) There was an improvement in paragraphing.

(3) Some students were able to use idiomatic expressions appropriately and thus enriched their essays.

(4) A good number of candidates were able to find correct answers to the questions in section B.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

(1) A few candidates could not write full length essays.

(2) Some of the candidates mixed capital and small letters at random. For example, some candidates wrote “i” instead of ‘I’

(3) There was ample evidence of the wrong use of tenses, error of concord as well as the poor handling of the direct and reported speech.

4. SUGGESTED REMEDIES

(1) Candidates should be encouraged to read widely in order to enrich their vocabulary and improve on their expression and spelling.

(2) There is an urgent need for teachers to teach the candidates how to answer questions.

(2) Dictation drills should be encouraged in schools.
It is necessary, even critical, that students are taught functional grammar in addition to the structural method as advocated by some grammarians and practitioners.

5. **DETAILED COMMENTS**

(a)

About 30% of the candidates answered this question, however, they could not tell the time and date of the heavy rainfall. They also failed to narrate events leading to the heavy rainfall, that is changes in the weather, strong wind, attitude of the people and birds even before the heavy rainfall which are common scenes of this kind of occurrence.

(b)

This question was poorly answered by the few candidates who attempted it. They could not start with the given clause thus starting their own story they might have read or heard.

Candidates are to be taught to use any clause given either to start or end with a story.

(c) **Describe an incident you witnessed on a market day in your community.**

This question was widely answered; however, many of the candidates took it as an ordinary market day in their town. In view of that they failed to mention the specific events or incidents which the question required.

They did well by mentioning the town where the markets are but failed to indicate the day and time. As pointed out earlier, candidates are to be advised to read and understand the questions very well, thus satisfying the requirements of that particular question.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This was the most popular question answered by the majority of the candidates. However, candidates failed to mention their preparations towards the excursion. They also failed to mention the journey itself, i.e. the means of transport, what they saw along the way, how they felt as they were going which are good ingredients in a composition of such nature.

They only concentrated on what they saw and did at the places they visited. Some even forgot to say when they returned to their towns or schools. The importance and benefits of such trips should also not be neglected.

**Question 2 - Comprehension**

The comprehension passage which seemed to be familiar was well answered. Few candidates, however, could not answer the questions as expected because of poor ability on the part of those students/candidates to understand passages.
The main weakness identified here was poor spelling which needs to be polished. On the whole it was well answered.

**Question 3  -  Lexis and Structure**

This part was the best answered question. Many candidates scored almost all the marks. Their weakness was with regards to questions dealing with the punctuations.
GENERAL SUBJECTS SECTION

RESUME OF CHIEF EXAMINERS’ REPORT

1. **STANDARD OF THE PAPERS**

   The Chief Examiners reported that the standard of the papers compared favourably with that of previous years.

2. **PERFORMANCE OF THE CANDIDATES**

   The Chief Examiners expressed varied opinions on the performance of the candidates. While the Chief Examiner for Social Studies observed that the performance of the candidates was on the downward trend as compared with that of previous years, the Chief Examiner for Religious and Moral Education observed that the performance of the candidates showed a significant improvement over that of the previous years.

3. **A SUMMARY OF CANDIDATES’ STRENGTHS**

   According to the Chief Examiner for Social Studies, most candidates wrote good English, had legible handwriting and adhered to the rubrics while the Chief examiner for Religious and Moral Education commented that candidates began new questions on a fresh page, and fully explained points they had raised.

4. **SUMMARY OF CANDIDATES’ WEAKNESSES**

   The Chief Examiner for Religious and Moral Education stated that most candidates had difficulty with spelling while the Chief Examiner for Social Studies indicated that some candidates answered more than the required number of questions.

5. **SUGGESTED REMEDIES**

   In order to overcome the weaknesses identified, the Chief Examiners suggested that:

   (1) Teachers of the English Language should lay emphasis on the teaching of grammar.
   (2) Candidates should be taught the rubrics of the papers.
   (3) Teachers should try to complete the syllabi before students are presented for their final examination.
   (4) Teachers should give sufficient exercises to students, mark them and discuss weakness associated with them.
RELIGIOUS AND MORAL EDUCATION

1. **GENERAL COMMENTS**

   The standard of the paper compares favourably with that of the previous years. The questions were of standard and diversified.

   The performance this year as compared to that of previous years does not show any remarkable difference, but since the questions this year were quite straightforward, candidates were able to score very high marks.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**

   (1) There has been a remarkable improvement in the presentation of answers to questions by most of the candidates.

   (2) Most of the candidates did well by stating the points before attempting to explain them. The idea of explaining points is highly commendable.

   (3) Another area where most candidates have excelled is answering questions on separate sheets instead of congesting them on a single sheet of paper.

   (4) The rubrics of the paper were also followed by the candidates. They answered three questions choosing one question from each section.

3.(a) **A SUMMARY OF CANDIDATES’ WEAKNESSES**

   (1) Some of the candidates refused to write their index numbers in the column provided on the front page of the answer booklet.

   (2) Some of the candidates could not score high marks for their answers because of poor presentation and lack of clarity in their expression.

   (3) Some of the candidates were not able to distinguish between questions that demanded just listing of the points and those demanding explanation.

   (4) The handwriting of some of the candidates was illegible.

(b) **SUGGESTED REMEDIES**

   (1) Invigilators and Supervisors should make sure that the candidates write their names on the answer booklet before it is collected from them.

   (2) Teachers and parents must help to improve the language skills of candidates by encouraging them to read story books.
(3) Teachers should point out to students the demands of the various questions when discussing terminal examination questions.

(4) Candidates should be advised to improve upon their handwriting.

4. **DETAILED COMMENTS**

**Question 1**

(a) **Outline two uses each of the following things created by God.**

(i) rivers;

(ii) sun;

(iii) plants.

(b) **State four ways by which God’s creation can be protected.**

This was the most popular question. Over 60% of the candidates attempted this question. It was also the question where many candidates scored high marks notwithstanding the demand of the question.

However the ‘b’ part confused a few of them as they deviated and wrote about the story of creation in Genesis Chapter one.

**Question 2**

(a) **Outline five contributions of Caliph Abu Bakr to Islam.**

(b) **State two lessons that can be learnt from the life of Caliph Abu Bakr.**

Only a handful of candidates attempted this question. Probably, it was due to their inability to familiarize themselves with this area of the subject. However, the few who attempted it scored very high marks.
Question 3

(a) Identify five occasions at which libation is offered.

(b) In what four ways is libation important?

This was a simple framed question demanding occasions when libation is offered and four ways libation is important. Over 35% of the candidates attempted this question and most of them performed creditably well.

Question 4

(a) Identify four ways by which people show their commitment to God.

(b) State four reasons why commitment to one’s family is necessary.

About 30% of the candidates attempted this question on how people show their commitment to God and their family. Incidentally, candidates’ performance was abysmal as most of them ended up preaching about how to be “born again”, rather than answering the question directly.

Question 5

(a) Explain any four types of reward available to those who put up good behaviour.

(b) Identify any four acts which are considered to be bad deeds.

This was a question on rewards for those who put up good behaviour. This was attempted by about 40% of the candidates. Performance in this question was very good. There was no ambiguity in the question and those candidates who could not do well in it were either not regular in school or were not paying attention in class.

Question 6

(a) Highlight any five habits which constitute good manners.

(b) Explain any four benefits of showing good manners in the community.

This was another popular question which was answered by most of the candidates. The (a) part of the question required the candidates to highlight habits which constitute good manners. This was well answered by most of the candidates who attempted this question. A few of the candidates however, stated the points without explaining them.

The (b) part required candidates to explain the benefits of showing good manners and this was well answered by majority of the candidates.
Question 7

(a) List the four main types of work.

(b) Explain any four advantages of working hard.

This was the most patronized question. Over 90% of the candidates attempted it. The ‘a’ part which required candidates to list four types of work was well answered. However, most of them fumbled with the ‘b’ part which dealt with advantages of working hard. While some wrote more points than was required others were completely lost.

Question 8

(a) State any four reasons why one should support religious groups with one’s money.

(b) In what four ways can such monies be misused?

This was very unpopular, attracting only a few candidates. Some of those who attempted it understood the demand of the question and thus scored high marks. Others did not do well at all. The explanation could be that they did not treat the topic in their schools or the topic was poorly treated.
SOCIAL STUDIES

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous year. All the questions were within the scope of the syllabus. Questions could have been well managed by any average candidate. The overall performance was poorer when compared to that of the previous year.

2. SUMMARY OF CANDIDATES’ STRENGTHS

(1) Most of the answers were presented in legible handwriting.

(2) Punctuation and paragraphing were well done by most candidates.

(3) Most candidates abided by the rubrics, that is they answered one question from each section.

(4) Most candidates organized their answers very well.

3.(a) SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Most candidates lack proficiency in the English Language and could not articulate their ideas clearly. English grammar was very poor.

(2) A good number of candidates showed a poor understanding of the questions. For example, many candidates could not identify the administrative regions marked on the Ghana outline. Question 2 was not popular at all. Few candidates also failed to match the political events with their corresponding activities in the table provided. They appeared not to have been taught most topics.

(3) Most candidates presented sketchy answers. They listed the points and failed to expatiate on them.

(4) Few candidates digressed and failed to answer the questions set. They wrote on other issues. Worst cases occurred with questions 3(b), 4 and 5.

(5) A good number of candidates could not make the distinction between “education” and “training”. They thus scored very low marks.
3 (b) **SUGGESTED REMEDIES**

(1) More attention needs to be paid to the teaching of grammar in schools. Students should be encouraged to read many books to correct the deficit of spelling and grammar.

(2) Teachers should endeavour to treat all topics captured in the syllabus.

(3) Teachers should explain to their students what is required of them when functional wordssuch as “outline, list, explain, enumerate, match” are used in a question.

(4) Reliance on well-edited Social Studies textbooks on the subject will also help candidates to have a better grasp of the subject.

4. **DETAILED COMMENTS**

**Question 1**

(a) **Study the map of Ghana shown on page 2 and identify the administrative regions marked I, II, III, IV, V.**

(b) **Outline five ways in which mountains and highlands are important.**

This question was very popular and was answered by many candidates. For Section (a), few candidates could not identify the administrative regions marked I, II, III, IV, V. For section (b)
many candidates listed the points but could not explain. Candidates were expected to discuss the following points:

- Influence rainfall
- Acts as windbreak
- Provide rocks for construction/building
- Source of minerals
- Influence climate of surrounding settlement
- Serve as source of rivers and streams
- Serve as tourist attractions
- Serve as ground for religious activities
- Provide fertile soil for agriculture
- Provide security/defence
- Provide favourable climate for settlement

**Question 2**

(a) **List four features of a slum.**

(b) **Enumerate four measures that can be taken to prevent slums in the urban towns of Ghana.**

This question was not popular at all. For section (a), candidates showed little knowledge of a “slum.” They thus identified one or two features of a slum instead of four demanded by the question. Section (b) was poorly answered. A high number of candidates avoided this question. Performance was below average. For Section (a) the following points were expected:

- Overcrowded settlement
- Filthy/dirty environment/poor sanitation
- Buildings not well arranged
- Narrow or no streets
- Presence of criminals
- Buildings are made from inferior materials
- Pressure on social facilities
- Presence of social vices
- Frequent outbreak of diseases e.g. cholera
- For section (b) the following points were expected;
- Town planners to provide good layout
- Building plans to be approved by the authorities
- Demolishing of unauthorized buildings
- Provision of streets before settlements develop
- Waste collection facilities must be provided/improvement in sanitation
- Orderly arrangement of buildings
- Control of rural-urban migration
- Putting up of low-cost building/states
- Public education on the dangers of slums
- Enforcement of bye-laws on town planning

Question 3

(a) Match the political events listed below with their corresponding activities in the table that follows

- The Poll Tax Ordinance of 1852.
- The Bond of 1844.
- The “Sagrenti” war of 1874.
- The 1948 riots.
- The YaaAsantewa war of 1901.
This question was very popular. In Section (a) most candidates were able to match the political events listed with their corresponding activities. Very few candidates, however, had no idea about the events and their activities thus scored very low marks.

In Section (b) candidates were able to outline the main attitude and values needed to prevent conflict in the community but could not explain much.

**Question 4**

(a) **List any four ethnic groups in Ghana.**

(b) **Explain any four ways of sustaining unity among the different ethnic groups in Ghana.**

This is another popular question. It was answered by most candidates. Section (a) was satisfactorily answered with high marks. Section (b) was poorly answered. Most candidates listed the points but could not explain much. Candidates thus scored low marks. Candidates could have considered the following points:

- Respect for other cultures/tolerance
- Encouragement of inter-ethnic marriages
- Public education
- Need to be patriotic and development conscious
- Need to value peace and stability
- Fair representation in government
- Promotion of religious activities
- Promotion of formal education/boarding system

<table>
<thead>
<tr>
<th>Political Activity</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>An agreement signed between the British government and some chiefs of the Gold Coast.</td>
</tr>
<tr>
<td>II</td>
<td>The war fought by the British soldiers under their leader Sir Garnet Wolsley and the people of Ashanti.</td>
</tr>
<tr>
<td>III</td>
<td>The disturbances that occurred in the Gold Coast after the shooting of the ex-service men by the British soldiers</td>
</tr>
<tr>
<td>IV</td>
<td>The introduction of a law to collect taxes from the people of the Gold Coast.</td>
</tr>
</tbody>
</table>
- Promotion of inter-cultural activities
- Political parties need to foster unity
- Avoid discrimination/nepotism

**Question 5**

**Explain five measures that can be adopted to improve the quality of life in the rural areas.**

This question was not popular. Some candidates who attempted it performed poorly. However, others did well and scored average marks. Candidates were expected to present the following answers:

- Provision of social amenities in the rural areas e.g. health, water etc.
- Setting up of agro-based industries/cottage industries
- Reducing post-harvest losses
- Introducing better farming practices e.g. herbicides, new varieties of crops.
- Providing quality formal education for rural dwellers
- Fixing realistic prices for agro/farm produce
- Modernizing agriculture e.g. use of tractors, ploughs etc.
- Improving infrastructural facilities e.g. roads, markets etc.
- Provision of recreational facilities e.g. cinema halls, zoos, parks etc.
- Provision of credit facilities to farmers, traders etc.

**Question 6**

(a) **What is the difference between “education” and “training”?**

(b) **Enumerate four advantages of using modern technology in the production of goods and services.**

A very popular question. General performance was average.

Section (a): Most candidates could not differentiate between ‘Education’ and ‘Training’.

Education is a process of learning to acquire knowledge, skills, attitudes and values. Training on the other hand is the acquisition of specific skills to perform specific tasks. Some candidates did well but some mixed up the definitions. Marks scored were therefore low.
Section (b) was attempted by most candidates. They however, could not explain the points listed into detail. Marks scored were however, average. Candidates could have considered the following points:

- It makes labour more efficient
- It makes difficult work easy to do
- It speeds up work
- It minimizes breakdown
- It leads to mass production of goods and services - high productivity
- It promotes specialization
- It releases labour for use in other sectors of the economy
- Work that is dangerous for human being can be done
- Goods are standardized
- Reduces unit cost of production
- Labour cost is reduced
MATHEMATICS

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with those of previous years. All questions were within the syllabus.

No significant improvement in current performance of candidates on that of previous years was observed generally.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**

The following are some of the strengths of candidates as stated by the Chief Examiner and Zonal Team Leaders:

- (1) Drawing bar charts with correct identification and correctly labelled axes.
- (2) Solving inequality involving mixed number.
- (3) Reversal of inequality sign by dividing through by a negative number.
- (4) Construction of 90° and 45°.
- (5) Knowledge of definition of the mean and its application.

3. **SUMMARY OF CANDIDATES’ WEAKNESSES**

The following were some of the weaknesses identified in candidates’ work:

- (1) Poor arithmetic computation (without use of calculators).
- (2) Inability to identify ‘regions’ described in a Venn Diagram and make appropriate entries.
- (3) Non-payment of attention to details of questions e.g. required degree of accuracy and other instructions in questions (graphs).
- (4) Poor knowledge and understanding of English Language suspected in unpopularity of questions written in prose.
- (5) Failure to apply BODMAS correctly.
- (6) Inability to read values correctly from graph.

4. **SUGGESTED REMEDIES**

- (1) Drill in arithmetic computation to reinforce the application of BODMAS correctly.
- (2) Intensify the teaching and learning of comprehension in English Language.
Question 1.

(a) Fifty students in a class took an examination in French and Mathematics. If 14 of them passed French only, 23 passed in both French and Mathematics and 5 of them failed in both subjects, find

(i) the number of students who passed in French,
(ii) the probability of selecting a student who passed in Mathematics.

\[ 2x1 - \frac{1}{2} \geq 5x - 6. \]

(b) Solve the inequality

(a) Venn Diagram required to be drawn, described regions identified for corresponding data entries to be made and used for finding solutions.

Good attempt was made generally to illustrate given information in Venn diagram. Some candidates wrote down the relevant equation and solved it correctly. Others could not make correct entries in the Venn diagram and therefore could not solve the questions.

Some candidates could not draw the Venn diagram while others did not define the variables used in their solution. Instead of using the correct set notation to represent the number of elements in the universal set as \( n(U) = 50 \) some represented it wrongly as \( U(50) \).

Probability was correctly defined in symbols but wrong values were substituted by most candidates.

(b) Candidates were supposed to clear fractions in inequality, collect like terms and solve for the variable and reverse the inequality sign when dividing through by a negative number.

Very good attempt was made by candidates. Few, however, ignored the reversal of the inequality sign.

Question 2.

(a) Convert \( 444_{_5} \) to a base two numeral.

(b) A man had three GH\$50.00, seven GH\$20.00 and five GH\$10.00 notes in his pocket. If he bought a bicycle for GH\$150.00 and two mobile phones at GH\$80.00 each, how many GH\$20.00 and GH\$10.00 notes did he have left?

(a) Convert given number in base five to base ten i.e. expressing the number in exponents of five and simplifying for the base ten equivalent which is to be divided continuously to get the required base two equivalent.

A good number of candidates followed through the steps correctly. Some could not relate the exponents of five to the place values correctly while others could not simplify correctly.
(b) Candidates were to calculate the total amounts in the man’s pocket, the amount spent and 
the amount left (i.e. the difference) and determine its equivalent in GH₵20.00 and 
GH₵10.00 notes.

Very unpopular with candidates. Very few candidates attempted this question and 
worked through correctly. Others made no sense of it.

(a) Using a ruler and a pair of compasses only,
(i) construct a triangle XYZ with length XY = 7 cm,
    length YZ = 5 cm and angle XYZ = 45°.

(ii) Measure and write down the length of XZ.

(b) Given that the circumference of a circle is 44 cm, find
(i) the radius of the circle,
(ii) the area of the circle.

Take \( \pi = \frac{22}{7} \)

(a) Most candidates drew the line segments XY or YZ, constructed and bisected 90° at Y 
correctly. Few, however, constructed and bisected 90° at X. Some used dots to locate Z or X 
instead of arc with centre X or Y respectively. Others could not complete the triangle.
Measurement of the length of XZ was accurate for the completed triangles.

(b) Candidates were supposed to use the formula for circumference of a circle to form an 
equation for the given circumference and solve for the radius. They were to 
subsequently use the relevant formula of a circle and its radius determined earlier to 
calculate the area of the circle.

A good number of candidates knew and applied the correct formulae and worked through 
for the correct radius and area. Others used the formula for the area for that of the 
circumference and vice versa. Arithmetic errors were common.

Question 4

The table shows the distribution of marks of students in a class test.

<table>
<thead>
<tr>
<th>Mark</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

(a) Using a graph sheet, draw a bar chart for the distribution.

(c) Calculate the mean mark of the distribution correct to the nearest whole number.
Most candidates drew the bar chart with correct scale and axes correctly labelled. Very few however drew histogram instead of bar chart.

Candidates generally showed knowledge of finding \( \sum f \cdot \sum fx \) and applied \( \sum \frac{fx}{f} \) to find the mean. Errors were arithmetic.

**Question 5.**

(a) Simplify \( \left( 3 \frac{5}{6} - 1 \frac{1}{4} \right) \).

(b) Copy and complete the magic square so that the sum of numbers in each row or column or diagonal is 18.

(c) Find the sum of all the factors of 24.

(d) Given that \( m = \left( \begin{array}{c} 3 \\ -1 \end{array} \right) \), \( n = \left( \begin{array}{c} -1 \\ 2 \end{array} \right) \) and \( r = \left( \begin{array}{c} 18 \\ -6 \end{array} \right) \), find \( m + n + r \).

(a) Change mixed numbers in the given expression into improper fractions, express same with common denominator, remove the bracket and reduce the resulting expression to its lowest term.

Candidates worked through these steps reasonably well. Some, however, left the answer as improper fraction instead of mixed number. There were too many arithmetic errors.

(b) Copy and complete the given 3 x 3 magic square. The question was popular and candidates. Performance was good.

(c) Identify factors of 24 and add them. Candidates generally showed clear knowledge of “factor” even though some could not get all the factors of 24.
(d) Substitute given vectors into the given expression and evaluate the resulting expression. Most candidates did the substitution correctly, maintained and added the respective components. Errors were arithmetic.

Question 6.

(a) Copy and complete the table for the relation \( y = 2x + 5 \).

<table>
<thead>
<tr>
<th>( x )</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y )</td>
<td>-1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

(b) (i) Using a scale of 2 cm units on both axes, draw two perpendicular axes 0x and 0y on a graph sheet.
(ii) Mark the x-axis from -6 to 10 and y-axis from -6 to 14.
(iii) Using the table, plot all the points of the relation \( y = 2x + 5 \) on the graph.
(iv) Draw a straight line through the points.

(c) Use the graph to find

(i) \( y \) when \( x = 1.6 \),
(ii) \( x \) when \( y = 10 \).

(a) A good number of candidates copied and completed the table correctly. Some did not show any table and others showed only the calculation of the missing values.

(b) (i) (ii) Candidates drew the axes with the correct scale. Some however did not label the axes while others did wrong labelling. and non-conventional calibration.

(iii) (iv) Very few candidates plotted the points accurately. Others were careless in the plotting of the points. All candidates attempted drawing the straight line but those with accurate plotted points had the line through them.

(c) Few candidates attempted this question. Some were able to locate the lines \( x = 1.6 \) and \( y = 10 \), drew the relevant perpendicular lines and read the corresponding respective values. Candidates accuracy in reading from graph is less than desired.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with those of previous years. Candidates’ performance was better than the previous years.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

Candidates were commended for the following features in their responses to the questions.

- (1) Candidates exhibited clear understanding of the rubrics of the paper.
- (2) Most candidates had legible handwriting.
- (3) Candidates orderly numbered and presented their responses to the questions they attempted.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

Candidates demonstrated the following weaknesses:

- (1) Many candidates could not spell scientific terms/phenomena correctly.
- (2) Many candidates exhibited poor command of the English Language in their responses provided.
- (3) Majority of the candidates could not give the systematic names of chemical compounds.

4. **SUGGESTED REMEDIES**

The following remedies were suggested:

- (1) Students should be encouraged to spell correctly scientific terms and phenomena.
- (2) Students should be encouraged to read more scientific materials and story books to improve upon their usage of the English Language.
- (3) Teachers should endeavour to cover the entire syllabus with their students before they take the examination.

5. **DETAILED COMMENTS**

**Question 1**

(a) The diagrams below are illustrations of an experiment to demonstrate a biological principle.
Study the diagrams carefully and answer the questions that follow.

(i) Name the parts labelled I and II.
(ii) State two differences between the set-ups A and B.
(iii) What is the role played by the part labelled I in the experiment?
(iv) Name the biological principle being demonstrated in this experiment.
(v) State one way in which plants benefits from the principle named in (iv).
(vii) State one way in which animals benefit from the principle named in (iv).

(b) In an experiment to investigate the reactivity of zinc, a piece of the metal was dropped into a test tube containing dilute hydrochloric acid. The experiment set-up is illustrated below.

Study the set-up carefully and answer the questions that follow.
(i) Write a balanced chemical equation for the reaction that occurred in the experiment.
(ii) Name the gas evolved.
(iii) List two metals which can react in a similar way as the zinc.
(iv) List two metals which cannot react in a similar way as the zinc.
(v) Name two glass apparatus which could have been used instead of the test tube.
(c) The diagram below is an illustration of a thermos flask.

![Diagram of a thermos flask]

Study the diagram carefully and answer the questions that follow:
(i) Name the parts labelled I, II, III, IV and V.
(ii) How does the device minimize heat loss or gain through
   (α) conduction?
   (β) convection?
   (γ) radiation?
(iii) State one use of the thermos flask.

(d) The diagrams below illustrate an experimental set-up on a physical property of soil using three soil types X, Y and Z.

![Diagram of soil types X, Y, and Z]

Study the set-up carefully and answer the questions that follow:
(i) Name the parts of the set-up labelled I, II, III and IV.
(ii) Which of the three soil types has the
    (α) highest water holding capacity?
    (β) least water holding capacity?
(iii) Name each of the three soil types X, Y and Z.
(iv) Suggest a suitable title for the experiment.
(a) Many candidates were able to name the parts labelled I and II as fresh yam cup and beaker respectively. Candidates were able to state the difference between set-ups A and B. The role played by the part labelled I is that it acts as a semi-permeable membrane. Candidates stated correctly the principle being demonstrated as osmosis. Many however could not spell the word osmosis correctly. Majority of the candidates could not state the ways animals and plants benefit from osmosis.

(b) This part of the question was generally poorly answered by many candidates. Majority of the candidates could not write a balance equation for the reaction that occurred. Many were however able to name the gas evolved as hydrogen. Few candidates were able to list the metals which react in a similar way as the zinc as sodium, calcium, magnesium etc and also correctly listed metals which do not react in a similar way as zinc as copper, silver gold etc. Many candidates also correctly stated that instead of the test tube, a beaker, conical flask, flat bottomed or boiling tube could be used in the experiment.

(c) Majority of the candidates were able to identify the parts of the thermos flask labelled. Many were able to state how the thermos flask minimise heat losses/gain through conduction, convection and radiation. The thermos flask is used to keep cold substances/hot substances or to keep substances at a specific temperature.

(d) Candidates performed very well on this sub-question. Many candidates were able to name the parts of the experiment labelled I, II, III and IV. The soil sample with the highest water holding capacity was correctly identified as soil sample Z and the soil sample with least water holding capacity is soil sample X. The three soil samples X, Y and Z were identified as sandy soil, loamy soil and clayey soil respectively. The title for the experiment illustrated was: An experiment to demonstrate the water holding/porosity of the soil.

**Question 2**

(a) **List the three particles which make up matter.**

(b) **State four hereditary features in humans.**

(c) **State the energy transformation that takes place in each of the following activities:**
   (i) **dry cell in use;**
   (ii) **solar panel in use;**
   (iii) **electric stove in use;**
   (iv) **hammering of a piece of metal.**
(d) State two ways each in which each of the following cultural practices is important in vegetable production:
   (i) staking;
   (ii) pruning.

(a) Many candidates who attempted this question confused particles that make up matter with states of matter. The expected answers were atoms, molecules and ions. Many candidates however stated solids, liquids and gases.

(b) Many candidates understood the question but provided the wrong responses. Some heritable features are weight, colour of hair shape of nose/head/face etc and blood group.

(c) Candidates found it difficult to state the energy transformed that take place in the activities listed. The expected answers were:
   (i) Chemical → electrical
   (ii) Solar/light → electrical
   (iii) Electrical → Heat
   (iv) Heat/light/sound/chemical → mechanical → heat/light/sound.

(d) Many candidates were able to state the importance of staking and pruning in vegetable crop production. Staking; supports weak/climbing stems, promotes air circulation, allow for easy penetrating of sunlight. Staking helps to produce clean fruits, it helps protects fruits from diseases/pest. Pruning on the other hand encourages easy harvesting, it promotes light penetration and helps prevent the spread of pest.

Question 3

(a) (i) What is indiscriminate sex?
   (ii) Give two reasons why teenagers indulge in indiscriminate sex.

(b) Name two sources each of
   (i) natural light;
   (ii) artificial light.

(c) State three ways in which soil texture is important in crop production.

(d) Write down the systematic name of each of the following chemical compounds:
   (i) FeS;
   (ii) CO;
   (iii) Cu₂O;
   (iv) NaOH.
(a) Many candidates were able to define indiscriminate sex. They also correctly stated the reasons why teenagers indulge in indiscriminate sex.

(b) Sources of natural light are the sun, fireflies, stars, lighting etc. The moon is not a source of natural light as stated by some candidates.

(c) Many candidates found it difficult to state the ways in which soil texture is important in crop production. The expected responses are that the soil texture:
- it helps the farmer to know the type of farming method to adopt
- it influences the water holding capacities of the soil
- it influences soil temperature
- the knowledge of soil texture determines the soil management practice to adopt.

(d) Many candidates could not write down the systematic names of the compound given. The expected answers are:
(i) FeS; Iron (II) sulphide
(ii) CO; Carbon (II) oxide
(iii) Cu₂O; Copper (I) oxide
(iv) NaOH; sodium hydroxide

Question 4

(a) (i) What do the symbols L, N and E represent in an electric plug?
(ii) What is the function of the fuse box in household electrical writing?

(b) Mention four classes of insect pest based on their feeding habits.

(c) Classify the first four elements of the periodic table as metals and non-metals.

(d) Name the three types of blood vessels in humans.

(a) In an electric plug the symbol L represents live, N is for neutral and E is for earth. Only few candidates could state that a fuse box contains thin wires which melt and cut off current when the current passing through it is too large.

(b) This question was difficult for most candidates. Classes of insects based on their mode of feeding are Biting/tearing insects, boring insects, piercing/insects chewing/rasping insects and sucking insects.

(c) Candidates were able to state and classify the first four elements into metals and non-metals as follows.
<table>
<thead>
<tr>
<th>Metals</th>
<th>Non - metals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithium</td>
<td>Hydrogen</td>
</tr>
<tr>
<td>Beryllium</td>
<td>Helium</td>
</tr>
</tbody>
</table>

(d) Candidates correctly stated the blood vessels as artery, vein and capillary.

**Question 5**

(a) (i) **State the difference between organic fertilizer and inorganic fertilizer.**

(ii) **State two effects of inorganic fertilizer on the environment.**

(b) **Classify the following substances as acids or bases.**

(i) unripe lemon juice;
(ii) wood ash;
(iii) liquid in a car battery;
(iv) bicarbonate of soda.

(c) (i) **What is a fruit?**

(ii) **State two differences between a fruit and a seed.**

(d) **State the effect of heat on each of the following substances:**

(i) plastics;
(ii) alcohol;
(iii) metal rod.

(a) Candidates were able to show the difference between organic and inorganic fertilizers by stating the following: Organic fertilizer is obtained from plant and animals whilst inorganic fertilizers are obtained from artificial / chemical materials. Inorganic fertilizer pollutes water / air / land; kills plants and other organisms in the soil, overuse of inorganic fertilizer damage crops.

(b) Majority of the candidates were able to classify the given substances as acids or bases.

(i) unripe lemon juice is an acid
(ii) woodash is a base
(iii) liquid in car battery is an acid
(iv) bicarbonate of soda is a base

(c) Many candidates could not define a fruit and many could not state the difference between a fruit and a seed. The expected
responses are that; a fruit is a structure that develop from a fertilised ovary, and contains a seed/seeds. The difference between a seed and a fruit is that, a fruit has two scars, whilst a seed has one scar. A fruit develops from an ovary whilst a seed develops from an ovule. Fruits contain seeds whilst a seed contains an embryo.

(d) Many candidates were able to state correctly the effect of heat on the given substances. Plastics melts or burn on application of heat whiles alcohol expands, evaporates or boil on application of heat. Metals expands, melts or bends when heat is applied to them.

Question 6

(a) Classify the following chemical substances based on their uses under the headings as shown in the table below:
Milk of magnesia, alcohol, paracetamol, sodium hydroxide, N.P.K.

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Industry</th>
<th>Medicine</th>
</tr>
</thead>
</table>

(b) State one use each of the following instruments used in the study of the weather:
(i) rain gauge;
(ii) hygrometer;
(iii) anemometer.

(c) (i) Name two types of transistors.
(ii) Draw and label the circuit symbols of the transistors named in (i).
(d) **State three reasons why vegetable farming is important.**

(a) Most candidates were able to classify the given substances under the headings given. N.P.K. is used in agriculture. Sodium hydroxide and alcohol are used in industry while milk of magnesia, paracetamol and alcohol are used in medicine.

(b) Majority of candidates were able to state one use of the instruments given when studying the weather.
(i) Rain gauge is used to measure the amount of rainfall.
(ii) Hygrometer is used to measure relative humidity.
(iii) Anemometer measures wind speed.

(c) This part of the question was poorly answered by many candidates who attempted it. Even though some candidates were able to state the type of transistors as NPN and PNP transistors, they could not draw and label their circuit symbols.

(d) Many candidates were able to give reasons why vegetable farming is important. Vegetable farming provide income to farmers, it serves as a source of employment. Some vegetables produced from farms have medicinal value.
INFORMATION COMMUNICATION TECHNOLOGY

GENERAL COMMENTS

The questions were of standard and were within the scope of the syllabus. The paper was comparable to the previous ones in content and scope; but the standard was a little higher.

There was an improvement in the performance of candidates. A greater number of candidates exhibited mastery of the subject matter and demonstrated improved knowledge in IT.

Few candidates, however, performed below average and showed lack of adequate knowledge in ICT.

SUMMARY OF CANDIDATE’S STRENGTHS

Some candidates gave concise answers to questions and demonstrated adequate knowledge in Information and Communication Technology. Questions on the keyboard, Internet usage, storage media, communication and devices for sending and receiving information were well answered by many candidates.

Candidates also gave correct responses on questions that involved word processing application and to a lesser extent, spreadsheet.

Candidates should be encouraged to muster ICT technical terms; and have enough practical lessons. They should be encouraged to give concise and coherent responses.

SUMMARY OF CANDIDATES WEAKNESSES

Candidates’ responses to questions that involved the use of formula in spreadsheet, video conferencing, font, ergonomic and copyright were wrongly answered by many candidates.

Some candidates could not comprehend the questions due to inadequate command of the English Language. Such candidates were not able to express themselves.

It was also apparent that few candidates had practical lesson, probably due to lack of computers in the schools. Some schools might also not have trained and competent ICT teachers.

SUGGESTED REMEDIES

Institutions, teachers and candidates must pay equal attention to all topics in the ICT syllabus. Practical lessons should be encouraged, to ensure that students understand theory lessons better.
Institutions must ensure they have computers and their students must have access to these computers.

**Question 1**

This was a compulsory question.

(a) Candidates were requested to name the application program used for the document, identify the parts of the spreadsheet document labeled I, II and III, and then provide the formula used in calculating the results in the specified cells.

(b) The section requested candidates to identify the computer keyboard, name the parts labeled A, B, C, D, E; state the functions of the B and C, and state one function of the keyboard.

Most candidates named the program correctly as spreadsheet. Some could identify the labeled parts. But most candidates could not provide the requested formula. Most candidates used the multiplication sign (x) instead of the operator (*) in the formula that demanded multiplication.

(c) Most candidates identified correctly the keyboard and gave the correct names of the keys. They also stated correctly the functions of the labeled parts and the keyboard.

**Question 2**

Candidates were requested to:-

(a) State two positive uses and two negative uses of the Internet.
(b) List four Storage Media

This question was popular and most candidates gave the positive and negative uses of the Internet. Many of them also listed correctly four storage media.

**Question 3**

Candidates were asked to

(a) Explain communication as used in the computer industry (b) state what video conferencing is.
(c) List two devices associated with video conferencing and (d) state four media for sending and receiving information.

Many candidates explained communication, but could not state what video conferencing is:-

Video conferencing is the use of video and sound technology and computer to enable people in different locations talk to and see each other.
Most candidates however, listed correctly the devices associated with video conferencing and also stated the media for sending and receiving information.

**Question 4**

Candidates were requested to:

(a) State when it is appropriate to use
    (i) Copy and Paste  (ii) Cut and Paste
(b) State what font is and list three font styles.

Many candidates stated when it is appropriate to use copy and paste; and cut and paste. Most candidates could not state what font is and very few candidates listed the font styles. Font is the appearance/typeface of characters on computer screen.

Font styles are: - Italic, Bold, Bold Italic and Regular

**Question 5**

Candidates were expected to state:

(a) What (i) motherboard, (ii) ergonomics and (iii) menu bar are.
(b) What copyright is used for:

Many candidates stated what motherboard and menu are, but could not state what ergonomics is:

Ergonomics is the science of study of employees (workers) and their work environment. Many could also not state what copyright is:

Copyright is sued to prohibit the coping of intellectual property without the permission of the original owner.
RESUMÉ OF THE CHIEF EXAMINERS’ REPORTS
FOR ART SUBJECTS

1. GENERAL COMMENTS

All the Chief Examiners were of the opinion that the standard of this year’s papers is comparable to that of last year.

They reported that the examination covered questions based on topics within the syllabus and that questions were clear and straightforward.

Candidates’ performance improved over that of the previous years in both Home Economics and Visual Arts.

2. SUMMARY OF CANDIDATES’ STRENGTHS

The Chief Examiners’ recommended Candidates on

(1) their ability to construct sentences this time instead of the single word given in the previous examination.

(2) improvement in their handwriting.

(3) improvement in answering questions straight to the point in Home Economics.

(4) neat cancellation of mistakes made in Home Economics.

(5) slight improvement in the knowledge of subject matter in both papers.

(6) ability to answer questions 9 and 10 very well in Visual Art paper.

3. SUMMARY OF CANDIDATES’ WEAKNESSES

In spite of the strengths stated above, the Chief Examiners identified weaknesses in candidates' work:

(1) Inability to read and understand the questions given in both Home Economics and Visual Art.

(2) Inability to spell simple words in both Home Economics and Visual Art.

(3) Inability to draw simple tools in Visual Art.

(3) Inability to read and understand rubrics.
SUGGESTED REMEDIES FOR WEAKNESSES

(1) Teachers and parents together should encourage students to do more reading to improve their spellings.

(2) Teachers should have regular dictation and spelling exercises.

(3) Teachers teaching BDT should endeavour to cover all topics in the BDT syllabus.

(4) Teachers should search for more information on the topics in the BDT teaching syllabus to enable them (teachers) instruct candidates positively.

(5) Practical lessons in BDT should be intensified.
BASIC DESIGN AND TECHNOLOGY (BDT)
HOME ECONOMICS PAPER 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of last year. The paper was within the candidates’ scope and the questions were based on topics in the syllabus.

Candidates’ performance this year showed an improvement over that of last year.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

- Questions were well answered by most candidates instead of one word answers given in the previous years, candidates wrote simple sentences.
- Candidates’ handwriting have improved.
- Rubrics were well adhered to.
- Cancellation of work was neatly done by the few candidates who had to cancel unwanted work.
- The Clothing and Textiles aspect of the work was well handled by majority of candidates.

3(a) A SUMMARY OF CANDIDATES’ WEAKNESSES

- Candidates’ ability to spell simple words was very poor e.g. ‘bule’ for blue, ‘contton’, ‘coting’ for cotton. ‘Vitamie’ for vitamins, ‘Nalong’ for nylon ‘won/werm,worm’ for worn.
- Candidates’ knowledge of basic nutrition is very poor.
- From answers of most candidates, they did not know the difference between fixed equipment and moveable equipment.

(b) SUGGESTED REMEDY FOR THE WEAKNESSES

- To improve spellings, students should be encouraged to do more reading by both teachers and parents.
- Teachers must take few minutes of contact time to do spelling drills.
- Teachers must use the chalkboard effectively when teaching by writing new words as well as difficult to spell words on it.
- Basic nutrition should be thoroughly taught by teachers.
- Topics on equipment and textiles should also be properly handled by teachers.
4. **DETAILED COMMENTS**

**Question 1(a) State two functions of proteins in the body.**
- Very few candidates had the question wrong by writing ‘Building up worn out tissues; for function of body processes.
- Majority of candidates who had the correct answer knew only about the following:
  - For body building/growth.
  - To repair worn-out tissues.
  - To provide heat and energy.
- Very few candidates knew about the use of protein for production of enzymes and antibodies.
- For maintenance.

Some other correct answers are
- for fluid balance;
- for production of hormones.

**(b) List two ways by which patching can be done.**
- Most candidates were confused about methods of making a patch and types of patches.

Wrong answers given by majority of candidates were
- print patch.
- calico patch.

Correct answer expected is
- Patching alone by hand using thread and needle.
- Patching done by using the sewing machine.

**(c)(i) Explain a design brief.**
- Most candidates could not answer this question.

Some wrong answers
- A design brief is a short statement given to a design brief.
- Is the process of a situation being asked and designed and solved.
- It is a design using primary colours/fabric.
- It is using a patch to design.

Correct answer expected is
- A design brief is a short statement on what the designer intends to design and make/realise/manufacture/produce/ construct.

**(c)(ii) List three methods of carrying out a design investigations.**
- Majority of candidates had this question wrong.
- The few who had it right gave varied answers.
Some wrong answers by candidates
- Conclusion
- Evaluation
- Economics
- Investigation
- Situation brief
- Fabric

Correct answers by candidates
- Observation - Interviewing/Interview
- Experiments/Tests - Questionnaire/Asking questions
- Brainstorming - Visiting places/resource centres
- Taking pictures - Reading books/Literature review

Other correct answers
- Participation
- Reading magazines
- Opinion polls
- Use of internet

(iii) **State two factors to consider when selecting the best solutions from the generated possible solution in designing.**
- Another poorly answered question by most candidates.
  The few who were able to answer this question gave varied answers.

Some wrong answers given by candidates
- Investigation - Research
- Solutions - Analysis
- Patch - Fabric
- Colours - Type of design.

Candidates’ correct answers
- Economics/cost - Research
- Material - Analysis
- Type of material - Fabric
- Cost of material - Type of design.

Other correct answers
- Specification - Safety
- Ergonomics - Weakness
- Aesthetics (beauty)

(d)(i) **What is the colour spectrum?**
- Majority of candidates were able to get this question correct.
Correct answers
- Colours that reflect light when a beam of light is passed through a triangular glass prism.
- The rainbow colours.
- Band/compound/row of colour seen when light is passed through a prism.
- Candidates could have also listed the rainbow colours.

(ii) List the three primary colours of light.
- Most candidates included ‘yellow’ in the answers giving the impression that they read the question up to mean ‘primary colours’.
- Very few had all the three correct answers.

Correct answers
- Red
- Blue
- Green

(iii) Explain secondary colours.
- Majority of candidates were able to answer the question correctly.
  The few who had this question wrong wrote “When two or more primary colours are mixed together or are combined, secondary colours are obtained.
- They are colours used at the secondary level.
- They are natural colours.

Correct answers
- Secondary colours are obtained by mixing any two primary colours.
- Red + Blue = Violet; Blue + Yellow = Green; Red + Yellow = Orange.

Question 2: A very popular question which was just satisfactorily answered by most candidates.

(a) State the main nutrients in the following food items:
(i) Orange
(ii) Liver
(iii) Soft bones
(iv) Kontomire

- Some candidates either were confused or did not know the difference between the functional groups of food items and nutrients, therefore gave both as answers e.g. cassava – carbohydrate or energy giving food.
- Majority of candidates gave protein as the main nutrient of kontomire.

Some wrong answers given by candidates include
Orange - Vitamins; Vitamin A, E, Vitamin C.
Cassava - Protective food, carbohydrate, energy giving food.
Liver - Protein, Iron, Vitamin A, Calcium.
<table>
<thead>
<tr>
<th>Food</th>
<th>Nutrients/Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft bones</td>
<td>Protein, Calcium, energy giving foods.</td>
</tr>
<tr>
<td>Kontomire</td>
<td>Protein, carbohydrate, Protective food, body building Vitamin A, Vitamin C.</td>
</tr>
</tbody>
</table>

**Correct answers**

<table>
<thead>
<tr>
<th>Food</th>
<th>Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Vitamin C</td>
</tr>
<tr>
<td>Cassava</td>
<td>Carbohydrate</td>
</tr>
<tr>
<td>Liver</td>
<td>Protein, Iron</td>
</tr>
<tr>
<td>Soft bones</td>
<td>Calcium</td>
</tr>
<tr>
<td>Kontomire</td>
<td>Vitamin C, Vitamin A.</td>
</tr>
</tbody>
</table>

**Question 2(b) State seven points to be considered when planning a menu.**

- This question was very well answered by majority of candidates. The answers were varied and include the following:

  - Consider the occasion for the meal.
  - Time available.
  - Time available for shopping/marketing and cooking.
  - Type of customers/people.
  - Time of day.
  - Nutritional balance of diet.
  - There should be no repetition of either flavour/colour/texture or ingredients.
  - Nutritional needs of the people being catered for/health status/age/sex/occupation of individuals.
  - Religious beliefs/rules/taboo.
  - Availability of cooking facilities.
  - Skills of the cook/worker.
  - Food in season.
  - Type of establishment (school, worker’s canteen etc.)
  - Number of courses.
  - Labour.

**Question 2(c). Give three simple fire fighting equipment found in a modern kitchen.**

- A very poorly answered question.
  - Majority of candidates gave answers on equipment while others listed carbon dioxide, water, fire tenders and fire alarm.

Some correct answers from candidates were

- Fire extinguisher.
- Bucket of sand/sand.
- Heavy blanket/blanket.

**Question 2(d). List six fixed equipment found in a modern kitchen.**

- This question was not well answered. The impression given by candidates was that they did not know the difference between fixed equipment and moveable equipment as well as tools.
Some answers by candidates
- Drain - Spoons/forks/knife
- Tap/pipe - Microwave oven
- Saucepan - Deep fryer
- Blender - Boiler
- Sink - Heater
- Mortar and pestle - Plates
- Cup/glasses - Chopping board
- Table - Ladles
- Cooker/coalpot - Carboard

The correct answers include
- Cupboard
- Foodsafe
- Cooker/stove/kitchen range/oven
- Cabinet
- Table
- Deep freezer
- Sink
- Dish washer
- Refrigerator
- Water heater
- Washing machine
- Microwave oven.

**Question 3(e) State seven ways to avoid burning and scalding in the kitchen.**
A very poorly answered question by majority of candidates.
Most of the answers were on general precautions that must be taken in the kitchen.

Wrong answers given by candidates
- Wipe/mop floor when liquid/water pours on it.
- Wear gloves when working.
- Avoid putting ingredients or items on higher shelves.
- One should be careful.
- Obey safety instruction.
- Avoid sending petrol into the kitchen.
- Wear oven gloves when putting food in oven.
- Do not come into contact with steam.
- Do not touch hot pot with hands.
- Do not test hot food with hands.
- Wear protective clothing/apron when cooking.

Correct answers
- Do not use wet cloth to handle hot pot.
- Fill pan or pot half way when deep frying.
- Handles of hot pans should be turned away from traffic.
- Use oven gloves and pot holders in handling hot pans.
- Hot liquids should never be left on the floor.
- Avoid handling live or lighted charcoal with bare hands.
- Lift the lid of a hot pot towards you.
- Strike match before turning gas knob on.
- Hot items from the oven should be sprinkled with flour.
- Allow pressure cooker to cool before opening.
- Turn off gas cylinder after cooking.
- Wear protective clothing.
- Make sure all knobs off before lighting a match
- Turn off all knobs of plates of electric cooker.

**Question 3.** A very popular question which was well answered by most candidates.

**Question 3(a) List a suitable fabric for making each of the following articles:**
- wedding dress
- a boy’s pair of shorts
- a scarf
- a handkerchief
- tea towel

A well answered question with few variations and few wrong answers.

**Other correct answers include**

<table>
<thead>
<tr>
<th>Item</th>
<th>Fabric Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>wedding dress</td>
<td>organdie, lace, brocade, chiffon</td>
</tr>
<tr>
<td>a boy’s pair of shorts</td>
<td>drill, tussore</td>
</tr>
<tr>
<td>a scarf</td>
<td>cotton</td>
</tr>
<tr>
<td>a handkerchief</td>
<td>polyester, linen</td>
</tr>
<tr>
<td>tea towel</td>
<td>linen</td>
</tr>
</tbody>
</table>

(b) Fill in the blank spaces with the appropriate words provided below:
Making, faults, tears, article, repairing old, process.

**Renovation is the ......................of ............... and mending .................articles.**

**Remodelling is the process of .................... a new ...............out of an ............ one.**

Most candidates were able to fill in the blank spaces with the correct words.
Very few candidates missed few words.

**Expected answers**
Renovation is the process of repairing and mending faults such as breaks or tears in clothes and household articles.

Remodeling is the process of making a new article out of an old one.
(c) **State five reasons for remodelling articles.**
A well answered question with variety of answers.
Only few candidates added ‘To make it/the article attractive.

Correct answers
- To make the articles useful again.
- To last longer/Prolong the life span of articles.
- To retain some of their original beauty.
- To save money/To cut down on cost.
- Helps one to make good use of leisure/free time.
- Makes one more creative and resourceful/To improve skills.
- To avoid waste.

(d) **Define darning.**
Most of the candidates who answered this question had it wrong.
The few who had it right replaced the ‘repair-work with either process/act.

Candidates’ wrong answer
- Darning is a place/hall where people/secondary school students/boys and girls sit to eat.
- Darning is a process/act of weaving threads into weakened/worn out portion/part of garments/articles.

Correct Definition
- Darning is a form of repairwork done by weaving threads into the weakened portion of articles.

(a) **List the two types of fibres.**
Majority of candidates were able to list the two types of fibres.
The few who were not able to list the type wrote: cotton, silk, nylon, plant fibre, animal fibre, rayon.

Correct answer
- Natural fibres
- Man made/Artificial fibres

**Question 4.** This question was poorly answered by the few candidates who chose it.

**Question 4(a) Explain scurvy.**
- Majority of candidates knew that scurvy is a deficiency of a nutrient, but did not know the specific nutrient.

Candidates’ wrong answers
- Scurvy is a disease caused by lack of vitamins.
- It is caused by lack of protein.
- It is a disease caused by not having vitamin B in the diet for a long time.
Correct answer
- Scurvy is a disease caused by lack of vitamin C.

(b) **State four signs and symptoms of scurvy.**
- The signs and symptoms of scurvy could not be stated by most of the candidates. The few candidates who were able to state the signs and symptoms were limited in their answers.

Some wrong answers by candidates
- kwashiorkor
- sores at the sides of the mouth
- not growing

Correct answers by candidates
- Tiredness/fatigue
- Bleeding gum
- Anaemia
- Loss of appetite
- Sore mouth/soreness of the mouth

Other correct answers
- Slow healing of wounds
- Tiredness due to anaemia
- Soreness of the skin
- Inability to fight diseases

(c) **List six food sources of Vitamin C.**
- Very poorly answered question from most candidates.

Candidates knew only about oranges and tomatoes.
Very few candidates were able to list the correct food sources of Vitamin

Candidates’ wrong answers
- Cassava - Yam - Plantain - Mango
- Banana - Pawpaw - Fish - Meat

Correct answers
- Pineapple - Grape fruit - Apples
- Tomatoes - Green vegetables - Lime
- Orange - Guava - Locust beans
- Strawberry - Grapes - Blackcurrant
- Sour sap - Passion fruits - Custard apple

(d) **Describe in four sentences how to clean a plain wooden chopping board.**
A very poorly answered question.
It seems candidates do not know what a chopping board is.

Some candidates’ wrong answers
- It will use water to clean.
- It may use sour/soup/soap to clean.
- It may use net to clean
  or
- Remove particles from it.
- Wash with soap/soup/soup.
- Dry/dry in the sun and put in cupboard.

Correct answer
- Scrub using hot/warm detergent water.
- Scrub along the grain.
- Rinse with clean water.
- Dry in a cool place.
- Stand on its side to prevent warping.

(e) **State four ways of caring for articles made from natural fibres.**
- Most candidates did not answer this question and the few who attempted it could not state the right answers well.

Candidates’ wrong answers
- Wash regularly.
- Iron regularly
- Wash when dirty.
- Wash separately.
- Dry.

Correct answer
- Mend torn parts when necessary.
- Wash white articles separately.
- Read and obey all instructions on care label.
- Wash dark coloured articles separately.
- Wash in moderately hot water - Rinse thoroughly.
- Dry white articles in the sun and coloured in the shade.
- Iron and store appropriately.
BASIC DESIGN AND TECHNOLOGY (BDT)
VISUAL ART PAPER 2

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The questions have been drawn from the prescribed syllabus. Generally, performance was high especially in candidates who could read and write. They scored high marks. However, candidates who cannot read resorted to answering all questions especially the questions which had the fill in the blank spaces.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**

The following are some strengths identified in candidates’ work:
- Handwriting has generally improved in most candidates.
- Questions 9 and 10 on Fabric and Leather decoration were very well answered by most candidates.

3(a) **A SUMMARY OF CANDIDATES’ WEAKNESSES**

The following are some weaknesses identified in candidates work:
- Some candidates who could not read and understand questions resorted to copying questionsto fill answer spaces.
- Question on patching was poorly answered.
- Some candidates interchanged the answers for question 1c(ii) and (iii).
- Drawing was generally poorly done. Most candidates avoided questions which had aspects of drawing.
- Candidates demonstrated their inability to answer question 4 and 8.
- It is obvious that some candidates could not read and understand rubrics.
- Some candidates did not understand question 1 and 2 (Section A). They only attempted questions in Section B.

(b) **SUGGESTED REMEDY FOR THE WEAKNESSES**

- Teachers should endeavour to cover all topics in the BDT syllabus. They should teach drawing seriously and give candidates a chance to draw more often.
- Candidates should be taught to read and understand rubrics.
4. **DETAILED COMMENTS**

**Question 1(a) State functions of protein in the body.**
- for body building/growth
- for the repair of worn out tissues.
- for maintenance.
- for fluid balance.
- for energy giving.
- for the production of hormones.
- for the production of enzymes.
- for the production of antibodies.

(b) **Patching can be done by**
   (i) hand (ii) machine.

(c)(i) **Explain a design brief.**
   - What the designer intends to design, make, realise, manufacture or produce.

(ii) **List three methods of carrying out design investigations.**
   - Interviews - Observation - Literature review
   - Reading of books/magazines - Brainstorming.
   - Experiments - Opinion polls - Visits/field trips.
   - Internet - Photographs - Questionnaire.

(iii) **State two factors to consider when selecting the best solution from the generated possible solutions in designing.**
   - Function - Ergometrics - Weakness
   - Cost (economics) - Safety - Construction.
   - Material - Specification - Aesthetics (beauty)
   - Strength.

(d)(i) **What is the colour spectrum?**
   - A band/range of colours.
   - Prismatic colours.
   - Colours that reflect light when a beam of light is passed through a prism
   - Colours of the rainbow – Red, Orange, Yellow, Green, Blue, Indigo and Violet

(ii) **List three primary colours of light.**
    Red, Blue, Green.
(iii) **Explain the term secondary colours.**

- Colours obtained by mixing any two primary colours i.e.
  - Red + Blue = Violet
  - Blue + Yellow = Green
  - Red + Yellow = Orange.

**Question 1(a).** Most candidates got the answer correct. Though there are several answers, almost all candidates listed the first two answers in the marking scheme. It shows that they are not familiar with the other answers in the scheme.

**Question 1(b) is the completion type and most candidates completed the statement with the word “stitching”**

**Question 1(c).** Most candidates were able to answer this question correctly, however (cii) and (ciii) were poorly answered. It looks as if the topic did not go down well. Candidates were notable to imbibe the knowledge.

**Question 1(d)(i) Some candidates performed well. They were able to answer this question with reference to Isaac Newton’s work. However, others demonstrated their ignorance. This means that their teachers did not tackle this aspect of colour in their syllabus.**

**Question 1(d)(ii) Most candidates scored two out of three. It shows that they are not familiar with the primary colours of light. They only know about the pigments Red, Blue and Yellow.**

**Question 1(d)(iii) This question on secondary colours was very well answered. However, a few candidates got confused and rather explained primary colours.**

**Question 2(a) List five career opportunities in visual Communication.**

- Graphic Designer, Signwriter, Commercial Artist, Cartoonist, Printer.
- Typesetter, Animator, Engraver, Set Designer, Illustrator.
- Designer, Layout Designer, Visualizer, Calligrapher.

**(b)(i) State a tool used for each of the following processes in Visual Communication.**

- Drawing: brush, pen, pencil, crayon, pastel, charcoal.
- Cutting: knife, scissors, blade, shears, guillotine.
- Painting: brush, airbrush, foam.

**(ii) State how each of the tools listed in (b)(i) is cared for and stored.**

- Brushes of all types - wash/clean, stand with bristles upright, - wash pen, dry and keep in container.
- Tools with metal parts e.g. palette knife, scissors, knife etc - wash, dry, apply oil and store in sheath, case, etc.
Foam - should be squeezed to remove water and dried.
- Guillotine - remove bits of paper and apply oil, store pencils, crayons, charcoal in suitable containers.

(c) **Draw tree in perspective; show the horizon and the vanishing point.**

Diagram Here

(d)(i) **Define Lettering.**
It is the art of writing, constructing, arranging alphabetical symbols/typefaces into words.

(ii) **State two types of Lettering used in designing.**
- Block e.g. Roman, Gothic, Italic.
- Freestyle, calligraphy.

Most candidates answered this question (2a) well while others could not relate the careers to Visual Communication. They just listed careers in general terms e.g. Nursing, Medical Officer, Dressmaker.

2(b)(i) was well answered. The only problem was that some candidates listed cutlass as a cutting tool in Visual Communication.

2b(ii) This question was not fully answered by most candidates. They paid more attention to the caring for than storing of tools.
It appears most candidates have never heard the term perspective. They have also not been drawing. Their level of drawing is as low as that of primary school children. However, few candidates demonstrated a clear understanding of perspective. They were able to indicate the vanishing point but not the horizon.

Candidates generally did well by defining and stating two types of Lettering. Most of them are more familiar with Block and Freestyle Lettering.

**WEAVING AND STITCHING**

**Question 3(a)(i)** Write down two reasons for acquiring knowledge and skills in weaving and stitching.
- For job/employment opportunities in future.
- For hobby/pastime activities.
- For developing creativity.
- For the promotion, preservation and transmission of culture.

**3(a)(ii)** State four skills that can be acquired in Weaving and Stitching.
- Skills in braiding, knotting, measuring, plaiting, tying, threading, wrapping, interlacing, twisting, hand spinning, sewing.

Most candidates were able to state two reasons. Others could state only one, however, most candidates performed badly in the 3a(ii). Most candidates could state only two out of the four skills the question demanded.

** Describe hand weaving.**
- Making or constructing by interlacing, looping, intertwining canes, twigs, yarns, etc. With the hands but not by mechanical means.
- Interworking/interlacing flexible strands by hand weaving and not machine.
- Crocheting, looping, netting, knitting, interlacing, embroidery.

**List two household items that can be produced by weaving and stitching.**
- Mat, fan, basket (shopping, laundry, fruit flowers etc.) napkins, tablecloth, chairback, rugs, blanket, towels etc.

**Fill in the blank spaces with the words provided below to complete the passage on weaving.**
Interlacing, clothing, weaving, hides, material, off-loom, plain, threads, weft, shuttle.

**Question 3b(i) was poorly answered.** Most candidates had no idea what hand weaving is about. They were not aware that weaving can be done either by hand or machine. They could also not identify the techniques in hand weaving demanded in question 3(b)(i).

3(c)(d) were well answered by most candidates.

**Question 4(a) Complete the following descriptions with the correct terms, e.g**
the interlacing decorative strands with each other is termed **PLAITING**.

(i) The process of using three weavers to weave is **BRAIDING**, **WALING** OR **UPSETTING**.

(ii) The process of passing a weaving of two spokes and under the next two is **TWILL WEAVE**.

(iii) The ornamental work made by knotting ropes or cords is **MACRAMÉ**.

(iv) The use of two weavers in weaving is **PAIRING**.

(b) Describe in **FIVE** steps, how plantain stem is prepared for weaving.

(i) The bark/stem is soaked/beaten to release or separate fibres.

(ii) The fibres are washed to remove pulp/impurities.

(i) Fibres are spread out to dry

(ii) Fibres are dyed and dried.

(iii) The fibres are braided or plaited into ropes

(c) In the box provided illustrate FITCHING using **four** stakes.

(d)(i) List **two** articles made by using the macramé technique.

- bag, pot-holder, belt, wall-hanging, poncho, vest etc.

(ii) State **one** article produced from interlacing and plaiting.

- bag, belt, fan, mat, etc.

Generally, question four was unpopular. The few candidates who attempted it performed poorly. The processes in 4(a) were unfamiliar to most candidates. It is surprising that the simple preparation of plantain stem/bark was difficult for them. Only few candidates could come out with the major processes like soaking, beating, washing and drying.

4(c) Fitching was strange to almost all candidates.

4(d) Most candidates had both (i) and (ii) correct.

**MODELLING, CASTING AND CARVING**

**Question 5(a)(i)** List **three** vocations that can be acquired by studying modelling, casting and carving as a subject.

(i) Carving, fountain making, restorer of statues/monument, portrait making, puppets making, teaching, curator, tombstone making, stage designing, making of plaques, plates, bowls, etc.

(ii) List **three** materials that can be carved.

- Gourd, calabash, roots, stems, seeds, wood, plaster, stone, wax, soap, clay, ivory, horn, bone.
(b) **Fill in the blank spaces to complete the following statements.**

(i) GREASE or SOAP are applied to moulds before casting.

(ii) Statuettes/Figures are created in a HOLLOW mould by CASTING.

(c)(i) **At what state can a modelled clay be decorated?**

- Leatherhard.

(ii) **Identify three materials used in modelling.**

Clay, sawdust, cement, plasticsine, P.O.P, papiermâché, fibre glass.

(d) **Fill in the blank spaces with the words provided to complete the passage on classification of clay.**

With the exception of 5(b) and c(i), the rest of question 5 was well answered. Most candidates scored full marks for 5(a), (c ii) and (d).

**Question 6(a)(i)** Describe in Five steps, how a face mask is made using papiermâché.

- Model the face in clay
- Prepare a mould.
- Prepare papiermâché (pulp and adhesive).
- Size the mould - Mould or press papiermâché into the mould to get the form.

(ii) **List two tools and two materials needed for the construction of the face mask in 6(a)(i).**

Tools: spatula, finger and suitable tools for cutting, scraping, joining.

Materials: starch, paper, oil.

(iii) **State two other uses of papiermâché apart from making masks.**

- Room decorations, toys, dolls, teaching/learning materials (TLMs).

(b) **In the table below, arrange the clay substances from the hardest to the softest from the list provided.**

- stoneware, biscuit, greenware, leatherhard, slip.

(c) **Identify two ways by which clay objects can be made durable.**

- Firing, smoking, glazing.

(e) **In the table below, match the following functions with the appropriate tools provided.**

- Chisel, knife, cutting wire, cutlass, mallet.

Candidates generally performed badly in this question. Candidates have little or no knowledge about papiermâché and how it is used. Most of them did not understand the word ‘durable’. 6(b) and 6(d) were the most difficult for candidates. Most of them had no idea about the states of clay e.g. stoneware, biscuits, etc.
CONSTRUCTION AND ASSEMBLAGE

Question 7(a)(i) What is paper?.
- Material in the form of thin sheets used for writing on, drawing on, wrapping things with, etc.
- It is made from fibres of straw, wood, etc.

(ii) State two uses of paper.
- used in industries, used for educational purposes i.e. books, magazines, used for communication, used for currencies, etc.

(b)(i) What is meant by recycling?
- Process of making use of used materials by re-shaping them and reforming them to be used for different purpose.

(ii) State the purpose of book-binding.
- make sheets of printed paper intact and secure.
- to repair worn out or torn books.
- for the protection of printed matter.
- to add value.

(iii) List three tools and two materials used for book-binding.
- Tools: Ruler, scissors, pencil, knife, needle, brush.
- Materials: Paper, card, thread, glue.

(c) Explain why the following book-binding processes are important.
(i) Stitching: collated sheets of paper are linked together by sewing with needle.
(ii) Trimming: makes books neat with straight edges and presentable.
(iii) Cover decoration: adds value by making books more presentable and attractive.

(d) State three major steps in assembling objects to create a toy.
(i) Gathering and sorting of materials.
(ii) Preparing by cutting, scraping, drilling, filing, etc.
(iii) Joining by nailing, welding, tying, soldering, etc.

Question 7 was generally well answered. The only difficult area was the steps in assembling objects to create a toy.

Question 8(a) Describe the following processes.
(i) Assembling: Putting together found objects with pre-existing shapes by using suitable bonding techniques to form a sculpture.

(ii) Construction: This is like assemblage but in this case some of the found objects may be altered to suit one’s own design.
(b)(i) **What are mobiles in construction and assemblage?**
- they are movable sculptures constructed from a variety of shapes/forms and moved by the action of the wind.
- A hanging sculpture with balanced parts suspended on wire, thread etc.

(ii) **List three materials that can be used to construct mobiles.**
- wood, paper, metal, plastics, thread and scraps of all kinds.

(c) **In the table below, state the uses of the items provided e.g.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puppet</td>
<td>for entertainment.</td>
</tr>
<tr>
<td>Dolls</td>
<td>toys, playing.</td>
</tr>
<tr>
<td>Pencil case</td>
<td>storage/packaging</td>
</tr>
<tr>
<td>Jewellery box</td>
<td>storage/protection</td>
</tr>
<tr>
<td>Origami</td>
<td>decoration, play</td>
</tr>
<tr>
<td>Musical Instruments</td>
<td>entertainment</td>
</tr>
<tr>
<td>Mobiles</td>
<td>decoration</td>
</tr>
</tbody>
</table>

(d) **Fill in the blank spaces with the words provided below to complete the passage on tools and materials.**
- hand saw, techniques, pointed metal, locally, cleaned, scraps, corn shuck, assemblage, tools, drilling.

**Question 8** was poorly answered. Some candidates could not describe or show the difference between construction and assemblage. They discussed mobile phones instead of mobiles in Sculpture. They also did not know anything about origami. Most of them scored zero in 8(d). They could not make head or tail of the passage.

**FABRIC AND LEATHER DECORATION**

Question 9(a)(i) **What is fabric - leather decoration?**
- The application of colour to fabric and leather using techniques of dyeing, printing, stitching and attaching trimmings, tassels, beads, sequins to make them more beautiful and functional.

(ii) **Give one reason each, why the study of fabric and leather decoration is important under the following areas.**
- Cultural: Used to promote the indigenous arts: used to preserve culture. Skills are transmitted to generations.
- Economic: For future apprenticeship and the world of work. Produce little items for sale to alleviate poverty.
- Social: For self-expression, making items for others and for sale.

(iii) **In the table below, describe the following techniques in fabric and leather decoration. E.g**

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appliqué</td>
<td>Stitching decorative patches on fabric or leather.</td>
</tr>
</tbody>
</table>
Dyeing: Applying colouring substance permanently to fabric/leather by immersing in a dye bath to change the colour.

Printing: Stamping/transferring design from one surface onto another e.g. using Adinkra stamps, block, screen etc.

Designing: The art of creating/arranging symbols/icons on a surface using elements and principles of design.

(b)(i) **What are leather off-cuts?**
- Pieces or remnants of leather that are left over after placing templates/patterns and cutting out.

(ii) **List two cases that can be made from leather off-cuts.**
- Spectacle case, knife sheath, comb case, pencil case.

(c)(i) **What is a thong?**
- A long, thin, strip of leather, plastic or rubber.

(ii) **List two uses of a thong in leather decoration.**
- Stitching, lacing, joining pieces of leather, edge fringing.

(d) **State three end products of fabric and leather decoration.**

Candidates generally performed creditably in Question 9.
Question 9(a)(i) and (ii) were the only areas where few candidates could not grapple with.

**Question 10(a)** Describe each of the following processes in fabric and leather decoration.
(i) **Tanning:** The process of converting hides and skins into leather.
- Treating hides to prevent putrefaction to make them permanent and workable

(ii) **Finishing:** Adding value to an item by trimming, polishing, burnishing, etc.

(iii) **Embroidery:** Using colourful threads to create patterns on material by stitching – ornamentation of fabric using needlework.

(b) **List three different ways of arranging motifs in a design.**
- Half-Drop, Full-Drop, Positive and negative/counterchange, Diamond, Ogee, All over or unit repeat or side by side.

(b) **In the space provided below, draw a flower motif and arrange it to repeat six times in half-drop pattern.**
Fill in the blank spaces with the appropriate words listed below to complete the passage on the resist dyeing techniques.
- waxed, dyebath, batik, immersed, design, methods, decorate, prevented, dye, dewaxing.

Generally candidates performed well. The only difficult area for some Candidates were the questions 10(b) and (c). It appears the aspect of motifs and their arrangement was not properly treated by their teachers.

**PRE-TECHNICAL SKILLS**

1. **GENERAL COMMENTS**
   The standard of the paper compared favourably with that of the previous year. The general performance of the candidates was quite good when compared to the previous years.

2. **A SUMMARY OF CANDIDATES’ STRENGTHS**
   (1) Most candidates explained technical terms without any difficulty.
   (2) Candidates responses to the design and make question were correct and appropriate.
   (3) Majority of the candidates were able to draw to full size the given orthographic projections views.
   (4) Correct usage of equipments (drawing) werepractised by most of the candidates.
   (5) Majority of the candidates attempted the three questions demanded by the rubrics.
   (6) Candidates presented neat and concise sketches and good handwriting.

3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**
   (1) Candidates were not brief in delivery their responses.
   (2) Candidates had poor draughtmanship skills.
   (3) Most of the candidates could not explain a design brief satisfactorily.
Most candidates wasted time by answering all the questions.

4. **SUGGESTED REMEDIES**

(1) Schools should be provided with the appropriate documentation including the prescribed syllabus for the BDT (Pre-Technical Skills).

(2) Candidates must be exposed to appropriate theory and practical skills training to improve upon their performance.

(3) Teachers should teach candidates the skill of labelling sketches and drawings correctly.

(4) Teachers should revise well all the topics in the syllabus before the examination.

(5) Candidates are advised to restrict themselves to instructions demanded or required by the rubrics.

(6) Teachers should encourage candidates to study in groups so that they can exchange ideas.

5. **DETAILED COMMENTS**

**QUESTION 1**

(a) State two functions of protein in the body.

(b) List two ways by which patching can be done.

(c) (i) Explain a design brief.

(ii) List three methods of carrying out design investigation.

(iii) State two factors to consider when selecting the best solution from the generated possible solutions in designing.

(d) (i) What is the colour spectrum?

(ii) List the three primary colours of light.

(iii) Explain secondary colours.

In Question 1(a), candidates were to state two functions of protein in the body, few candidates could not respond to this part of the question. This question was well attempted by most of the candidates except that some candidates could not differentiate between primary and secondary colours. Definition of the colour spectrum was poorly done.

Most of the candidates could not define a design brief, some rather explained a situation. Majority of the candidates could list methods of carrying out design investigations even though this part of the question was not quite encouraging. Candidates stated factors to consider when selecting the best solution from the generated possible solutions in designing. Candidates’ performance was generally good.
QUESTION 2
Figure 1 shows two views of a solid to be produced with sheetmetal.

(a) Draw full size the following:
(i) front view;
(ii) plan;
(iii) surface development.

(b) State the name of the solid in Figure 1.

(c) (i) Make a freehand pictorial sketch of a marking gauge.
(ii) Label any two parts of the tool you have sketched in (c)(i) above.

Most candidates performed creditably well by producing the front view, plan and surface development using the projected true length, and stated the name of the solid as square based pyramid.
The marking gauge was well sketched by most of the candidates, however, in labelling the sketch, few of them were rather writing the names of the various parts under the sketch instead of labelling it on the sketches. Candidates’ performance was fair.
QUESTION 3

(a) Using symbols, draw an electrical circuit diagram to show the following:
   (i) two bulbs in parallel;
   (ii) a switch;
   (iii) a cell.

(b) State one function of a light emitting diode (LED) in an electrical circuit.

(c) (i) Make a freehand sketch of a dot punch.
    (ii) Indicate the point angle on the tool you sketched in (c)(i) above.
    (iii) State one use of the tool sketched in (c)(i) above.

(d) Copy and complete the table below.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ONE SUITABLE MATERIAL FOR MAKING IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional oven</td>
<td></td>
</tr>
<tr>
<td>Kitchen stool</td>
<td></td>
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<tr>
<td>Bristle of tooth brush</td>
<td></td>
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<tr>
<td>Garden rake</td>
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</table>

(e) State one reason each for carrying out the following operations:
    (i) levelling a wall;
    (ii) applying flux when soldering.

Majority of the candidates ended up drawing the bulbs in series, instead of parallel connection, the switch was also placed at the wrong position in some few cases, however almost all the candidates who attempted this question drew the symbol for the cell correctly. Most candidates could not state the functions of the light emitting diode (LED) in an electric circuit.

The dot punch was well sketched by the candidates, few had problems with how to indicate the point angle of 60° correctly. Candidates in attempting to state one suitable material for the various items in the given table ended up writing general materials, instead of specific materials.

Majority of the candidates were able to state the reason for levelling a wall, but could not state the reason for applying flux when soldering.

The general performance of the candidates was good.

QUESTION 4

(a) Explain the following:
    (i) ratio 1:4 for mortar mixture;
    (ii) non-ferrous alloys.

(b) (i) Make a freehand pictorial sketch a flat screwdriver.
(ii) State one main use of the tool you sketched in (b)(i) above.

Figure 2 shows one course blockwall. Use it to answer Question 4 (c)

(c) (i) Add three more courses to the wall in Figure 2.
(ii) Show a toothing end on the wall.
(iii) List two tools for laying the wall.
(iv) State one reason for introducing a half-bat in the wall.

Most candidates could not explain non-ferrous alloy because they could not use the word combination or mixture of two or more non-ferrous metals. Candidates were able to explain the ratio 1:4 in relation to mortar mix in various ways which were correct, thus they used different containers for the measurement. Example, 1 bag cement to 4 bags sand; 1 headpan cement to 4 headpans sand; 1 wheelbarrow cement to 4 wheelbarrows sand. Majority of the candidates were able to sketch the pictorial drawing of a screwdriver correctly. This is an indication that students often saw artisans and teachers demonstrating the use of a screwdriver in everyday life.

Candidates were able to draw the four courses of the wall correctly, but few candidates drew continuous vertical joints which are not acceptable in bonding of walls. Few candidates could not differentiate between toothing end and raking back end.

Candidates listed the two tools used for laying a wall, but few candidates were able to state one reason for introducing the half-bat in the wall. Candidates’ performance was generally good.