THE WEST AFRICAN EXAMINATIONS COUNCIL,

ACCRA.

JUNE 2011 BASIC EDUCATION CERTIFICATE EXAMINATION

CHIEF EXAMINERS’ REPORTS
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1. **STANDARD OF THE PAPERS**

With the exception of Information and Communication Technology (ICT) all the Chief Examiners reported that the standard of this year’s papers compared favourably with that of last year. The Chief Examiner for ICT reported that the standard of this year’s papers could not be compared to any year’s because the examination in the subject was the first one at the Basic Education level.

Most of the Chief Examiners also observed that the questions set were within the syllabuses of the various subjects.

2. **PERFORMANCE OF CANDIDATES**

The reports of the chief Examiners revealed variations in candidates’ performance; ranging from poor/below average to improvement over that of the previous years.

The performance of candidates in Nzema, Dagbani, Integrated Science, Religious and Moral Education, Basic and Design and Technology, Home Economics and Visual Art was reported to be an improvement over the previous year’s whiles that for ICT, Social Studies and BDT (Pre-Technical Skills) was said to be average.

In respect of Ga, Ewe and Mathematics, the Chief Examiners reported that candidates’ performance was below average or poor.

3. **SUMMARY OF CANDIDATES’ WEAKNESSES**

The Chief Examiners commended candidates for the following features in their scripts:

- Accurate and concise answers given by candidates in Gonja, Akuapem Twi, BDT (Home Economics) and Visual Arts.
- Mastery of subject matter exhibited in Fante, Dangme, Kasem, Twi (Asante), Twi (Akuapem), English Language and Science.
- Legibly handwriting in Social Studies, Religious and Moral Education and BDT (Home Economics).
• Good organizational skills in Ewe, Dangme, Nzema, Dagbani, BDT (Pre-Technical Skills).

• Good expressions as exhibited in Social Studies and Religious and Moral Education.

• Adherence to rubrics exhibited in Social Studies, Religious and Moral Education and Integrated Science.

• Appropriate use of terminologies in Science.

• Adequate preparation for the examination in BDT (Pre-Technical Skills)

4. A SUMMARY OF CANDIDATES’ WEAKNESSES

The Chief Examiners identified the following weaknesses in the candidates’ work:

• Inadequate preparation for the examination.

• Inability to read and understand the questions posed.

• Lack of knowledge of the formal features of letter writing in English Language and the Ghanaian Languages.

• Non-adherence to rubrics.

• Poor command English Language are reflected in poor spelling, grammar and inappropriate vocabulary.

5. SUGGESTED REMEDIES FOR WEAKNESSES

The Chief Examiners suggested the following remedies to help overcome some of the weaknesses identified:

• Schools should endeavour to acquire relevant tools such as computers and other facilities for learning.

• Teachers and parents should encourage students to read extensively to improve their vocabulary, spelling and expression in the English Language.

• Candidates should be given more practical work to enhance learning.

• Teachers should give candidates more exercises to help them get used to the various topics taught.
• Teachers should make it a point to discuss exercises done with the aim of correcting mistakes of candidates.

• Teachers should teach candidates the techniques of answering questions to enable them keep within the demands of the questions and rubrics.

• Basic Design and Technology teachers should acquaint themselves with the teaching syllabus to enable them give the right instructions to the students.

• The Ghana Education Service must also organise in-service training for teachers, especially those teaching Basic Design and Technology to enhance their effectiveness.
RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

All the Chief Examiners stated that, the standard of the papers compared positively with the previous years’.

PERFORMANCE OF CANDIDATES

The opinions of the Chief Examiners on the performance of candidates however varied; ranging from ‘below expectation’; in Ga and Ewe, through ‘average’ and ‘above average’ in Akuapem Twi and Asante Twi respectively, to slight/great improvement in Nzema and Dagbani.

In Languages such as English, Nzema and Asante Twi, it was reported that while performance of students from the private schools and urban communities was commendable, that of candidates from the public schools and rural areas was not encouraging.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

For Gonja and Akuapem Twi, candidates’ strength manifested itself in the accurate and concise manner in which they answered the comprehension questions.

In Fante, Dangme, Kasem and English Language, most candidates exhibited mastery of their languages as far as essay-writing was concerned.

Asante and Akuapem Twi also commended candidates for their brilliance in the Lexis and Structure.

It was reported in Ewe, Dangme, Nzema and Dagbani that, candidates organized and presented their answers orderly as well as kept within the demands of the questions with regard to content and rubrics.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

The major weaknesses of candidates included poor punctuation and spelling as reported in Ewe, English Language and Fante, lack of knowledge of the formal features of letter writing in English and Dangme.

It was also reported in Dagbani, English, Dagaare, Gonja and Nzema that, some candidates copied whole passages, questions or portions thereof, either as answers to the questions or as a prelude to answering the questions themselves. Some candidates for French reportedly showed ignorance of the correct use of accents, lack of appropriate vocabulary and expression.

Asante and Akuapem Twi Chief Examiners reported that some wrote concentrated all their answers on one page instead of starting each question on a fresh page.
For Ewe and Ga, illegible handwriting was the bane of some candidates as it marred their scripts and resulted in poor output.

4. **SUGGESTED REMEDIES**

Extensive reading should be encouraged among students to improve their stock of vocabulary. Students should be drilled in class exercises to make them conversant with grammar of their languages.

Candidates preparing for the exams should have solid grounding in the orthography and syntax of their various languages. This would enable them handle areas such as word division and amalgamation of words much better.

They should also be encouraged to acquire the proper techniques of answering questions and to keep within the demands of the questions and the rubrics.

Good handwriting should also be stressed among students.
ENGLISH LANGUAGE 2

1. **GENERAL COMMENTS**

   The standard of the paper compared favourably with that of previous years. In general, candidates’ performance was an improvement over last year’s.

   However, candidates from schools in the rural areas did not perform as well as those from private schools in the urban areas.

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

   The following strengths were observed in the scripts of good candidates:
   
   (1) Majority of good candidates understood the questions and knew what was required of them content wise.

   (2) Essential elements of the essay such as good paragraphing, internal cohesion, correct use of transitions were reflected in the good essays. Formal features were correctly written especially for the letter (Question One).

   (3) Well-written stories with excellent plot contrivance and flashes of good idiomatic expressions were noted in the scripts of good candidates.

   (4) For the comprehension (Question 4) good candidates gave accurate answers to the contextual questions. The underlined words in the passage were precisely replaced and fitted perfectly into the context while the underlined expressions were explained as clearly as possible.

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

   The following were observed in the scripts of weak candidates:
   
   (1) Some candidates deviated in answering Question One (the letter).

   (2) A few candidates did not know how to set out a letter. They omitted the formal features.

   (3) Essays of weak candidates reflected faulty paragraphing, misuse of punctuation marks and wrong amalgamation/separation of words among others.

   (4) Spelling and control of sentences and grammar were also work.

4. **SUGGESTED REMEDIES**

   (1) Teachers should intensify the teaching of grammar. Attention should be given to tenses, subject-verb concord, syntax etc.

   (2) Different types of paragraph development should be taught.
(3) Students should be frequently drilled in spelling and vocabulary; debates and quizzes should be encouraged.
(4) Copious amounts of exercises should be given to students to make them perfect in grammar.
(5) Candidates should read widely to acquire more vocabulary.

5. **DETAILED COMMENTS**

**Question 1**

Write a letter to your District Director of Education giving at least, two reasons why caning should be banned in schools.

The topic was clear. However, some candidates mistook ‘caning’ for ‘canning’ and got the content of the essay completely wrong.

Some candidates advanced good and sound reasons to ban caning in schools; others just listed about four or five points in passing. They failed to discuss any two points in detail as required. Good candidates supplied all the formal features. Others omitted the following features: date, recipient’s address, title and signature.

A few candidates thought the topic of a ban on caning was open and therefore, wrote to oppose strongly that caning should not be banned, thereby deviating partially.

Weak candidates copied either the entire comprehension passage or part of it, and included the formal features of letter writing. This did not help them much.

**Question 2**

Write a story which ends with the expression: ‘...... what a dream!’

The story could be the candidate’s own experience or that of somebody else’s, horrifying or pleasant.

Some candidates wrote good stories which tallied perfectly with the topic. Many others, regrettably the majority of them, wrote stories which had nothing to do with the topic. Some others wrote fables and scored zero in content.
Question 3

As secretary of the Friends of the Environment club, write the speech you would give to the students of your schools on the need to keep the environment clean.

Few candidates answered this question. Some a candidate failed to supply the vocatives which are needed in a speech. Good candidates produced cogent reasons why the environment should be kept clean.

The weak candidates re-wrote the comprehension passage, presenting it as their essay.

Question 4

This was based on a given comprehension passage. The passage was quite easy to understand and very interesting. It tried to elicit such responses from candidates as statements of facts, reading between the lines, statements of opinion and contextual meanings of words and phrases. Some candidates understood the passage and hence were able to answer the questions well. Several others just did not know what they were about. They indulged in wholesale lifting of sentences from the passage and this resulted in vague answers.
FRENCH 2

1. GENERAL COMMENTS

The standard of the questions has been maintained and tested candidates’ ability to read, understand, analyse the questions well enough to write and free-flowing composition.

The pictures were very clear, giving candidates no problem in narrating the story.

Candidates’ performance has improved slightly especially in the area of content. The good candidates performed very well. They understood the outline in question 1 and the questions in question 2 and therefore, scored high marks.

There were however many others whose performance was just average.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Candidates’ strengths ranged from control of language to adequate content and well planned compositions. For language, the good candidates paid particular attention to spelling with the correct accents and endings. Whenever a mistake was made, it was cancelled and rewritten. They also used the correct gender and pronouns, articles and prepositions as well as a few idiomatic expressions.

They planned their responses in a way that made their compositions free flowing. They did not have any irrelevant points and therefore, did not go further than the sixty words required. Their sentences were short and simple with correct positioning of words, for example, adjectives and adverbs. They seemed very confident and therefore followed the guidelines and questions strictly, in order not to falter in any way.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Candidates were unable to give the correct pronoun to answer questions involving the pronoun ‘vous’. They used ‘vous’ instead of ‘je’ or ‘nous’. They were probably more used to ‘tu’. They had problems with concord, especially with the possessive adjectives. This may be due to the use of wrong gender and also interference of English where there is no gender. Some also used ‘il’ instead of ‘je’.

In the area of verbs; they had problems with conjugations, especially the verbs ‘faire’ and ‘voir’. Some used plural endings for singular subjects. Some used ‘être’ as auxiliary verb for the present tense. Some essays were too long. They lost all grammar marks.
Lack of vocabulary was a big challenge. Some of them used English as short cut. That also prevented them from following the guidelines and questions.

The verb ‘voir’ for example was misunderstood. Some thought it meant ‘voyager’. Some only copied questions.

There were deviations as some wrote on ‘Myself’, ‘My family’, ‘My country’, ‘My weekend’, etc. Some even wrote letters. Though the topic was in English, they did not write on that. Some used the wrong tenses; the past and the future.

4. **SUGGESTED REMEDIES**

Teachers have a bigger role to play. They must first of all do a lot of comprehension exercises so that from the passages candidates will learn vocabulary. From these passages, essays should be written so that the vocabulary learnt is used in the compositions in class. These can also be used in regular class tests to give candidates the confidence to write compositions. It is known that many candidates have a phobia for essay writing so if teachers start them early, it will help the candidates in the use of grammar, vocabulary and expressions.

The important thing is to start early from JHS 1 or even at the primary level where French is taught.

Teachers should discourage candidates from writing very long essays to avoid losing all the grammar marks. They should also insist on them writing essays and not writing words or sentences and numbering them. They should encourage the reading of supplementary readers instead of pamphlets. They should not concentrate so much on translation.

5. **DETAILED COMMENTS**

**Question 1:** Write a composition in French about how you normally spend the long vacation.

**The outline:**

(a) **Quand les grandes vacances commencent** (*When the long vacation begins*). This was well answered by many candidates. Some gave the specific date. Others only gave the month. However, this question exposed candidates’ inability to write date in French. Some only gave the day; e.g. ‘jeudi’. This was probably because some schools have days on which they go on holidays.

(b) **La durée des grandes vacances** (*How long are the holidays?*) Those who understood the question answered it well. Some thought ‘durée’ meant ‘during’ and therefore did not answer it well.
(c) **Le lieu où vous passez les grandes vacances (Where the holidays are spent)** 
It was well-answered by many candidates.

(d) **Les personnes avec qui vous passez les grandes vacances (The people with whom you spend the holidays)** 
Candidates gave names of friends and relatives, even teachers. But to some candidates, it meant the number of people so they gave the number instead of the names.

(e) **Ce que vous faites pendant ces vacances (What you do during the holidays)** 
Candidates answered it well.

(f) **Les lieux que vous visitez (Places visited)** 
Candidates gave names of places visited. Some only gave one place. Others also gave names of people instead of places.

(g) **Ce que vous voyez à ces lieux (What was seen at those places)** 
Some said what they saw. They gave two or more as the marking scheme stated. Others gave only one thing. Those who thought ‘voir’ meant ‘voyager’ gave names of places to which they travelled.

(h) **Ce que vous faites avec vos nouveaux amis/nouvelles amies (What you do with your new friends)** 
Some described the activities they undertook, such as playing football, visiting other friends etc.

(i) **Quand les grandes vacances se terminent (When holiday ends)** 
Candidates answered it well but dates were not written well.

(j) **Dites si vous aimes les vacances et pourquoi (Say whether or not you like the long vacation and why)** 
They all said they liked it and gave various reasons. In this answer, ‘aimer’ was confused with ‘amie’. Some candidates wrote it in the past, others in the future.

**Question 2:** Study carefully the pictures labelled A to F and narrate the story about Kofi’s accident.

(A) (i) **D'où vient Kofi? (Where is Kofi coming from?)**
(ii) **Qu’est-ce qu’il tient? (What is he holding?)**
Most of them said he was coming from the house or the school. A few said he was coming from market and he was holding a bicycle. Spelling posed a problem for many candidates.
(B) (i) Où est-il maintenant? (Where is he now?)
(ii) Pourquoi le chauffeur crie? (Why is the driver shouting?)
They said he was on the road and the driver was shouting because Kofi was near the car. It was difficult to give the reason because they didn’t have the appropriate vocabulary to do that.

(C) (i) Comment est-ce que Kofi roule? (How is he riding?)
(ii) Qu’est-ce que le vieil homme fait? (What is the old man doing?)
The good candidates were able to describe this scene correctly. Lack of vocabulary prevented others from answering these questions well. They knew what was happening but could not say it in French and therefore said it in English.

(D) (i) Qu’est-ce qui arrive à Kofi? (What has happened to Kofi?)
(ii) Où est-il? (Where is he?)
Some candidates answered it well by saying that he fell or there was an accident. However, some were confused because of the verb ‘arrive’. They all said he was on the road or on the ground.

(E) (i) Où est-ce qu’on met Kofi? (Where was Kofi carried?)
(ii) Où est-ce qu’on l’amène? (Where was he taken?)
The picture helped candidates to answer these questions correctly.

(F) (i) Qui sont près de Kofi? (Who are near him?)
(ii) Où est-il blessé? (Where was he hurt? (part of body)).
Candidates gave names of those who went to the hospital and not necessarily near Kofi. They also said his leg or foot was broken. Others gave other parts of the body which were broken. Some thought ‘blesser’ meant ‘to bless’.

Many candidates put in a lot of effort to answer those questions or to follow the guidelines for writing the compositions as expected. Teachers should encourage their future candidates to do the same.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The performance of candidates had also improved especially in the area of use of correct expressions.

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

*Expression*

The use of language by candidates had improved greatly. They used pronouns, appropriate figures of speech, idiomatic expressions and registers. Their sentences were also short and well linked to each other.

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

*Organisation of answers*

Some candidates did not organise their answers into paragraphs. Other candidates could not present their answers orderly.

*Copying of Questions*

A small number of candidates copied down some of the questions as their work.

4. **SUGGESTED REMEDIES**

Teachers should encourage students to read and do class exercises as expected of them. Students should also be encouraged to create their own answers instead of copying down questions as their original work.

5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

*Write a letter to your friend in another school telling him/her about an excursion you had recently.*

In the introduction to some compositions, candidates expressed their greetings and stated the purpose of the letters. Some candidates expressed their greetings but did not state the purpose of the letters. Some compositions did not however have any introductions.

In the body of their compositions some candidates were able to narrate the course and details of the excursion. They stated date, place and the preparations they made, means
of transport and arrival at the place. They also mentioned interesting places visited, activities undertaken and departure and arrival at home.

The compositions of other candidates were not detailed. They mentioned date of departure and arrival at designated place but could not describe the interesting places they visited well.

To conclude their compositions some candidates gave their impression about the excursion. However, some compositions did not have any conclusions.

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

Some of the candidates who chose this question introduced it by making a choice of the many handiworks in their communities. There were however some compositions without any introductions.

In the body, some candidates mentioned the materials required, preparation of the materials and process involved in weaving from start to finish. Some other candidates mentioned the materials but could not discuss the process of weaving it.

In the conclusion, some candidates stated one or two benefits derived from the handiwork. However, there were some compositions without any conclusion.

**Question 1(c): Composition - Narrative**

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

A good number of candidates chose this question. Some of the candidates introduced their compositions by stating place, date, and time of the incident. Other candidates only mentioned the time the incident took place. There were other candidates who did not introduce their compositions.

In the body of their compositions, some candidates gave details of the incident. They mentioned how the robbers entered their houses, gunshots, taking of hostage, shout for help, reporting at the police station etc. Other candidates described very shallowly how they were robbed.

To conclude their compositions, some candidates gave their impression about the incident. Some candidates did not conclude their compositions well.
Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

A good number of candidates chose this question. In the introduction of their composition, some candidates made choices. Other candidates did not introduce their compositions.

In the body of the composition some candidates gave four or more good reasons for their choice. Some of the reasons were level of education required, family profession, financial gains, prestige, respect in society, travelling abroad and becoming a leader in society. Other candidates gave one or two reasons and did not even discuss them well.

To conclude their compositions, some candidates affirmed the future prospects of their chosen professions. Other candidates could not finish or conclude their compositions.

Question 2: Comprehension

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

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

Question 3: Lexis and Structure

Candidates were given twenty sentences to indicate nouns, punctuation, adjectives and opposites as instructed.

Many candidates were able to identify the nouns and adjectives well. However, the sentences on punctuation and opposites were not well attempted.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The performance of candidates had also improved greatly in content and use of appropriate expressions.

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

**EXPRESSION**

The use of language by candidates had improved greatly. They used pronouns, idiomatic expressions, appropriate figures of speech and registers. Their sentences were also short and well linked to each other.

**LENGTH OF ANSWERS**

In the composition, some candidates tried to write within the given number of words. Where they exceeded or fell short, they did this by a few words. In the other sections, their answers were very short and precise.

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

**MECHANICAL ACCURACY**

The spelling, word-division and punctuation of some candidates were very poor. This made their answers very difficult to read and understand. Wrong use of tenses was also observed.

**ORGANISATION OF ANSWERS**

Some candidates did not organise their answers into paragraphs. Other candidates could not present their answers orderly.

**COPYING OF QUESTIONS**

A small number of candidates copied down some of the questions as their original work.

4. **SUGGESTED REMEDIES**

The remedy to mechanical accuracy and orderly presentation of materials can be found in intensive and extensive reading and extra exercises in the classroom. Teachers should therefore encourage students to read and do class exercises as expected of them. Students should also be encouraged to create instead of copying down questions as their original work.
5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

Write a letter to your friend in another school telling him/her about an excursion you had recently.

In the introduction of some compositions, candidates expressed their greetings and stated the purpose of the letter. Some candidates sent their greetings but did not state the purpose of the letters. Some compositions did not however have any introductions.

In the body of their compositions some candidates were able to narrate the course and details of the excursion. They stated date, place and the preparations they made, means of transport and arrival at the place. They also mentioned interesting places visited, activities undertaken and departure and arrival at home.

The compositions of other candidate were not detailed. They mentioned dates of departure and arrival at designated places but could not describe the interesting places they visited well. Other candidates started their compositions but could not complete them.

To conclude their compositions some candidates gave their impression about the excursion. However, some compositions did not have any conclusions.

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

Some of the candidates who chose this question introduced it by making a choice of the many handiworks in their communities. There were some compositions without any introductions.

In the body, some candidates mentioned the materials required, preparation of the materials and process involved in weaving from start to finish. Some other candidates mentioned the materials but could not discuss the process of weaving it.

In the conclusion, some candidates stated one or two benefits derived from the handiwork. However, there were some compositions without any conclusion.

**Question 1(c): Composition - Narrative**

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.
A good number of candidates chose this question. Some of the candidates introduced their compositions by stating place, date, and time of the incident. Other candidates only mentioned the time the incident took place. There were other candidates who did not introduce their compositions.

In the body of their compositions, some candidates gave details of the incident. They mentioned how the robbers entered their houses, gunshots, taking of hostage etc. Other candidates also mentioned how they shouted for help and how help came to them at last. Other candidates described very shallowly how they were robbed.

To conclude their compositions, some candidates gave their impression about the incident. Others also asked God to curse/kill the robbers. Some candidates did not conclude their compositions.

**Question 1(d): Composition - Exposition**

*Which of these professions would you pursue, Teaching or Nursing?*

A good number of candidates chose this question. In the introduction of their composition, some candidates made choices. Other candidates did not introduce their compositions.

In the body of the composition some candidates gave four or more good reasons for their choices. Some of the reasons were level of education required, family profession, financial gains, prestige, respect in society, travelling abroad and becoming a leader in society. Other candidates gave one or two reasons but did not discuss them well.

To conclude their compositions, some candidates affirmed the future prospects of their chosen professions. Other candidates could not finish or conclude their compositions.

**Question 2: Comprehension**

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

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

**Question 3: Lexis and Structure**

Candidates were given twenty sentences and required to indicate nouns, punctuation, adjectives and opposites as instructed. Many candidates were able to identify the nouns and adjectives well. However, the sentences on punctuation and opposites were not well attempted.
DANGME 2

1. GENERAL COMMENTS

The 2011 paper compared favourably with those of previous years in terms of scope, clarity and content. The paper is of standard because it tested the various aspects of language as prescribed by the teaching syllabus. In spite of all this, the general performance of candidates could however be said to be below expectation. Nonetheless, a few candidates demonstrated some level of mastery of the language and showed some competence and maturity in responding to the questions. Therefore, it can be said that candidates performed a little better than last year.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

It emerged generally from candidates’ scripts that most of them understood the demands and tenets of the questions and so answered them well.

Generally, candidates demonstrated good understanding of the questions and proceeded to answer them appropriately. Candidates also ensured systematic and orderly presentation of facts and ideas. Candidates in most cases exhibited some level of maturity in their use of language such as appropriate use of proverbs, idiomatic expressions and other figures of speech.

Most candidates were able to write the essays in good paragraphs. Equally commendable is the fact that most candidates were able to read and react appropriately to the comprehension text. Majority of candidates also demonstrated fair knowledge about the use of punctuations and antonyms. These skills demonstrated by the candidates deserve commendation and should be encouraged by teachers to improve language skill development at this level.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

- Quite a good number of candidates wrote more than the required number of words for the essay. On the contrary, some candidates also wrote far below the required number of words for the essays.
- Some candidates also wrote only the writer’s address.
- Most candidates used the spoken (colloquial) and dialectal forms rather than the standard form of Dangme. E.g. ‘I he yi’ instead of “I he ye”, ‘lae’ instead of ’hlae’, ‘hi= for ‘hi’=, ‘ki iba’ for ‘ke iba’. Candidates also could not use the continuous tense appropriately. E.g. ‘ngmaa instead of ‘ngmae’, ‘eny=ni’ for ‘eny=ne’ etc.
- Some candidates also lifted portions or the whole comprehension passage for their essays.
- Some candidates also listed lines from the comprehension for their answers - a sign of inability to comprehend and also construct own sentences.

4. **SUGGESTED REMEDIES**

- Children’s attention should be drawn to the use of standard or written version of Dangme.
- Pupils should be taught how to derive meaning from texts.
- Candidates/pupils should be encouraged to do a lot of reading and writing in Dangme.
- Candidates should be encouraged to write the writer’s address in English. Also, candidates should be discouraged from writing only the writer’s address as this would not earn any mark.

5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**
Write a letter to your friend in another school telling him/her about an excursion you had recently.

The question demands from the candidate, the skill of informal letter writing. Majority of candidates attempted this question. Those who attempted this question exhibited fair knowledge about how informal (friendly) letters are written. Majority of the candidates who attempted this question were able to write the features of an informal (friendly) letter correctly. A few candidates however wrote down only the addressee’s address, and in some other cases the recipient’s address and signed the valediction.

**Question 1(b): Composition - Descriptive**
Describe how a Basket or a Mat is woven.

The candidate was required to list or mention the items used, preparations and describe the process(es). Only a few candidates attempted this question. Those who answered this question were able to meet the demands of the question. A few candidates however, even though had some ideas failed to convey them meaningfully.

**Question 1(c): Composition- Narrative**
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.
Those who answered this question demonstrated fair understanding of the demands of the question. They were able to state the time, narrated vividly what happened and the outcome of the attack.

**Question 1(d): Composition - Exposition**

*Which of these professions would you pursue, Teaching or Nursing?*

The question was among the least attempted questions. Quite a good number of the candidates who attempted this question were able to make a choice, defend them quite appreciably. These candidates demonstrated that they know what each of the professions entails. They were able to talk about job training, qualification for the jobs and the prospects therein. However, a few candidates, even though were able to make a choice could not substantiate the choices they made.

**Question 2: Comprehension**

This aspect or part of the paper demanded that the candidate should read the passage, absorb the meaning and react appropriately to the questions.

Quite a good number of the candidates demonstrated understanding of the passage and performed well on the content-based questions. Candidates were also able to answer most of the inferential questions even though this aspect posed some considerable challenge or difficulty to a few candidates. Even though quite a good number of the candidates were able to explain specific expressions, this aspect posed the biggest challenge/difficulty to some candidates. A good number of candidates were able to give suitable titles to the passage.

**Question 3: Lexis and Structure**

This section of the paper had four (4) parts and sought to test candidates knowledge in some aspects of grammar via, nouns, punctuations, adjectives and antonyms. The part on nouns demanded that candidates should pick the nouns in the sentences. Quite a good number of candidates were able to answer this question. A few candidates however picked only a noun even in cases where there were two nouns in a sentence. The second part of this section tested candidates’ knowledge in the use of the punctuation marks; the comma, capitalization, question mark and exclamation. With the exception of a few candidates who faulted in this area, quite a good number were able to punctuate the given sentences correctly.

The third part of this section tested candidates’ knowledge on the use of adjectives. Majority of the candidates performed creditably on this part. Candidates’ performance here is very satisfactory.
Candidates’ knowledge about antonyms was tested in the last part of this paper. The performance of majority of the candidates was satisfactory and quite commendable. Apart from a few candidates who had some difficulty with this part, quite a good number did well.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates’ performance however, continues to fall below expectation.

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

Only an insignificant number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

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

The following weaknesses were identified in the candidates’ scripts.

(1) copying down of whole passages as answers to questions especially for comprehension.
(2) some scripts were incomprehensible or could not be read at all.
(3) presentation of answers to ‘near similar questions’ resulting in a lot of deviation.
(4) presenting more than one alternative answer to one question, one of which is either correct or wrong.
(5) jumping pages of the answer booklet in presenting answers to one particular question.
(6) poor handwriting.
(7) poor punctuation and spelling.
(8) improper writing of some of the letters of the Ewe alphabet, especially: d & *; f & $; v & u etc.
(9) Non adherence to rubrics.

4. **SUGGESTED REMEDIES**

(1) Teachers should teach their candidates how to answer composition and comprehension questions.
(2) All candidates should not be registered en-block for the Ewe. E.g. where a teacher is not available or a candidate is on transfer from another language speaking area. Teachers who do not have indepth knowledge of the language should not be allowed to teach it. They are causing more harm than good.
(3) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
(4) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.
(5) Teachers should give candidates adequate class exercise and mark them to enable candidates improve their grammar, handwriting and proper writing of the letters of the Ewe alphabet.
5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**  
Write a letter to your friend in another school telling him/her about an excursion you had recently.

Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written. Writing the address in the language is no more in vogue. It should not be written in block letters as done by most candidates. If a candidate chooses to write the address in the language (Eve) it should be done properly e.g. Af=fi) 15 lia, 2011 or simply 15 - 04 - 2011 and not 15 lia Af=fie fe 2011. OR “Post +fisi A*a*aka ..........” As an address.

Such archaic salutations like “Na ……” should be avoided. Teachers and candidates should note that friendly letters are never signed. Only the writer’s first name is required.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

**Question 1(b): Composition - Descriptive**  
Describe how a Basket or a Mat is woven.

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials are prepared and then detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft will be quite acceptable.

**Question 1(c): Composition- Narrative**  
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.
This question was attempted by few candidates.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.
This should end with a relevant conclusion e.g. candidate’s role as and inmate of the house etc.
Of the candidates who attempted it only an insignificant number presented something worthy of commendation.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

It was attempted by very few candidates.
The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates’ conclusions were not good e.g. “This is why I want to be a Teacher/Doctor/Nurse” - did not merit the reward of a full mark.

Question 2: Comprehension

This was a compulsory question. Candidates are always required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only few candidates understood it and answered the questions as required. Majority however faired badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates are also advised to read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

Question 3: Lexis and Structure

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.
It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the Word Classes and Punctuation marks of the language, thus scoring little or no marks. Even words to be copied from the given sentences were wrongly spelt/written.

Teachers are advised to intensity the teaching of the Word Classes and the use of Punctuation Marks in the language to help their candidates perform creditably under these circumstances.
1. **GENERAL COMMENTS**

   (1) The standard of the paper compared favourably with that of previous years.
   (2) In most of the public schools, the performance of the candidates was very disappointing - a clear indication that the teaching of the language was not being given the desired attention.

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

   (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
   (2) The Lexis and Structure (Section 3 of the paper) was satisfactorily answered. Most candidates scored good marks.
   (3) Most of the candidates were able to write the required number of words for the composition (150 words). This is encouraging. Consequently, this enhanced their total marks for the composition.

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

   (1) In most of the public schools the performance was generally poor.
   (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools.
   (3) Some candidates copied portions of the comprehension passage as answers to the composition.
   (4) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.

4. **SUGGESTED REMEDIES**

   (1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
   (2) More exercises should be given on punctuations.
   (3) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.
5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object. In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words required. However, they were able to mention the materials used in weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.

**Question 1(c): Composition - Narrative**

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and when the incident occurred.
Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

Question 2: Comprehension

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

Question 3: Lexis and Structure

This question was made up of four parts.
(1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

(2) In the second part, the candidates were expected to punctuate some sentences. This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks. That was a wrong approach and such candidates lost the marks for that part.

(3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.

(3) In the fourth part the candidates were required to find the opposite of some words in sentences. On the whole most students scored high marks in this section.
GA 2

1. **GENERAL COMMENTS**

   The standard of the paper compared favourably with that of previous years. Candidates’ performance however, continued to fall below expectation.

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

   Only a few number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

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

   The following weaknesses were identified in candidates’ scripts:
   
   (1) copying down of whole passages as answers to questions especially the comprehension.
   (2) some scripts were incomprehensible or could not be read at all.
   (3) presenting more than one alternative answer to one question, one of which is either correct or wrong.
   (4) jumping pages of the answer booklet in presenting answers to one particular question.
   (5) poor handwriting.
   (6) poor punctuation and spelling.
   (7) non-adherence to rubrics.

4. **SUGGESTED REMEDIES**

   (1) Teachers should teach their candidates how to answer composition and comprehension questions.
   (2) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
   (3) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.

5. **DETAILED COMMENTS**

   **Question 1(a): Composition - Letter writing**
   Write a letter to your friend in another school telling him/her about an excursion you had recently.
Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials were prepared and then in detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft was quite acceptable.

**Question 1(c): Composition - Narrative**

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Few candidates attempted this question.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.

This essay required a relevant conclusion e.g. candidate’s role as and inmate of the house etc.

Of the candidates who attempted it, only an insignificant number presented something worthy of commendation.

**Question 1(d): Composition - Exposition**

Which of these professions would you pursue, Teaching or Nursing?

It was attempted by very few candidates.
The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates’ conclusions were not good e.g. “This is why I want to be a Teacher/Doctor/Nurse” - did not merit the reward of a full mark.

**Question 2 : Comprehension**

This was a compulsory question. Candidates were required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only a few of them understood it and answered the questions as required. Majority however fared badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates should read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

**Question 3: Lexis and Structure**

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.

It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the word classes and punctuation marks of the language, thus scoring little or no marks.

Teachers are advised to intensify the teaching of the word classes and the use of punctuation marks in the language to help their candidates perform creditably under these circumstances.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. There was an improvement in the performance of the candidates as compared to the previous years.

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

(1) Some candidates wrote very good essays. Their expression, subject matter and organisation were good and meaningful. This is an indication that teachers in some schools now take the candidates through essay writing.

(2) There was an improvement in the way candidates answered the comprehension questions. Their answers were brief and clear.

(3) Many candidates did well in answering the nouns, adjectives and antonyms.

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

(1) One weakness was that some candidates copied down the comprehension passage from the question paper as their essays.

(2) A second weakness was lack of knowledge in developing ideas in essay writing. The contents produced on the questions were scanty and dry.

(3) Poor spelling is also one of the weaknesses detected in the work of candidates. Examples of wrongly spelt words included: ‘are’ for ‘ere’, ‘pue’ for ‘p=`’ and ‘able’ for ‘ebel’.

(4) In the Lexis and Structure aspect of the paper, many candidates could not punctuate the sentences correctly.

(5) One other problem examiners detected was that in answering the comprehension questions, some candidates wrote the questions in their scripts before the answers.

4. **SUGGESTED REMEDIES**

(1) With regard to the copying down of materials from the question paper, the candidates are advised to desist from doing so since materials copied are scored zero.

(2) On the part of developing ideas, teachers should do well to take candidates through the various skills of developing ideas in essay writing.

(3) One way teachers can assist students to improve their spelling is to encourage them to read more books in the language.

(4) Finally, teacher should help their candidates to do more exercises in punctuation as they prepare them for the examination. Copying the questions in the answer
booklets before giving the answers is a waste of time and candidates are advised to desist from that.

5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

_Write a letter to your friend in another school telling him/her about an excursion you had recently._

The question was attempted by many students. A good example of the essays written by one of the candidates was the one which took him to the Kintampo Waterfalls and Damongo (Mole) Game Reserve on that day. This candidate beautifully developed his essay.

However, some candidates only lifted materials from the comprehension passage. Teachers should do well to discourage this type of attitude since a candidate who does so scores zero. Some candidates did not also use the appropriate tenses. They used the future tense instead of past tense.

**Question 1(b): Composition - Descriptive**

*Topic: Describe how a Basket or a Mat is woven.*

Some candidates did well. They were able to make a choice of either the basket or mat in their introduction.

In the main body of the essay, the candidates were expected to talk about how the raw materials are gathered and prepared before the weaving starts. The main concern of the question is on the process involved in the weaving.

Generally, the students performed well in this question.

**Question 1(c): Composition - Narrative**

_It happened that thieves/armed robbers raided your home one night. Narrate all that happened._

Only few candidates answered the question. The candidates were expected to include the day, date and time the incident happened. This should form the introduction of the essay.

The body should include:

1. how the thieves entered the house with their weapons
2. shouts for help by the inmates
3. How the thieves took them hostage
4. items taken away
(5) assistance offered by neighbours
(6) the aftermath of the robbery - how the case was reported at the police station.
(7) the candidate’s feelings or impressions.

On the whole, some candidates narrated the incident very well.

**Question 1(d): Composition - Exposition**  
**Which of these professions would you pursue, Teaching or Nursing?**

The choice of the candidate forms the introductory part of the composition. The candidate should give brief reasons for his/her choice.

In the body of the essay, the candidate is expected to develop the following points as paragraphs:

(1) the level of education involved in the profession  
(2) prestige of the profession  
(3) to save lives  
(4) educate people  
(5) to save money  
(6) become more popular in the society.

The candidate is expected to affirm the future of his or her chosen profession in conclusion. The few candidates who attempted this question did well.

**Question 2: Comprehension**

The candidates were expected to read a passage in Gonja and answer ten questions on it. Three of the questions were on stated facts, two on inference, four figures of speech and one on the title of the passage.

The candidates did well in the comprehension.

**Question 3: Lexis and Structure**

This year’s Lexis and Structure questions were on word classes (Nouns), punctuations, adjectives and antonyms. There were five questions on each of these aspects.

The candidates did better in the Lexis and Structure this year as compared with the previous years.
KASEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates’ performance also remained the same as that of the previous years; except that private schools performed better than the public schools.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Most candidates offered detailed materials, fact and ideas on essay topics. A good number of candidates also provided suitable alternative responses where it was appropriate.

Some few candidates provided suitable titles where it was required, using capital letters. This was commendable.

As usual, most candidates were conversant with the features of letter writing. No wonder this topic attracted a great number of candidates.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Except for the private schools and other few candidates, the situation of poor spelling did not change. Candidates’ spellings were very appalling. Even words correctly written in the question paper, were wrongly spelt by candidates. In some cases, candidates were not consistent in their spellings. E.g. “lage” (correct) - later “lagi” (wrong); “debam” (correct) - later “dibam” (wrong); “konto” (correct) - later “ko to” (wrong)

Candidates had no knowledge about punctuation marks. They did not apply the appropriate punctuation marks at the proper positions. They also started sentences with small letters and proper nouns were written in small letters.

4. SUGGESTED REMEDIES

(1) students should be taught the Kasem orthography at all levels.
(2) subject teachers should give their students constant spelling drills.
(3) students should be encouraged to read books written with the new Kasem orthography.
(4) students may also be encouraged to transfer knowledge from other languages taught them to Kasem in some areas, such as punctuations.
Subject teachers may also do well to teach the subject properly, so as to raise the standard in candidates’ performance.

5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**
Write a letter to your friend in another school telling him/her about an excursion you had recently.

This question was poorly attempted by candidates. A good number of candidates deviated; possibly, they did not understand the question. These candidates took the question to mean “what goes on in the school”, though the rubrics were very clear. The word “beeri”, /to visit/ was mistaken to mean “bere”, /to teach/, hence candidates misfired. Meanwhile, candidates who understood the topic performed very well. They mentioned interesting places like the ‘Boti Water Falls’, ‘Paga Crocodile Pond’, ‘Damongo Game Park’ etc.

**Question 1(b): Composition - Descriptive**
Describe how a Basket or a Mat is woven.

Most candidates ignored this question; only a few attempted it, but could not perform well.

Candidates were expected to mention the materials needed to weave the particular item, e.g. reeds or special grass, twine, big needle (specially made for the purpose) etc. They could proceed to mention the preparation of such material and the processes involved from start to finish. Candidates could also talk about the benefits derived from craftworks.

**Question 1(c): Composition- Narrative**
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

This question attracted a good number of candidates. They performed fairly well as they provided the required details from start to finish. Candidates were expected to state how the thieves entered the house, noise/gunshots heard, shouts for help, defence put up, taking the thief hostage, items taken away, help offered by neighbours, report to the police or chief and possibly casualties etc. Candidates were able to narrate all these.

**Question 1(d): Composition - Exposition**
Which of these professions would you pursue, Teaching or Nursing?
Candidates who chose this question performed quite well. They made their choices and continued to give reasons for such choices. Essays were developed along the lines of various arguments, that is, why they preferred one profession to the other. Their presentations were highly commendable.

**Question 2: Comprehension**

A prose passage followed by ten (10) questions (a - j).

A few candidates fared well in this part. The questions covered the areas of ‘stated facts’, ‘inferences’, ‘meanings’, ‘expressions’ and ‘summary’. The poor performance of candidates may be attributed to the inability of students being made to read.

At any rate a good number of candidates gave valid responses to some of the questions. Their performance in the areas of inference and summary were below standard. The inference questions (d) (e) and the summary (j) posed problems to candidates.

**Note:** Subject teachers may do well to teach students to read Kasem materials, that is, books written in Kasem. Students should learn to answer questions on passages appropriately.

**Question 3: Lexis and Structure**

(a - e): In this area, candidates were expected to pick nouns to be identified in sentences. Almost all candidates scored the marks.

(f - j): Candidates were asked to identify places where punctuation marks should be applied. Most candidates had no problem in supplying the appropriate punctuations at the right places.

(k - o): This area sought to ask candidates to identify Adjectives in sentences. Candidates identified the adjectives and used them for their responses. Most candidates scored the marks.

(p - t): Candidates were to supply antonyms to some given words underlined in sentences. Most candidates performed very well.

On the whole candidates were comfortable with this part and performed quite creditably.
NZEMA 2

1. **GENERAL COMMENTS**

   (1) The standard of the paper compared favourably with that of previous years.
   (2) There was a slight improvement in the performance of the candidates over those of previous years. This improvement was noticed significantly in the private schools.

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

   (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
   (2) This year there was a significant improvement in the orthography of candidates, hence most of them scored good marks for Mechanical Accuracy. However, a lot need to be done to improve upon this achievement.
   (3) Section 3 of the paper - Lexis and Structure was satisfactorily answered. Most candidates scored good marks.
   (4) Most of the candidates were able to write the required number of words for the composition (150 words). This was encouraging. Consequently, this enhanced their total marks for the composition.
   (5) Most candidates were able to give very good titles to the comprehension passage.

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

   (1) In most of the public schools the performance was generally poor.
   (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools. Candidates continued to join the pronoun to the noun and detach it from the verb.
   (3) Wrong spelling of the word ‘d=nw=’ - ‘many’ cut across all the schools. Instead they wrote ‘nd=nwo’. The word does not exist in the language.
   (4) Some candidates copied portions of the comprehension passage as answers to the composition.
   (5) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.
   (6) In the comprehension candidates had problems with answering questions on inference and meaning.
4. **SUGGESTED REMEDIES**

(1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
(2) More exercises should be given on punctuations.
(3) Teachers must teach their students the techniques of giving titles to passages read, and also answering questions on inference and meaning in comprehension.
(4) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.

5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object. In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words needed. However, they were able to mention the materials used in weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.
Question 1(c): Composition - Narrative
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and date on which the incident occurred.

Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

Question 2: Comprehension

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

Question 3: Lexis and Structure

This was a question on Lexis and Structure made up of four parts.
(1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

(2) In the second part, the candidates were expected to punctuate some sentences.
This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks rather. That was a wrong approach and such candidate lost the marks for that part.

(3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.

(4) In the fourth part the candidates were required to find the opposite of some words in sentences.

On the whole most candidates scored high marks in this section.
1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates was average.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

(1) Comprehension - A number of candidates gave straightforward answers to the comprehension questions.

(2) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Punctuation Marks:
Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.

(2) Overcrowding of answers:-
Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

4. SUGGESTED REMEDIES

(1) Teachers should make a conscious effort to teach pupils the right use of the apostrophe and punctuation marks through a number of class exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.

(2) Before and during examinations tutors should provide adequate rubrics to pupils to remedy the problem of overcrowding of answers.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing
Write a letter to your friend in another school telling him/her about an excursion you had recently.
Introduction: Greetings and purpose of the letter.

Body: The following points were expected:

(1) - Date, Place, Preparations.
- Journey - means of transport, scenes along the way.
- Arrival at the designated place.

(2) - Interesting places visited/site seeing
- Activities undertaken
- Departure and arrival back to school/home.

Conclusion: Candidates’ impression about the excursion.

Majority of candidates attempted this question and they did well. Candidates followed the procedures of letter writing providing address, date, salutation and valediction.

However, there were a few pupils who mistook the topic to be visiting a sick person.

**Question 1(b): Composition - Descriptive**

*Describe how a Basket or a Mat is woven.*

Introduction:- Candidates were to make choice - Mat weaving or Basket weaving.

Body:- Candidates to mention the materials required.

(1)  Palm branches, raffia, cane, reeds etc.

(2)  Preparation of the materials.

(3)  process involved in the weaving - from start to finishing.

Conclusion:- Candidates were to state the benefits derived from the craft.

This topic attracted just a few candidates who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice. Candidates who attempted this topic performed poorly.

**Question 1(c): Composition - Narrative**

*It happened that thieves/armed robbers raided your home one night. Narrate all that happened.*

Introduction:- Candidates to state the day/date of the incident.

Body:- Candidates to give details of the incident.

e.g. How the robbers entered the house, gunshots, shouts for help, defence put up by the inmates, items taken away, assistance offered by neighbours, report to the police etc.

Conclusion:- Candidates’ impression e.g. frightened, hidden, assistance offered etc.
This is the second topic that attracted candidates. Candidates’ work was average.

Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

Introduction:- Candidates to make a choice.
Body:- Candidates to give reasons for the choice made.
          e.g. Level of education required, family profession, financial gain,
          for prestige, to educate people, to save lives, to travel abroad, leadership in society etc.
Conclusion:- Candidates affirmation of the future prospects of his/her chosen profession.

This topic attracted a few students who failed to state the facts above. Some candidates wrote on the two professions without making a choice.

Question 2: Comprehension

This was a compulsory prose passage with ten sub-questions to be answered by candidates. The very good candidates were able to answer the questions very well and were rewarded for their effort. However, the poor candidates merely copied the passage into the answer booklets which of course, earned them no mark. Quite a good number of candidates crowded their answers over one page.

Question 3: Lexis and Structure

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

Section (a - e) was on identification of a noun in each of the five sentences. Most candidates were able to do the exercise. However, some candidates wrote the whole sentence and underlined these nouns which were also acceptable. They were however, expected to write down the word only.

Section (f - j) tested punctuation marks, capital letters, question marks, exclamation marks and a comma. Many candidates could not write the right punctuation marks. Candidates were expected to write the full sentences and placed the expected marks at the correct places.

Section (k - o) was on identification of an adjective. Most candidates were able to do the exercise.
Section (p - t) tested candidates on antonym. Many candidates scored very high marks in this area. Others however, messed up and scored poor marks.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The performance of candidates was above average.

However, performance of candidates from rural schools fell below expectation.

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

   (1) **ESSAY**
   There was improvement in essay writing. Most candidates were able to write over and above the 150 words they were supposed to write. Many candidates were able to score marks for Mechanical Accuracy which indicated that their orthography had improved.

   (2) **COMPREHENSION**
   A number of candidates gave straightforward answers to the comprehension questions.

   (3) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

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

   (1) Wrong use of the Twi personal pronouns:- Most candidates confused the third person *pronoun singular* - +no (he/she) with the third person *pronoun plural* - w=n (they). This wrong usage was rampant in the essay topics.

   (2) Punctuation Marks:- Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.

   (c) Overcrowding of answers:- Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

4. **SUGGESTED REMEDIES**

   (1) Teachers should make conscious effort to teach pupils the right use of personal pronouns, the apostrophe and punctuation marks through a number of class exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.
5. **DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

Write a letter to your friend in another school telling him/her about an excursion you had recently.

Introduction:- Greetings and purpose of the letter.

Body:- The following points were expected:

1. Date, Place, Preparations.
2. Journey - means of transport, scenes along the way.
3. Arrival at the designated place.

(2) Interesting places visited/site seeing

- Activities undertaken
- Departure and arrival back to school/home.

Conclusion:- Candidates’ impression about the excursion.

Majority of candidates attempted this question and they did well. Candidates followed the procedures of letter writing providing address, date, salutation and valediction.

However, there were a few candidates who mistook the topic to be attending to a family call or visiting a sick person.

**Question 1(b): Composition - Descriptive**

Describe how a Basket or a Mat is woven.

Introduction:- Candidates were to make a choice - Mat weaving or Basket weaving.

Body:- candidates to mention the materials required.

- Palm branches, raffia, cane, reeds etc.
- Preparation of the materials.
- process involved in the weaving - from start to finishing.

Conclusion:- Candidates to state the benefits derived from the handiwork/craft.

This topic attracted just a few students who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice.

Candidates who attempted this topic performed poorly.

**Question 1(c): Composition- Narrative**

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.
Introduction:- candidates to state the day/date of the incident.

Body:- Candidates to give details of the incident.

   e.g. How the thieves/robbers entered the house, gunshots, shouts for help, defence put up by the inmates, taking them hostage, items taken away, assistance offered by neighbours, report to the police etc.

Conclusion:- Candidates’ impression e.g. frightened, hidden, assistance offered etc.

This is the second topic that attracted candidates. Candidates’ work was satisfactory.

**Question 1(d): Composition - Exposition**

*Which of these professions would you pursue, Teaching or Nursing?*

Introduction:- Candidates to make a choice.

Body:- Candidates to give reasons for the choice made.

   e.g. Level of education required, it is a family profession, for financial gain, for prestige, to educate people, to save lives, to travel abroad, leadership etc.

Conclusion:- Candidates affirmation of the future prospects of their chosen profession.

This topic attracted a few students who failed to state the facts above. Some candidates wrote on the two professions without making a choice.

**Question 2: Comprehension**

This was a compulsory prose passage with ten sub-questions to be answered by candidates. The very good candidates were able to answer the questions concisely and were rewarded for their effort. However, the poor candidates merely copied the passage into the answer booklets which of course, earned them no mark. Quite a good number of candidates crowded their answers over one page.

**Question 3: Lexis and Structure**

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

Section (a - e) was on identification of a noun in each of the five sentences. Most candidates were able to do the exercise. However, some candidates wrote the whole sentences and underlined the nouns which was also acceptable. They were however, expected to write down the word only.

Section (f - j) tested punctuation marks, capital letters, question marks,, exclamation marks and a comma. Many candidates could not write the right punctuation marks.
Candidates were expected to write the full sentences and place the expected marks at the correct places.

Section (k - o) was on identification of an adjective. Most candidates were able to do the exercise.

Section (p - t) tested candidates on antonym. Many candidates scored very high marks in this area. Others however, messed up and scored poor marks.
1. **STANDARD OF THE PAPER**

   The Chief Examiners for Social Studies and Religious and Moral Education 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 average and lower than 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. **SUMMARY OF CANDIDATES’ STRENGTHS**

   The following were reported by the Chief Examiners as the strengths of the candidates:

   (i) **Orderly Presentation of materials**

   The Chief Examiners for Social Studies and Religious and Moral Education commended the candidates for the orderly presentation of materials.

   (ii) **Good Expression**

   The Chief Examiners for Social Studies and Religious and Moral Education observed that most of the candidates were able to give their answers using very good tenses and grammar.

   (iii) **Regard for rubrics**

   According to the Chief Examiners for Religious and Moral Education and Social Studies, the rubrics of the paper were observed by most of the candidates.

   (iv) **Level of understanding of questions**

   According to the Chief Examiner for Religious and Moral Education, majority of the candidates showed good understanding of the questions they answered. This was also emphasized by the Chief Examiner for Social Studies.
(v) **Well explained answers**

The Chief Examiner for Social Studies also observed that most candidates explained their points in a vivid manner which earned them full marks in most cases.

4. **SUMMARY OF CANDIDATES’ WEAKNESSES**

The Chief Examiners for Social Studies and Religious and Moral Education reported the following weaknesses of the candidates:

(i) The Chief Examiners for Social Studies and Religious and Moral Education observed that the handwriting of some of the candidates was illegible.

(ii) The Chief Examiners for Social Studies and Religious and Moral Education also observed that poor expression of ideas and wrong spelling of words by most candidates marred the beauty of their work.

(iii) The Chief examiner for Social Studies observed that the rubrics of the paper were not followed by some of the candidates.

(iv) According to the Chief Examiner for Religious and Moral Education, the answers to some of the questions were wrongly numbered by some of the candidates.

5. **SUGGESTED REMEDIES**

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

(1) The teachers of English Language should lay emphasis on English grammar.

(2) Candidates should be taught the rubrics of the papers.

(3) Teachers should try to complete the syllabi before students are presented for the final examination.

(4) Teachers should give sufficient exercises to students, mark them and discuss the weaknesses with the students.
1. **GENERAL COMMENTS**

The standard of the paper was comparable to that of previous years. The performance of candidates was slightly higher than that of the previous years.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**

(i) Candidates exhibited mastery over questions which they fully understood and hence did justice to them.

(ii) Some of the candidates wrote their answers in clear and simple English Language.

(iii) The handwriting of some of the candidates was legible.

(iv) Some of the candidates were able to select questions which they could answer very well.

(v) Some candidates showed maturity by defining most of the words though they were not required to do so.

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

(i) Some candidates did not understand the questions and as a result provided answers which were irrelevant.

(ii) Some candidates did not follow the rubrics of the paper. They answered more than one question from a section.

(iii) Spelling mistakes were common in the scripts of most of the candidates.

(iv) Some of the candidates could not express themselves in clear and simple English Language.

(v) A few of the candidates answered all the questions on one page of the answer booklet.

4. **SUGGESTED REMEDIES**

(i) Teachers should try to complete the syllabus before the start of the final examination.

(ii) Teachers need to teach candidates the techniques of answering questions, including where to write the question numbers.
(iii) Candidates should be advised to concentrate on their books and reduce the number of television programmes they watch.

(iv) Efforts must be made by candidates towards reading supplementary readers in order to enrich their English expressions and vocabulary.

(v) Candidates should be advised to answer one question from each of the Sections.

5. **DETAILED COMMENTS**

**Question 1**

(a) Narrate Jesus’ teaching on salt and light in the sermon on the mount.

(b) What three lessons could be learnt from the use of salt and light?

The question was not popular among the candidates. Less than 1% of the candidates answered it. The few who attempted it scored low marks in the (a) part because they were not familiar with Jesus’ teaching on salt and light in the sermon on the mount. The (b) part was also poorly answered by most of the candidates who attempted it.

**Question 2**

(a) Identify the five daily prayers offered by Muslims.

(b) State four reasons why prayer is important to the Muslim.

This was a very popular question. Majority of the candidates who attempted it scored marks above average. They were able to identify the five daily prayers offered by Muslims as well as the reasons why prayer is important to the Muslim.

**Question 3**

(a) Mention four causes of death.

(b) Give four reasons why death rites are performed.

Another popular question which was attempted by most of the candidates.

The (a) and the (b) parts of the question were well answered by most of the candidates and they scored high marks.

**Question 4**

(a) List any four types of punishment.

(b) State four reasons why pupils are punished in your school.

The question required candidates to list the types of punishment in the (a) part and reasons why children are punished in their schools in the (b) part. For the (a) part, candidates who attempted it gave good answers thereby scoring high marks. On the other
hand, the (b) part posed a big problem for them. Candidates did not get the demand of the question correctly and therefore wrote on things or offences that attract punishment instead of the essence of punishment. Consequently, those who answered this question scored good marks for the (a) part but performed poorly in the (b) part.

**Question 5**

(a) **Mention four good deeds that merit a reward.**  
(b) **Identify four effects of rewards.**

The question was quite unpopular with candidates. Few candidates who answered it did not score good marks for the (a) part. Candidates wrote only on moral values such as patience, truthfulness, kindness etc. as good deeds that can attract reward. Performance on the (b) part was not encouraging as candidates could not identify the effects of rewards.

**Question 6**

(a) **Mention four forms of greetings in your community.**  
(b) **State four moral benefits that can be derived from greetings.**

This was another unpopular question. The few candidates who attempted it scored average marks. The (a) part was not well answered. Candidates only talked about greetings associated with times of the day eg. good morning, afternoon etc as separate points. The (b) part which required candidate to state the moral benefits that can be derived from greetings was satisfactorily answered by the candidates. They therefore scored average marks.

**Question 7**

(a) **Describe the nuclear family system.**  
(b) **Mention three advantages and three disadvantages of the nuclear family system.**

A very popular question which was attempted by majority of the candidates. Nevertheless, candidates’ description of the nuclear family was very scanty. They used a sentence to describe it thereby making them lose valuable marks in the (a) part. For the (b) part, candidates were able to give the advantages and disadvantages of nuclear family. They therefore scored high marks in the (b) part.
Question 8

(a) What is leisure?
(b) Give five reasons why leisure is important to people.

The question was attempted by majority of the candidates. The (a) part required candidates to give the meaning of leisure. This was however not well answered by most of the candidates and they scored low marks. The (b) part was however well answered by the candidates. They were able to state the reasons why leisure is important.
SOCIAL STUDIES

1. **GENERAL COMMENTS**

   The standard of questions set for this year was good and compared with that of the previous year. Some questions demanded straight forward answers while others demanded some amount of analysis from candidates.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**

   Commendable features/improvements noted in candidates’ answers which should be encouraged were;
   
   (i) Language and facts were systematically and cohesively presented.
   
   (ii) Very good hand writing were presented by some candidates.
   
   (iii) Strict adherence to rubrics of the paper
   
   (iv) Questions were answered on fresh pages and were well numbered.
   
   (v) Good understanding of the questions was displayed by majority of candidates.

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

   (i) Some candidates did not follow the instructions of the paper and went ahead to answer more questions than required.
   
   (ii) A section of the candidates lacked clarity of expression and orderly presentation of materials.
   
   (iii) Few candidates did not show understanding of the subject.
   
   (iv) Few candidates presented very bad handwriting that could not be read.

4. **SUGGESTED REMEDIES**

   (i) Teachers should try to complete the syllabus before students are presented for examination.
   
   (ii) Teachers should stop the practice of teaching only selected topics and cover all topics so that candidates will not have problems with the selection of questions.
   
   (iii) Teachers should give sufficient exercises to students, mark them and discuss their weaknesses with them.
Terminal examination based on topics taught and on the model of the BECE paper should be a continuous practice and convention in all schools.

Adequate supervision of public schools should be encouraged because the few private schools’ papers marked were far ahead of the public schools in terms of the quality of answers provided.

5. **DETAILED COMMENTS**

**Question 1**

(a) **Identify the vegetation types numbered on the map as follows I, II, III, IV and V.**

(b) **Highlight five benefits of water bodies in Ghana.**

This question seemed to be popular with most candidates who did justice to it. About 80% identified the vegetations and highlighted five benefits of water bodies.

On the other hand some candidates flopped because they mixed up the vegetations.

**Question 2**

(a) **What is cultural change?**

(b) **Explain four factors responsible for cultural change in Ghana.**

This was also attempted with some amount of success. The explanation or definition of cultural change was not well presented. Most candidates could not state the factors responsible for cultural change in Ghana, let alone factors that contribute to cultural change.

**Question 3**

(a) **Highlight any four contributions of Ghana to the United Nations Organization.**

(b) **In what four ways has Ghana benefited from the United Nations Organization?**

Most candidates listed points for their answers instead of following the rubrics of the questions. They failed woefully to explain the points.

In some cases, answers meant for (a) went to (b) and vice versa. The answers were mixed up and this resulted in some candidates obtaining low marks.

**Question 4**
(a) **What is separation of powers?**

(b) **Outline four advantages of separation of powers?**

This was one of the well answered questions.

Aside the marking scheme definition, most of the candidates were able to write definitions in their own words.

Most candidates outlined the four advantages but others could not, although their definitions were alright. Nonetheless it was one of the popular questions for candidates.

**Question 5**

**In what five ways can Ghana reduce her dependency on foreign financial support?**

Not well answered. Most candidates who attempted this question could not explain how Ghana can reduce her foreign financial dependency syndrome.

**Question 6**

(a) **Describe four ways through which human resource can be developed in Ghana.**

(b) **State two reasons why labour is not fully used in Ghana.**

This question was not popular with most candidates. The few who attempted it scored low marks as they could not explain how human resource is not fully utilized in Ghana.
1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. Candidates’ performance was generally poor.

3. **SUMMARY CANDIDATES’ STRENGTHS**

Candidates’ performance was commendable in the following areas:

(1) Drawing correctly labeled Venn diagram;
(2) Construction of $90^\circ$, $45^\circ$ and $60^\circ$;
(3) Manipulating vectors: scalar multiplication, addition of vectors;
(4) Good knowledge and understanding of number bases.

4. **CANDIDATES’ WEAKNESSES**

Some weaknesses related to:

(1) Differentiating between cost price and selling price.
(2) Determining and applying the converting factor when an equivalent pair is given.
(3) Solution of a triangle; inability to apply relevant rules of geometry.
(4) Observing the convention of writing currency to two decimals places.
(5) Arithmetic operations involving signs (+), (-ve) etc. removal of brackets.
(6) Inability to read and understand mathematical problems.

5. **RECOMMENDATIONS**

(1) There should be working of enough examples of questions on topics taught in class.
(2) Close supervision of pupils’ attempt at question after section on worked examples, enough homework, quizzes which should be marked promptly and feedback given to pupils for corrections to be made.
(3) Awareness creation of the importance of Mathematics in educational progression for change in pupils attitude.

**QUESTION 1**

(a) In a school of 255 students, 80 of them study Arabic only and 125 study French only. Each student studies at least one of the two subjects.
   (i) Draw a Venn diagram to represent the information.
   (ii) How many students study
        (a) both subjects?
        (b) French?

(b) Make $h$ the subject of $v = \frac{1}{3}\pi r^2 h$

(c) A bookseller bought 80 copies of books at GH¢3.50 per copy. He sold each of them at GH¢4.20. Find
   (i) the total cost price;
   (ii) his percentage profit.
Q.1 (a) Candidates were required to represent the given information on a Venn diagram, write down relevant expression and use them to find specific membership of given sets. Most candidates presented accurate Venn diagrams which were correctly labelled. A few candidates made the correct entries, wrote the correct equation and expression correctly to answer the questions. A good number of candidates made wrong entries and had wrong equation of the form; 
\[80 - x + 125 - x = 255\] instead of the correct equation; 
\[80 + x + 125 = 255\]. Some candidates used 225 instead of 255 given in the question.

(b) Given the relation \(v = \frac{1}{3} \pi r^2 h\), candidates were required to clear the fraction, divide through by \(\pi r^2\) and thus make \(h\) the subject of the relation.

A good number of them made a good attempt at this question. Some of them, however, left the answer as \(h = \frac{v}{\pi r^2}\) or

\[h = \frac{v^3}{\pi r^2}\] instead of \(h = \frac{3v}{\pi r^2}\). Others had wrong answers of the form \(h = v - \frac{1}{3} \pi r^2\).

(c) The cost price (GH¢4.20) per copy of 80 books were given for candidates to find total cost price and percentage profit. A few candidates worked through correctly. Some left the profit/cost price ratio as the answer. Others calculated the selling price as the cost price and vice versa.

The two decimal places currency convention was not observed by many candidates.

QUESTION 2

(a) The pie chart below shows the distribution of exercise books to six schools A, B, C, D, E and F in a town. School D was given 8,000 exercise books.

![Pie Chart](image)

NOT DRAWN TO SCALE
(i) How many exercise books were given to each of the rest of the schools?
(ii) What is the average number of exercise books given to the schools?
(iii) How many schools had less than the average number of exercise books?

(b) Solve the inequality below and illustrate the answer on the number line.
\[
\frac{1x}{3} + 1 \geq \frac{1x}{2} + \frac{1}{4} (2 - x)
\]

(a) A pie chart with identified sectional angles (except one) and exercise books (8,000) equivalent of one sector angle (80°) were given for candidates to find the missing angle i.e. (360 – sum of given angle = 58) The converting factor (8,000/80 = 100) should be 8,000/80 and multiplied by each angle to obtain the corresponding exercise books for each sector (school). Also, candidates were to find average number of schools that had less than the average number of exercise books.

Very few candidates got the 58° and 100 and worked through the question. Majority made errors which were arithmetic. Most candidates did not show any evidence of finding and working with the converting factor. Candidates, who did not find the 58°, divided the total exercise books by 5 instead of 6 (the correct total number of schools). Most candidates were able to state the number of schools that had less than the average number of exercise books.

(b) Question requires candidates to multiply through given inequality by the LCM to clear fractions, remove brackets, collect like terms and simplify for an answer and illustrate the answer on a number line. Most candidates used the correct LCM, and worked through. Any errors committed were arithmetic. Very few candidates made reasonable attempt at the illustration on the number line, which in some cases did not have the reference point, O.

**QUESTION 3**

(a) Using a ruler and a pair of compasses only, construct:

(i) Triangle \(ABC\) such that \(|AB| = 8\) cm, angle \(CBA = 45°\) and angle \(CAB = 60°\),
(ii) The bisector of angle \(ACB\) to meet \(|AB|\) at \(T\).

(b) Measure

(i) \(|CT|\)
(ii) angle \(CTB\).
(c) A boy spent \(\frac{2}{8}\) of his money and had GH\(\text{c}15.00\). How much did he have left?

For parts (a) and (b) candidates were required to draw a line segment \(AB = 8\text{cm}\), construct a 90° angle and bisect it to obtain 45° at B, (or otherwise) construct angle 60° at A, and completing the triangle formed at C, construct the bisector of ACB to meet AB at T and measure CT and CTB.

Quite a number of candidates showed evidence of good grasp of the geometrical constructions required. In few of such cases, the line segments AC and BA did not pass exactly through the points of intersection of the respective constructing arcs. Some candidates drew the perpendicular bisectors of the sides AC and BA instead of the bisector of angle ACB and thus located T incorrectly. Most candidates were able to measure the line segment CT correctly. Angle CTB was incorrectly measured.

In part (c), given the fraction \(\frac{3}{8}\) of the amount spent and the remaining amount as GH\(\text{c}15.00\), candidates were expected to find the fraction \(\frac{5}{8}\) of the amount, \(x\) left, write and solve the relevant equation \(\frac{5x}{8} = 15\); or \(x - \frac{3}{5} = 15\).

Very few candidates made reasonable attempt at this question. Most candidates could not find the remaining fraction \(\frac{5}{8}\), let alone write and solve any of the relevant equations.

**QUESTION 4**

(a) The perimeter of a rectangular plot of land whose length is \((2x + 5)\text{m}\) and width \((x - 10)\text{m}\) is 80 m. Find the

(i) value of \(x\);
(ii) area of the plot;
(iii) cost of weeding the plot at GH\(\text{c}0.24\) per m\(^2\).

(b) Find the value of \(x\) and \(w\) in the diagram below if \(|AB| = |BC|\).
Part (a) required the application of the formula for the perimeter of a rectangle
\[ 2(\text{length} + \text{breath}) \], in formulating the relevant equation
\[ 2[(2x + 5) + (x -10)] - 80 \] and solving for \( x \). Subsequently, substituting \( x \) into the expression for length and breadth and taking
their numerical product give the area of the plot. Multiplying the area by the cost per unit area
(\(GH\) 0.24 per m\(^2\)) give the total cost of weeding the plot.

Few candidates applied the formula correctly and worked through. Some of them, however,
did not show the expected details of the multiplication of the area by the weeding rate
(i.e. 175 x 0.24) but only an answer of \(GH\) 2.00.

Most candidates got the formula wrong and had the equation
\[ (2x + 5) + (x - 10) = 80 \]. They therefore had an incorrect value for \( x \).

(b) Part (b) involved the application of the following rules: equality of base angles of an
isosceles triangle;

sum of interior opposite angles equals the external angle; sum of angles with common
vertex on a straight line is 180\(^\circ\) and sum of angles of a triangle is 180\(^\circ\)
were required to
solve the question.

Very few candidates’ solutions showed any knowledge, understanding and correct
application of the above rules. This question was unpopular with candidates. In all,
question 4 seems to be the least attempted.

**QUESTION 5**

(a) Given that \( a = \left( \begin{array}{c} -3 \\ 3 \end{array} \right) \) and \( \left( \begin{array}{c} 4 \\ -6 \end{array} \right) \), calculate

(i) \( a + 2b; \)

(ii) \( \frac{1}{2} (2a - b). \)

(b) The number of pupils in a primary school is given in the table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils</td>
<td>24</td>
<td>35</td>
<td>35</td>
<td>20</td>
<td>21</td>
<td>45</td>
</tr>
</tbody>
</table>

(i) Find the number of pupils in the school;

(ii) What is the mean number of pupils in a class?
(iii) What percentage of pupils are in class six?

(c) Convert $312_{\text{five}}$ to a base ten numeral.

Part (a) defined the vectors $a = \left(\begin{array}{c} -3 \\ 3 \end{array}\right)$ and $b = \left(\begin{array}{c} 4 \\ -6 \end{array}\right)$ and require candidates to substitute and evaluate the vectors $a + 2b$ and $\frac{1}{2}(2a - b)$.

Generally candidates carried out the substitutions correctly and continued to obtain the correct answers.

Given the number of pupils per class one, two, …, six in a table in Part (b), candidates were required to find the number of pupils in the school by adding the number of pupils per class for the six classes (180). The mean number of pupils per class by finding the quotient, \[
\text{total no. of pupils} \left(\frac{\text{100}}{\text{6}}\right).
\]
The percentage of pupils in class six = finding the ratio \[
\frac{\text{no. of pupils in class six}}{\text{total no. of pupils}} \times 100 \left(\frac{\text{45}}{\text{180}} \times 100\right).
\]

Very few candidates got the 180, the mean (30) and the percent age (25). Most candidates replaced the classes one … six by numbers, 1, ….., 6 and multiplied each by the corresponding number of pupils and used $\sum fx / \sum f$. Some candidates got the percentage of pupils in class six as $\frac{45}{180}$ and did not multiply by 100.

(c) In part (c) the question required candidates to convert a number in base five to base ten. There was clear evidence in candidates’ working that they have good knowledge, clear understanding and correct application of place (position) value of each of the digits in the base five number vis-à-vis base ten. The question was very popular with the candidates.

QUESTION 6

(a) Copy and complete the table for the relation $y = \frac{x}{20}$

where $y$ is the cost (in Ghana cedis) and $x$ is the weight (in grammes) rice sold in a market.

<table>
<thead>
<tr>
<th>$x$ (weight in grammes)</th>
<th>50</th>
<th>100</th>
<th>150</th>
<th>200</th>
<th>250</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y$ (cost in GH¢)</td>
<td>5.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) (i) On a graph sheet, draw two perpendicular axes $OX$ and $OY$.

(ii) Using a scale of 2 cm to 50 grammes on the $x$ – axis and 2cm to GH¢2.00 on the $y$-axis draw the graph of the relation $y = \frac{x}{20}$.

(c) Using the graph, find

(i) the cost of 175 grammes of rice;

(ii) the weight of rice that can be bought with GH¢14.00.
(d) Factorize $3a^2 - 8bc + 2ba$.

In part (a) given the relation $y = \frac{x}{20}$ candidates were expected to substitute given values of $x$ to complete a table for $x$ and $y$ and draw the graph of $y = \frac{x}{20}$.

They were to use the graph to find $y$ when given $x$ and $x$ when given $y$. $x$ is weight (in grammes) and $y$ is the cost (in Ghana cedis) of rice sold in a market.

The question was poorly attempted generally. Few candidates did the substitution correctly but did not observe the two decimal places currency convention.

The graph was virtually not drawn and when efforts were made, only perpendicular axes $ox$ and $oy$ were drawn correctly. Further efforts at plotting the graph did not produce the required straight lines required to facilitate the required answers. Few candidates answered this question correctly.

In part (d) the question required candidates to re-arrange the expression into groups (two), factorize each group separately, identify the common factors of the groups and express these factors as products.

Few candidates got the two groups, factorized further and got the correct product. Others could not group the terms correctly and therefore got stuck.
INTEGRATED SCIENCE 2

RESUME OF CHIEF EXAMINERS’ REPORT

1. STANDARD OF THE PAPER

The Chief Examiner for Integrated Science reported that the standard of the paper compared favourably with that of previous years.

2. PERFORMANCE OF CANDIDATES

The Chief Examiner for Integrated Science 2 also reported that the performance of candidates was generally better than last year.

3. SUMMARY OF CANDIDATES’ STRENGTHS

(1) Mastery of Subject Matter
   The Chief Examiner commended some candidates for articulating their ideas in a vivid manner that showed good mastery of the subject.

(2) Adherence to Rubrics of the Paper
   The Chief Examiner reported that majority of candidates adhered to the rubrics of the paper by not answering more than the required number of questions. They were able to respond to new questions on fresh pages and numbered them appropriately.

(3) Usage of Appropriate Scientific Terms
   The Chief Examiner observed that majority of candidates used the appropriate scientific terms in their responses.

4. SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Wrong Spelling of Scientific Terms
   The Chief Examiner expressed concern over the wrong spelling of scientific terms by many candidates.

(2) Provision of Irrelevant Answers
   It was noted by the Chief Examiner for Integrated Science 2 that many candidates could not provide precise and concise answers.

5. SUGGESTED REMEDIES

The following suggestions were made by the Chief Examiner to curtail the weaknesses of candidates:
(1) Teaching and learning facilities should be improved in schools.
(2) Teachers should give adequate tutorials to their students on how to provide concise and precise answers.
(3) Teachers should take their students through spelling drills of scientific terms.

6. **DETAILED COMMENTS**

**Question 1**

(a) In an experiment to demonstrate a property of light, three cardboards, A, B, and C with holes in their centres are arranged in a straight line between a lighted bulb and an observer as shown in the illustration below.

*Study the illustration carefully and use it to answer the question that follow:*

(i) What would be the observer see from the position shown?
(ii) What would the observer see when cardboard B is slightly displaced from the line?
(iii) Explain the observation made in (a) (ii) above.
(iv) What would be observed when the cardboard B is brought back to its original position?
(v) What property of light is being demonstrated in this experiment?
(vi) Mention (α) two natural occurrences that could be explained by the property of light demonstrated. (β) one device that works on the property of light demonstrated.

(b) The diagrams below are illustrations of hazards symbols found in everyday life

*Study them carefully and use them to answer the questions that follow:
(i) What does each symbol A, B, C and D represent?
(ii) Name one substance each that is associated with each of the symbols A, B and C.
(iii) Name one place where the symbols D can be found.
(iv) State two advantages of hazard symbols.

(c) The diagrams below are illustrations of the different types of teeth in humans.

*Study them carefully and use them to answer the questions that follow:*

(i) Identify each type of teeth labelled A, B and C.
(ii) Describe the shape of each of the teeth labeled A, B and C.
(iii) State one function of each of the teeth labeled A, B and C.
(iv) Name the parts of the teeth labeled I and II.

(d) The diagrams below are illustrations of some farm tools.

*Study them carefully and use them to answer the questions that follow:*
(i) Identify each of the following labeled A, B, C, D and E.
(ii) Mention one use of each of the tools labeled A, B, C, D and E.

(a) This sub-question was not satisfactorily answered by majority of the candidates. The answers they provided were not precise and concise. The correct responses were as follows:

(i) Light/lighted bulb/light ray (s).
(ii) No light would be seen/part of the cardboard B.
(iii) Light travels in a straight line and because cardboard B is shifted out of the straight line the light is not seen again.
(iv) The lighted bulb/light/light rays (s).
(v) Linear/rectilinear propagation of light/light travels in a straight line.

The omission of the underlined words by most candidates resulted in wrong answers.

(α) Two natural occurrences related to the rectilinear propagation of light are eclipse and shadow.

(β) Devices that work on the principles of rectilinear propagation of light are: pinhole camera/periscope/touchlight/hunter’s lamp/parabolic mirror/car lamps/optical fibre/laser

(b) This sub-question was not satisfactorily answered. Candidates mixed up the representation of the hazards symbols. Expected responses were:

A - highly inflammable/flammable-petrol, kerosene/gas etc;
B - harmful or irritant – sodium hydroxide/H₂SO₄/HNO₃/aluminum sulphate etc;
C - toxic – cyanide/DDT/mercury/lead compounds.

Candidates must note that places where symbol D could be found were highways/high voltage equipment, laboratories and construction sites. Also, most of the candidates wrote
that the hazard symbols actually warn us of danger and prevent accidents or damage of property.

(c) Identification of the different types of teeth in humans was difficult for most candidates. The main problems were the wrong spelling of identified tooth and stating of the incorrect functions. Candidates must also note that incisor not “incisor”, molar not “moler” and canine not “canine”. The function of each of the teeth is as follows:

A - cutting/biting
B - grinding
C - tearing

However, most candidates were able to describe the shape of each of the teeth.

(d) Majority of the candidates were able to identify the farm tools but could not mention the use of the tools on the farm. Some candidates stated the following uses which are wrong. For examples, spade used for masonry work and hand trowel for plastering wall during construction of buildings. It should be noted that hand trowel is used for transplanting seedlings/earthing up vegetable crops. Hand fork-stirring/loosing soil not turning soil and spade for turning/loosing soil not turning soil. Again, candidates should be specific with what type of fork they mention, that is, the fork must be qualified.

A - Garden/digging/foot fork
B - Hand fork

Question 2

(a) (i) What are ruminants?
(ii) Give two examples of ruminants.
(b) (i) What is force?
(ii) State two effects of forces on the body.
(c) (i) Mention two ways in which the carbon cycle can be maintained.
(ii) State one environmental effect when the carbon cycle is disrupted.
(d) (i) Mention the three sub-atomic particles.
(ii) State the relative charge on each of the three sub-atomic particles mentioned in (d) (i) above.
(iii) Name the particle formed when an atom loses an electron.

(a) Majority of the candidates could not answer this sub-question satisfactorily. It should be noted that ruminants are animals/mammals with four-chambered stomachs not four stomachs or animals that chew the cud. Examples included goats, sheep, cattle, and camel excluding pigs, hippopotamus and rabbit.
This sub-question was well answered by majority of the candidates. They were able to state what force was and they also stated two effects of a force.

This sub-question was difficult for most candidates. The ways of maintaining the carbon cycle included photosynthesis, decay and decomposition, respiration, burning and animals feeding on plants. Again, the environmental effects resulting from the disruption of the carbon cycle were greenhouse effect and global warming.

Most candidates were able to mention the three sub-atomic particles and gave their relative charges.

**Question 3**

(a)  
(i) What is a mixture?
(ii) Explain why some mixtures are thoroughly stirred before they are used.

(b)  
(i) What is reflection of light?
(ii) State two characteristics of the images formed by plane mirrors.

(c)  
(i) What is a fertilizer?
(ii) Give one example of an inorganic fertilizer.

(d)  
(i) What is indiscriminate sex?
(ii) State two dangers of indiscriminate sex on humans.

Majority of candidates were able to answer this sub-question satisfactorily. The weaknesses exhibited3>

Many candidates could not give the characteristics of the image formed by a plane mirror. The characteristics of the image formed by a plane mirror were:
- erect;
- laterally inverted;
- same distance behind mirror as object is in front of mirror;
- same size as mirror.

Most candidates are able to state what a fertilizer was and gave appropriate examples.

(e) Majority of the candidates were able to state that indiscriminate was having sexual intercourse with different /many partners. Few candidates, however, stated that having sexual intercourse several times which was wrong. Some of the effects of indiscriminate sex correctly stated by the candidates included occurrence of sexually transmitted diseases, undesirable/unwanted pregnancy and abortion.
Question 4

(a) (i) What is a simple machine?
     (ii) Give two examples of a simple machine?
(b) (i) What is rusting?
     (ii) State two effects of rusting.
(c) (i) What are food nutrients?
     (ii) Classify the following food items as carbohydrate, fats and oil or protein:
          Beans, palm fruits, meat, margarine, bread and maize.
(d) (i) State two effects of malnutrition in farm animals.
     (ii) Mention one disease of farm animals caused by virus.

(a) Many candidates were able to state that a simple machine was a device that makes work easier/faster or a device which enables a small force (effort) to overcome a large force (load). They also gave appropriate examples of a simple machine.

(b) This sub-question on rusting and its effects were not satisfactorily answered. Candidates must note that of all metals only iron rusts. Therefore rusting is the reaction of iron and not a metal/metals with water/moisture and air to form an oxide of iron. They could not also state the effects of rusting. The expected answers included loss of its strength/structure resulting in accident, collapse of building and bridges resulting in maintenance cost

(c) Most candidates were able to state that food nutrients were substances which when taken in by living things to help in performing of life activities/the essential materials/substances present in food.

(d) Majority of the candidates were able to state two effects of malnutrition in farm animals and then mentioned one disease of farm animals caused by virus.

Question 5

(a) (i) What is soil erosion?
     (ii) Name two methods of controlling soil erosion.
(b) (i) Explain each of the following terms as used in ecology:
     (α) Adaptation;  
     (β) Endangered species.
(c) (i) Give one example of hard water.
     (ii) Explain why it is advisable to drink water which is hard.
(d) (i) What is magnetic field?
     (ii) State two methods of making magnets.

(a) Most candidates were able to state that soil erosion was the washing away/removal of
the top soil of water/wind. Also, they were able to state the methods of controlling soil erosion. Some of their correct responses included terracing, strip cropping, contour ploughing, wind breaks/afforestation/tree planting, mulching and cover cropping.

(b) The ecological terms was not satisfactorily explained by most candidates. It is important for the candidates to note that adaptation is ability of an organism to survive in a given environment using special features while endangered species are plants and animals facing extinction/number are decreasing.

(c) Majority of the candidates were able to give examples of hard water and explained satisfactorily why it is advisable to drink water which is hard.

(d) Most candidates were able to that state magnetic field was the area around a magnet where the effect of the force of a magnet can be felt/experienced. The methods of making magnets was satisfactorily given by most candidates. Some the methods stated by them included hammering/strong heating in the earth’s magnetic field, stroking, electrical and induction.

**Question 6**

(a) (i) Define each of the following terms:

   (α) solvent;

   (β) solute.

(ii) Name one common solvent used in the home.

(b) (i) Explain the following terms as used in animal production:

   (α) ration;

   (β) dehorning.

(c) (i) What is an element?

(ii) Write down the symbol of each of the following chemical substances:

   (α) Potassium;

   (β) Sulphur.

(d) Explain each of the following terms:

   (α) Mixed farming;

   (β) Mixed cropping.

(a) This sub-question was satisfactorily answered by most candidates.

(b) Majority of the candidates appeared not to be familiar with the terms ration and dehorning as used in animal production. Ration is the quantity of food allowing an animal for a specific period of time but not food given to animals while dehorning is the removal of the horns of animals but not cutting of the horns of animals.

(c) Many of the candidates were able to define the term element and then provided the appropriate symbols for potassium and sulphur as K and S respectively.
Many of the candidates could not explain the terms mixed farming and mixed cropping. It is important for the candidates to note that mixed farming involved the production of animals and plants on the same piece of land at the same time but not animals and plants produced on the same land. Mixed cropping on the other hand is the cultivation of more than one type of crop on the same piece of land at the same time but not production of different types of crops on the same land.
INFORMATION AND COMMUNICATION TECHNOLOGY

1. GENERAL COMMENTS

The questions set were of standard and within the scope of the syllabus. This was the first Information and Communication Technology (ICT) examination taken by Junior High School students in Ghana. The standard of the paper and candidates, performance could therefore not be compared to any previous one. The general performance of the candidates was average. A few performed excellently, especially candidates from schools that had computers and had both practical and theory lessons under good I.C.T. teachers. Candidates from such schools demonstrated mastery of I.C.T.

Some schools, however, did not perform satisfactorily probably because they did not have access to computers for I.C.T. lessons. Indications are that candidates would perform better when exposed to computers and good tuition in computer studies.

2. SUMMARY OF CANDIDATES’ STRENGTHS

(1) The performance of candidates was appreciably average as it was the first I.C.T. examination at the junior school level.

(2) Questions on the identification of Word Pad application program, steps involved in switching on a personal computer system, identification of some I.C.T tools, classification of hardware into input and output devices which are basic to understanding I.C.T. were satisfactorily answered by majority of the candidates.

(3) Candidates who performed creditably well gave concise answers to questions. This types of answers to questions should be encouraged.

(4) Candidates also used the correct I.C.T. terms in their responses and exhibited adequate understanding of I.C.T.

3. SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Some candidates appeared to have been inadequately prepared for the I.C.T. examination, as they showed lacked of knowledge in I.C.T.

(2) Questions on spreadsheet were not satisfactorily answered by most candidates as performance in that aspect of the paper was marginal.

(3) Some candidates did not understand the questions due to poor command of English Language. Such candidates could not write correct answers; they even copied incorrectly words that were on the question paper.

(4) It was apparent in some instances that some schools did not have access to computers for their lessons. Candidates from such schools were at disadvantage and this showed in their work.
4. **SUGGESTED REMEDIES**

   (1) Schools must acquire computers for their students since I.C.T. is a practical course. Candidates cannot get adequate knowledge in I.C.T. and perform well in examinations without access to computers.

   (2) Teachers in schools must lay emphasis equally on both theoretical and practical aspects of I.C.T.

   (3) Equal attention must be given to all topics in the I.C.T. syllabus.

   (4) Candidates must also improve their standard in the writing of the English Language. Some candidates could not comprehend the questions and were also not able to express themselves in the English Language.

5. **DETAILED COMMENTS**

   **Question 1**

   This was a compulsory question for all candidates. This question required candidates to study the computer monitor interface and answer questions on Word Pad program on the monitor screen.

   Most candidates could identify correctly the program as Word Pad and file name as WAEC EXAMINATION. Few of them had difficulty in identifying the parts labeled A,B,C,D, E and F. Some had problem in stating the functions of B and C whose expected responses are as follows:

   A  - is the formatting bar that helps the user to change the appearance of a text or documents.

   B  - is the title bar that displays the name of the application/logo and the file.

   C  - relocates window.

   D  - maximizes, minimizes, restores or closes window.

   The I.C.T. tools Earphone and Pen drive were correctly identified by many candidates, but a few identified Digital watch as Disco watch or Wrist watch which are wrong.

   **Question 2**

   This question was popular and most candidates gave correct answers. They could explain what input and output devices are. The classification of the listed items into input and output devices was correctly done by majority of the candidates who attempted it. The following, however, need to be noted about input and output devices:
* Input device is a device by which data is fed into the computer.
* Output device is a device by which processed data (information) is obtained from the computer.

**Question 3**

Candidates were requested to
(a) explain the term desktop;
(b) list three areas of learning where I.C.T. is applied;
(c) list two tools on the formatting toolbar of a word processing application;
(d) state two benefits associated with the use of ICT tools in teaching and learning.

These questions were fairly satisfactorily answered by many candidates. However, most of them could not explain what desktop is. It should be noted that it is the monitor graphical interface that appears after booting a computer.

**Question 4**

Candidates were to:
(a) state what Internet is and list four uses of the Internet.
(b) state what a Web-Browser is and give two examples of a Web Browser.

Some candidates had difficulty in answering these questions. Some stated that internet is a network without relating it to the computer and the world. The uses of internet was correctly given by many candidates. Few candidates correctly stated what a web browser is and a few gave correct examples of web browser.

**Question 5**

This question was least popular and the most unsatisfactorily answered by the few candidates who attempted it.

Candidates were to explain Cell, Column, Row and Graph as applied to spreadsheet.

Few candidates correctly explained Cell as the rectangular space created by the intersection of row and column.

Column, Row and Graph were incorrectly explained as follows:
* Graph is the Visual/pictorial representation of numerical data.
* Column is a vertical portion/section of a cell on a worksheet identified by an alphabet.
* Row is a horizontal portion/section of a cell on a worksheet identified by a number.
RESUMÉ OF CHIEF EXAMINERS’ REPORTS
FOR VOCATIONAL SUBJECTS

1. GENERAL COMMENTS

All the chief examiners were of the opinion that the standard of this year’s papers was comparable to that of last year.

They reported that the examination covered questions within the syllabus and that they were clear and straightforward.

Candidates’ performance improved over that of the previous year in both visual Art and Home Economics.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

* Majority of candidates were able to answer the questions well. They were no more one-word answers.
* Candidates’ handwriting have improved dramatically.
* Cancellation of work was neatly done by majority of the candidates.
* There has been some improvement in the sewing aspect of the paper compared to the previous year’s.
* Most of the candidates gave concise and straightforward answers.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

* Candidates’ spellings still continue to be poor, e.g. ‘siment’ for cement, ‘expairing’ for expiry.
* Majority of candidates could not explain terms properly.
* Lack of well qualified teachers teaching this subject.

4. SUGGESTED REMEDIES FOR WEAKNESSES

The Chief Examiners suggested the following measures to overcome weaknesses highlighted above:

* Teachers should use chalkboard effectively to help students improve their vocabulary.

* Students should be encouraged by all to read a lot of other books to improve on expressions in English language.

* Teachers should have regular dictation and spelling exercises.
* Teachers should mark students’ notes to effect corrections.

* Teachers teaching Basic Design and Technology (BDT) should get familiar with the teaching syllabus to enable them instruct the candidates positively.

* Teachers teaching BDT should be given in-service training in order to improve themselves and to enable them do a good job.

* Head teachers should endeavour to supervise closely the teachers handling BDT.

* Practical work in the basic schools should be intensified.
1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of last year. The questions were clear and straightforward. The paper was within candidates’ scope. Some of the questions tested candidates’ reasoning power which was good. The sewing aspect of the paper has continued to be a problem for most candidates. Candidates’ performance this year showed an improvement over that of last year.

2. **DETAILED COMMENTS**

**Question 1**  
(a) **State three characteristics of a good plain seam.**

Majority of candidates were able to answer the question, but their answers were limited e.g. it should be suitable for the type of fabric/garment, should be neat, it is strong and seam should be straight.

Few candidates stated the method for making a plain seam, while others too wrote names of seams, e.g. french seam, overlaid seam.

Few candidates stated in their answers that ‘it makes the seam strong; it makes the seam flat’ meaning that the characteristic makes the seam either strong or flat.

**Other correct Answers**

* It should be pressed open/flat.  
* It should be firmly stitched.  
* Seam allowance should be even.

(b) **State three causes of food spoilage.**

Most candidates did answer it well. Some candidates gave micro-organism and their examples e.g. - (i) micro-organisms (ii) yeast (iii) moulds, (iv) bacteria.

This showed that either they could not differentiate between these or did not understand that part of the topic well. Majority of candidates knew about the enzyme action and oxidation apart from the micro-organisms and their examples.

Few candidates remembered the weevils, bugs, worm, fruit flies and moths/(insects). Some candidates also gave answers such as ‘heat the food’, ‘do not put your hand in the food and, ‘cook/heat food properly.”
Causes of Food Spoilage

* Micro-organisms e.g. yeast, moulds, bacteria, fungi.
* Oxidation/mechanical damage/cuts.
* Insect damage e.g. ants, fruit flies, bugs, weevils
* Worms.

(c) Complete the table below by filling in the blank spaces

<table>
<thead>
<tr>
<th>Colour</th>
<th>Association in Nature</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Red</td>
<td>Blood</td>
<td>Danger</td>
</tr>
<tr>
<td></td>
<td>Sky</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>Decay</td>
</tr>
<tr>
<td></td>
<td>Past History</td>
<td>Mourning</td>
</tr>
</tbody>
</table>

* Majority of the candidates understood the question and gave correct answers which were not varied for the association in nature and symbolisms e.g. for sky which is blue the symbolisms were love, royalty, calm, peace. White - Association in Nature, egg shell, cotton, snow. Symbolisms - joy/happiness, victory. Brown for decay and association in nature - soil land/earth.

* The few candidates who could not reason to select the correct answers put in their own colours, association in nature and symbolism.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Association in Nature</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Sky</td>
<td>Early dawn, female tenderness, serene appearance, rule of a queen</td>
</tr>
<tr>
<td>White</td>
<td>Ice, white clay/kaolin</td>
<td>Purity, virginity, faultlessness</td>
</tr>
<tr>
<td>Brown</td>
<td>Dried leaves, bark of</td>
<td>Decay</td>
</tr>
</tbody>
</table>
The Headmaster of your school has asked you to design and construct a Kumasi Ventilated Impromenent Pit (KVIP)

(i) List three building materials you will use in making the structure.

* Majority of candidates had the question right even though the answers were not varied e.g. cement, sand, water.

* Few candidates were confused and could not differentiate between the materials and tools, therefore, either gave answers for tools e.g. shovel, spirit level or mixed the tools with the materials in their answers.

Some correct Answers for the Question

* Float - Gauge box - Gauge rod - Builder’s square.
* Tape measure - Line and pin.
* Straight edge - Brick hammer.

Question 2

(a) Give two reasons for taking body measurements of a customer before making up his/her garments.

* Majority of candidates who answered this question had it right, but were limited in their answers e.g. ‘To cut and sew accurately.’ ‘For the garment to fit well.’ ‘To avoid wasting fabric/garment.

*Few candidates gave answers like ‘To make the wearer beautiful.’ ‘To make the garment look good.’ ‘To know the shape of the garment.’

Some Answers:

* To determine correct yardage.
* Saves time and energy.
* For the garment to hang properly.
* To know the person’s size.

(b) What three steps will you take to ensure that accurate body measurement are taken?

* Very few candidates were able to answer this.
(c) **List eight body measurements needed for making a school shirt.**

* This question was not well answered
* Candidates were only able to get the measurement for the hips, waist, and bust/chest right.
* Some also gave answers like length, sleeve, neckline, arm, back, front.

**Some Correct Answers**

* Across back, Across chest, Sleeve length.
* Around arm/sleeve width, Shirt length.
* Shoulder length, Neckline depth, Neckline width.

(d) **Identify three factors that will determine the amount of fabric needed to make a school shirt using a plain polyester fabric.**

* Most of the candidates who answered this question were able to get either ‘the size of the wearer or ‘the style of the shirt’ right, but not the width of the fabric.
* Few candidates had two answers right.
* Candidates who could not get the answers correct, wrote ‘Check the quality/texture of fabric.’ ‘Check if the fabric has designs.’

The factors are:

* The style of the shirt/garment.
* The width of the fabric.
* The size of the wearer/The body measurement of the wearer.

(e) **List two garments that a JHS boy or girl puts on everyday to school.**

* This was an interesting, simple question that confused some candidates. They included accessories like school bag, pair of socks, shoes, as part of the garment.

**Question 3 (a)** **State two basic stitches used in crocheting.**

* The question was very poorly answered.
* Very few candidates were able to give correct answers.
* Most candidates listed different decorative stitches e.g. satin stitches, loop stitches, laisy-daisy stitches, stem stitches.

**Basic Stitches used in Crocheting**

Chain stitches, Double crocheting, Double treble stitches, Slip stitches and Treble stitches.

(b) **List four crocheted articles.**
A well answered question. Candidates listed chair backs, bootees, placemats, bags, shoes, belts and hair nets.

Some candidates listed chain instead of necklace thus making the answer wrong.

Some Crocheted Articles

Table runners, bonnets, blouses, jacket, muffler, shawl, necklace, berret, swim wear etc.

(c) **Explain four ways by which a caterer can maintain good health and clean environment.**

* Most candidates were able to list the points without any explanation. e.g.
  - The caterer should weed around surrounding.
  - The caterer should exercise her body regularly.
  - The caterer should wear clean clothes.

Some correct Answers

* Wearing clean clothes in order to prevent food contamination/to attract customers.
* Covering food to avoid food contamination.
* Keeping surroundings clean to prevent rodents, flies, other insects and micro-organisms.
* Washing of utensils, tools and equipment during and after cooking to prevent contamination of food.
* Bath twice a day to prevent bad odour on the body in order to attract customers.
* Frequent medical check-ups for good health to prevent contamination of food by carriers of diseases.
* Keep clean and short finger nails to prevent germs dislodging into the food.

(d) **Give three reasons why a caterer should stay healthy.**

* Very poorly answered question.
* Most candidates wrote ‘To avoid sickness.’ ‘To make food attractive.’ To kill germs’ ‘For caterer to get money’ ‘For the caterer to be healthy.’

Answers

* To promote self-respect.
* To promote the catering business.
* To prevent contamination of food.

(e) **Which four points would Evelyn look out for when buying canned/tinned foods**
A well answered question.

Some answers given by candidates are:

* Check expiry date.
* Check leakage.
* Check bloatedness.
* Check content.
* Few candidates wrote, check for ‘holes’ instead of leakage.
* Some candidates gave one word answers like ‘rustiness/rust’ - labels, bloatedness, leakage, origin.

**Some other Answers**

* Check for dent
* Check if it has not been misbranded.
* Can should not be bloated.
* Check the nutritional value.
* Instructions should be in a readable language.

**Question 4**

(a) **Explain the term food.**

A very popular question, yet most candidates could not explain it well. Very few candidates had a full answer.

* Some candidates wrote ‘Food is any liquid or solid which when taken into the body provides energy.’
* Food is any liquid or solid which when taken into the body provides nutrient/one or more nutrients.
* ‘Food is any edible substance we eat for energy and promotes growth.’

**Answer**

Food is anything liquid or solid which when taken into the body provides heat and energy, promotes growth, protects and regulates body processes.

(b) **Explain the term food spoilage**

Most candidates were able to answer the question, but they used the term ‘process’ instead of ‘a state’

**Answer**

It is a state in which food has gone bad and is usually dangerous to eat/It is a state in which food has become contaminated and, therefore, not good for human consumption.

(c) **Which method of cooking is best used in the preparation of the following?**
Another poorly answered question by most candidates.

For fruits some candidates wrote jam making/boiling/eating raw.
* Cake - frying/grilling Khebab - roasting/frying.
* Doughnuts - boiling/steaming/roasting Yakeyake - boiling.
* Pancake - baking.
Other candidates had cake, khebab, doughnuts and rice right.

The best methods for the dishes are:
* fruits - stewing
* cake - baking.
* khebab - grilling.
* doughnuts - frying.
* yakeyake - steaming.
* pancake - frying.
* rice - boiling.

(d) Complete the table below.

<table>
<thead>
<tr>
<th>Functional Group</th>
<th>Four Examples Each</th>
<th>Two Nutrients Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td></td>
<td>Protein</td>
</tr>
<tr>
<td>(ii)</td>
<td>Yam, Oats</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>Protective</td>
<td></td>
</tr>
</tbody>
</table>

* Most candidates were able to complete the table in the correct order.
* Very few candidates mixed up the functional groups.
(e) List two good table manners that you should observe when eating.
* Majority of candidates were able to answer the question but their answers were not varied. e.g.

* Do not talk with mouth full of food.
* Do not gulp liquid/beverage, sip.
* Do not make noise with cutlery.
* Eat slowly and gently.
* Be on time for meals.
1. GENERAL COMMENTS

The 2011 Basic Design And Technology Visual Art Examination compares favourably with that of 2010. The questions were based on the prescribed syllabus. Generally there has been a slight improvement in the performance of candidates this year. Some candidates performed well above average while others performed miserably.

2. A Summary of Candidates’ Strengths

* Improvement in knowledge of subject matter.
* Candidates’ strengths were evident in their answers to question 2 where some candidates were able to score full marks and others also scored their highest marks.
* Their strongest areas were the communication products and practical block lettering.
* The extraction of dyes and the dyeing processes were also areas where candidates performed well.

3. (a) A Summary of Candidates’ Weaknesses

* Inability of candidates to read and understand the questions.
* Lack of adequate knowledge about the subject matter by some candidates.
* Inability to understand and explain technical terms and describe processes step by step.
* Inability to draw simple tools like scissors and mallet.

(b) Suggested Remedy for the Weaknesses

(1) There should be intensive in-service training of teachers on the Basic Design and Technology syllabus.
(2) Teachers should get acquainted with syllabus and examination requirements.
(3) There should be adequate teacher preparation at the pre-service level. This should be at the policy level with the Ministry of Education, Teacher Education and Curriculum Division of the Ghana Education Service as key players.
(4) There should be an intensive remedial programme to improve literacy generally at the J.H.S. level to take care of poor spelling, poor expression and construction. The BDT examination should be directed more towards the testing of practical work. Drawing should be vigorously pursued.

4. DETAILED COMMENTS

Question 1 (a) State three characteristics of a good plain seam.

Majority of candidates were able to answer the question, but their answers were limited e.g. it should be suitable for the type of
fabric/garment, should be neat, it is strong and seam should be straight.

Few candidates stated the method for making a plain seam, while others too wrote names of seams, e.g. french seam, overlaid seam.

Few candidates stated in their answers that ‘it makes the seam strong; it makes the seam flat’ meaning that the characteristic makes the seam either strong or flat.

Other correct Answers

* It should be pressed open/flat.
* It should be firmly stitched.
* Seam allowance should be even.

(b) **State three causes of food spoilage.**

Most candidates did answer it well. Some candidates gave micro-organism and their examples e.g. - (i) micro-organisms (ii) yeast (iii) moulds, (iv) bacteria.

This showed that either they could not differentiate between these or did not understand that part of the topic well. Majority of candidates knew about the enzyme action and oxidation apart from the micro-organisms and their examples.

Few candidates remembered the weevils, bugs, worm, fruit flies and moths/(insects). Some candidates also gave answers such as ‘heat the food’, ‘do not put your hand in the food and, ‘cook/heat food properly.

**Causes of Food Spoilage**

* Micro-organisms e.g. yeast, moulds, bacteria, fungi.
* Oxidation/mechanical damage/cuts.
* Insect damage e.g. ants, fruit flies, bugs, weevils
* Worms.

(c) **Complete the table below by filling in the blank spaces**

<table>
<thead>
<tr>
<th>Colour</th>
<th>Association in Nature</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Red</td>
<td>Blood</td>
<td>Danger</td>
</tr>
<tr>
<td></td>
<td>Sky</td>
<td></td>
</tr>
</tbody>
</table>
Majority of the candidates understood the question and gave correct answers which were not varied for the association in nature and symbolisms e.g. for sky which is blue the symbolisms were love, royalty, calm, peace. White - Association in Nature, egg shell, cotton, snow. Symbolisms - joy/happiness, victory. Brown for decay and association in nature - soil land/earth.

The few candidates who could not reason to select the correct answers put in their own colours, association in nature and symbolism.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Association in Nature</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Sky</td>
<td>Early dawn, female tenderness, serene appearance, rule of a queen</td>
</tr>
<tr>
<td>White</td>
<td>Ice, white clay/kaolin</td>
<td>Purity, virginity, faultlessness</td>
</tr>
<tr>
<td>Brown</td>
<td>Dried leaves, bark of tree, rotten object.</td>
<td>Decay</td>
</tr>
<tr>
<td>Black</td>
<td>Past History</td>
<td>Mourning</td>
</tr>
</tbody>
</table>

(d) **The Headmaster of your school has asked you to design and construct a Kumasi Ventilated Impromenent Pit (KVIP)**

(i) **List three building materials you will use in making the structure.**

* Majority of candidates had the question right even though the answers were not varied e.g. cement, sand, water.

* Few candidates were confused and could not differentiate
between the materials and tools, therefore, either gave answers for tools e.g. shovel, spirit level or mixed the tools with the materials in their answers.

Some correct Answers for the Question

* Float - Gauge box - Gauge rod - Builder’s square.
* Tape measure - Line and pin.
* Straight edge - Brick hammer.

Question 2

(a) **What are the uses of the following Visual Communication Products?** They are for:

(i) **Paintings:** Beautification, Recording, Preservation, Therapeutic Purposes (Healing emotional disorders).
(ii) **Sign Post:** Direction, Warning, Information.
(iii) **Books:** Recording, Record keeping, Education, Entertainment, Information, Acquiring knowledge etc.
(iv) **Logo:** Identification, Legal Protection (copy right), Information, Symbol of authority.
(v) **Bill Boards:** advertisement, Information (Messages) etc.

(b) **Name two principles of Design.** They are:

(i) Harmony, Repetition, Rhythm, Unity, Balance Contrast, Variety, Scale, Proportion, Dominance, Movement.
(ii) **Draw and name two basic shapes in the spaces provided below.** They are:
Circle, Oval, Triangle, Square, Rectangle etc.
(iii) **Name the two types of texture.** They are:
Actual (tactile) and Visual (simulated)

(c) **Use the grid provided below to write “KADE” in block letters.**

(d) **Write the names of the colours marked in Figure 1.** They are:
(i) Orange (ii) Violet (iii) Green (iv) Yellow.

(e) **Which colour is complementary to (iv)?** It is violet.

Candidates generally performed very well. Some candidates scored full marks. Some candidates used shading and colouring techniques to highlight the letters in the word KADE. However, some candidates did not understand basic shapes. Perhaps, geometric shapes could have helped.

They drew trees. Others have not understood the colour cycle, its various segments.
and also colour terminology like opposite colours, complementary colours, the primaries and the secondaries. At the J.H.S level the six-point colour wheel must be taught and applied.

It is surprising that some candidates cannot differentiate between principles and elements of designs.

SECTION B  
PART 1  
WEAVING AND STITCHING

Question 3  
(a) Name the tools illustrated below and state one use of each.
(i) Bent Bodkin: It is used for boring holes, piercing, stitching, splitting fibres and leaves.
(ii) Round-Nosed Pliers: It is used for bending, holding, squeezing and pulling wires.
(iii) Shears: For cutting stakes/wires.
(iv) Chisel: For cutting or carving.
(v) Flat File: For abrading/cutting, smoothing.

(b) Explain in five steps, how straw is processed for weaving. The question demands the following:
1. Harvest the straw.
2. Cut off seeds and unwanted parts.
3. Wash them with water.
4. Spread to dry.
5. Split straw into strands.
6. Roll into ropes.
7. Dye some of them.

(c) State one use of each of the following products in the spaces provided in the table below. The question demands the following:
Curtains: for official/domestic items, beautification/decoration.
Socks: for comfort, protection, warmth, beautification.
Purse: for safety of money, keeping money.
Finishing net: for harvesting/trapping fish.
Basket: carriage, packaging, storage, shopping, harvesting, used as a container.

Most candidates performed badly especially with the identification of the tools in (3a). Perhaps, candidates could have handled line drawings of tools better. Most candidates were also not familiar with the preparation of materials (straw). They were however able to handle question 3(c) better.

Question 4  
(a) Fill in the blank spaces with the words listed below to complete the passage on track border weaving:
stake, wale, bend, stakes, height, split
To weave a track border, take the first double STAKES and BEND them down at a HEIGHT of about 5/8 of an inch of the WALES. Pass it behind one STAKE and in front of two, leaving the ends inside.
(b) **Identify the weaves that have been labelled in figure II.**
(i) Plaited Border.
(ii) Slewing with a dyed cane.
(iii) Chain weaving.
(iv) Randing.
(v) Three-rod upsetting.

**Question 4**

(c) **Explain the following:** The demands of this question are:

(i) Randing means weaving with one weave.
(ii) Coiling is described winding/rolling of ropes/fibre while stitching.
(iii) Weavers are finer strips which are woven round the stakes.
(iv) Slewing means using the three weavers to interweave.
(v) Spokes are thick upright poles of a basket around which the finer strips (weavers) are woven. They are also known as stakes.

(d) (i) **The processes involved in weaving in order to produce a fabric are:**
Shedding, picking and beating-up/weaving

(ii) **Write down three skills a visual art student will acquire, studying weaving and stitching.** They are:
* Preparation of materials e.g. cane, bamboo.
* Coiling and stitching e.g. macrame, knotting in bags and baskets.
* Construction e.g. warping, weaving.

Candidates performed very badly in 4a, b, c and d. Most of them did not know what a track border is. They could not identify the processes in figure II. Perhaps, a line drawing of the basket could have worked better. It is surprising that candidates could not explain basic terms like randing, coiling, weavers, shedding, picking etc. either due to lack of subject matter or poor language skills.

**PART II**

**MODELLING, CASTING AND CARVING**

**Question 5**

(a) (i) **What is finishing?**
Finishing is a final treatment given to a product to enhance its appearance and durability.

(ii) **List and describe three basic steps in finishing wood carving.**
Texturing: Creating tool marks on wood carving as a finishing.
Sandling: Using an abrasive to render the surface of wood carving smooth.
Lacquering: Application of liquid finish to improve texture.
Burning: Creating design by using fire.
Scorching: Creating design on a surface with a hot metal tool.
Burnishing: Polishing surface with fingers and soft cloth.
Waxing: Polishing with wax.
Painting: Application of colour to a surface

(iii) **Give three reasons for applying a finish to a carving.**
They are:

* Adding value.
* Making carving attractive.
* Identification of product.
* Making carving durable.
* High income generation.
* Boosting export.

**Question 5**

(b) **Match the following tools with their functions below.**

Bodkin, Ruler, Clamp, Mallet, Ha

BODKIN - Boring tool.
HACKSAW - Cutting.
ROUND PLIERS - Bending.
MALLET - Striking.

(c) **State the importance of carving, modelling and casting under the following areas:**

(i) **SOCIAL:** Beautification of the environment, Therapy (used in curing certain emotional conditions).

(ii) **ECONOMIC:** Income Generation, Foreign exchange earning, Tourism Promotion.

(ii) **CULTURAL:** Self Expression, Religion, Promotion of Art Appreciation. The use of objects in our cultural practices.

Question 5(a) i, ii, and 5(c) were attempted by most candidates. They were able to write the definition for finishing, gave reasons for applying a finish to a carving and also stated the social, economic and cultural importance of carving, modelling and casting. Obviously, candidates were not familiar with the basic tools used in the basic processes in the subject area since they performed rather poorly in question 5(b). Candidates also found question 5(a) (ii) difficult since they could not identify and describe basic processes like texturing, sanding, lacquering etc.

**Question 6**

(a) **Match the terms below with the appropriate definitions.**

CASTING, CARVING, IN-THE-ROUND, MODELLING, RELIEF.

(i) Subtraction process in sculpture - CARVING.
(ii) Creating sculpture in a mould - CASTING.
(iii) Three-dimensional form on a flat surface - RELIEF.
(iv) Additive process in sculpture - MODELLING.
(v) Free standing sculpture - IN-THE-ROUND

(b) **State one use of each of the following tools below.**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>for cutting</td>
</tr>
<tr>
<td>Hacksaw</td>
<td>cutting Metals</td>
</tr>
<tr>
<td>Spatulla</td>
<td>Modelling Plastic</td>
</tr>
<tr>
<td>Adze</td>
<td>Blocking wood</td>
</tr>
<tr>
<td>Axe</td>
<td>cutting pr splitting wood</td>
</tr>
<tr>
<td>Mould</td>
<td>to give form to liquid or semi liquid materials</td>
</tr>
</tbody>
</table>

(c) **Describe the dry method of preparing clay in five steps.** They are:

1. Gather pestle, mortar, bowls, sieve etc.
2. Collect dry clay and put into mortar.
3. Pound with pestle till it becomes powder.
4. Collect the powdered clay into a bowl.
5. Sieve to remove unwanted particles.

(d) **List five materials that can be used in modelling, casting and carving.**

(i) Plaster of Paris (POP).
(ii) Clay/Plasticine.
(iii) Wax.
(iv) Sand.
(v) Cement, soap.

Most candidates attempted all aspects of the question i.e. 6a, b, c and d and did well. However, some had problems with 6(a) and 6(c). There was a lot of guessing in 6(a). It appears some candidates misread the question. They did not see the word ‘dry.’ They must have read ‘method.’ Therefore they described the wet method. Perhaps, the word ‘dry’ should have also been emphasised.

**PART 3**

**CONSTRUCTION AND ASSEMBLAGE**

Question 7  (a)  (i) **What is an adhesive?**

It is a substance or a material used to hold two or more parts together e.g. glue or cement.

(ii) **State two adhesive that are required for wood, paper or plastics.**

They are glues, cement etc.

(b) **Outline five steps in bonding wood scraps.** They are:
Step 1. - Clean parts by dusting etc.
2. - Apply the adhesive.
3. - Allow adhesive to dry a little.
4. - Assemble Parts (clamp where necessary).
5. - Allow adhesive to cure and unclamp.

(c)(i) **List three common assembling techniques used in construction.**
They are:

* Mechanical Fastening - e.g. seams (interlocking the edges of materials).
* Adhesive Bonding e.g. glues and cement.
* Assembling with fasteners e.g. (thread fasteners - rivets, pins, retaining rings stitches).

(ii) **State two benefits that the society will derive from creating art with scraps. They are:**

(i) Will be able to Recycle scraps to produce sculpture.
(ii) Sculpture (assemblage) produced can be used to decorate the environment.
(iii) There will be job opportunities in the society.
(iv) The society will be aware of the value of some waste as means of creating jobs and earning income.

(d) **Identify and describe two skills needed for working with plastic clay.** For example: KNEADING: Using the fingers to work clay to consistency.

(i) Soaking: Putting clay in water to make it soft.
(ii) Pounding: Breaking Lumps of clay into smaller bits.
(iii) Sieving: Separating larger particles of clay from smaller ones.
(iv) Wedging: Cutting and hitting clay on hard surface to remove air bubbles.

Candidates generally performed poorly. They have not learnt about the basic tools, materials and the processes in subject area. Most candidates could not handle some terms, techniques and processes which are basic in this area. They are adhesive, bonding, assembling, wedging etc.

**Question 8 (a)(i) What is construction and assemblage?**

* It is a process of putting together found objects/odds and ends with any suitable bonding techniques.
* Assemblage: Deals with pre-existing forms.
* Construction: Found objects are altered to give a desired effect.

(ii) **Outline five steps to which metal scraps are put together.**
They are:

Step 1. Collecting variety of scraps and selecting to suit specific task.
2. Cleaning surfaces to be bonded by sanding, scraping etc to remove finish.
3. Select a suitable bonding technique e.g. welding (for heavy metals)
4. Bring cleaned surfaces together and weld.
5. Chase and polish.

(b) **Match the materials listed below with the appropriate bonding techniques.**

(i) Soft metal: Soldering, Glueing, Folding, Riveting.
(ii) Heavy metal: Welding, threaded fasteners (Bolts - nuts)
(iii) Wood: Wood screws, glue, nails.
(iv) Plastics: Adhesive, heating, pressing.
(v) Ceramics: Glue and cement.

(c)(i) **Wood and plastic scraps are prepared for bonding by**

Shaping, Scraping, Sanding to remove dirt.

(ii) **Why are plastics and metal parts sanded before bonding?**

To remove finish so that parts can adhere to each other well.

(iii) **Mention two techniques of finishing an assemblage.**

They are painting, chasing or polishing.

(d)(i) **What are rivets?**

They are metal pins which are used to permanently assemble parts.

(d)(ii) **Describe three steps in riveting.**

Step 1. Drill a hole through parts.
2. Force the rivet through the holes in the two layers of the materials so that they are tight together.
3. Upset rivet to enlarge its chamber by squeezing or hammering until a head is formed on the shank end of the rivet.

Most candidates generally performed badly. They were not able to describe their area of study i.e. construction and assemblage. They were also not familiar with the basic tools, materials as well as the processes which result in the various artifacts. They were also not familiar with the technical terms in this area.
FABRIC AND LEATHER DECORATION

Question 9
(a) **Explain the following:**

(i) Materials
(ii) Tools

Materials are items which form part of a finished product or artwork. Tools are items which help the artist to produce the artifact.

(b) **Draw the tools listed below.**

Tools: * Mallet
      * Revolving Punch
      * Pair of scissors

(c) **The Passage below describes how the primitive man survived in his environment. Use the words provided below to complete the passage.**

WORDS: SURVIVE, SKIN, HUNTING, SPRINGS, MAN, THORNS, PERIOD, CLOTHING, TIE, WATER, SOCKS.

When the primitive **MAN** learned to **TIE** a hard piece of **SKIN** around his feet to protect them from stones and **THORNS** he increased his **HUNTING** speed; Leather **CLOTHING** allowed him to **SURVIVE** the weather better. When he learned to put **WATER** in skin bags, he could then travel without returning to rivers and **SPRINGS** for longer **PERIODS** of time.

(d)(i) **List any three ways of decorating fabrics.**

Candidates were expected to list any three of the following:

Printing, Dyeing (tie-dye, batik) Embroidery/Applique, Stitching.

(d)(ii) **Write down two techniques used in fixing patterns in applique.**

Candidates were expected to explain the **ONLAYING** and the **INLAYING** techniques i.e. Onlaying: Pattern/motif is placed on ground fabric (support) and stitched. Inlaying: Ground fabric is cut and motif is placed under the ground fabric and stitched.

Candidates performed well by giving appropriate explanation to show the difference between materials and tools and also by filling in the passage in 9c correctly. However, drawing in 9b was poorly done generally especially the scissors. Some candidates misunderstood 9d(i). They described styles of designing. It appears Applique as a topic in the syllabus has not been dealt with in many schools.

Question 10
(a)(i) **What are dyes?** Answer: They are substances which can impart colour permanently to a fabric.
(ii) **Describe how any natural dye is produced from the bark of a tree.**

**Answer:**
* Collect and clean bark of tree
* Soak, pound, grind bark, mix with water and boil.
* Strain the liquid.

(iii) **Name any two tools and two materials for dyeing.** They are:

**Tools:** Bowl, Spoon, Stirer, Bucket, Gloves.
**Materials:** Dyes, fabric, chemicals e.g caustic soda, salt.

(iv) **Name and describe two RESIST DYEING methods.** They are:

**Tie Dye:** Folding, Marbling, Tying etc. fabric and dyeing to produce Batik patterns: Waxing OR stamping fabric, dyeing and dewaxing to create patterns.

(b)(i) **Give two reasons for decorating fabrics.** They are:

Make them beautiful, attract the buyer, add value, improve quality.

(ii) **What is tanning?** It is the process of turning hides/skins into leather. OR processing hides and skins to prevent decay and make them permanent.

(iii) **List two methods of tanning.** They are: Vegetable and chemical e.g. chrome.

(c)(i) **What are stitches?** Stitches occur when a threaded needle passes in and out of an article/fabric. They may be worked by hand or machine.

(ii) **Identify the type of stitches shown in the table below.**

They are:  
* Oversewing or overcast stitches.
* Cross stitches.
* Running stitches.

Candidates performed satisfactorily. Their strongest areas were Question 10a(i) to (iv) and also 10b(i). Most candidates could define dyes, list tools and materials for dyeing, give reasons for decorating fabrics as well as describing the resist dyeing methods.

It appears the Leatherwork and stitches aspects of the Fabric and Leather Decoration of the syllabus have been played down by teachers. Most candidates could not define tanning or list methods of tanning. Most candidates could not identify the stitches illustrated in 10c(ii)
1. **GENERAL COMMENTS**

The questions were within the scope of the syllabus. The difficulty and knowledge levels were suitable and within candidates’ abilities to excel.

Candidates’ performance did not indicate any variations from the previous year.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**

1. There was improvement in the organization of candidates’ answers. They allowed enough space in between questions and sub-questions. Question numbers were boldly written against their answers.

2. Candidates made frantic effort to have balanced attempt of all questions and that yielded good results.

3. Some answers provided by candidates showed that they had prepared adequately and had fair knowledge of the subject matter.

3. **SUMMARY OF CANDIDATES’ WEAKNESSES**

1. Candidates demonstrated poor skills in sketching and identification of tools.

2. Candidates were not accurate and precise in explaining technical terminologies.

3. Some candidates deliberately answered questions more than required as if they had more time than necessary and scored low marks for their answers.

4. There was a poor display of pencil work. The correct thickness and faintness of lines were not strictly applied.

5. Some candidates’ spellings were bad.

4. **SUGGESTED REMEDIES**

1. Sketching, using techniques such as crating or boxing to draw in isometric, oblique and perspective should be encouraged.
In the teaching of the subject, practical demonstration should be shown to students. Various types of tools and equipment should be shown to students and they should be trained to make freehand sketches of these tools and equipment.

Adequate exercises should be given to students in orthographic projection stressing on pencil work. Lines should be used appropriately and teachers should ensure that relevant drawing equipment is used.

Candidates should read the textbooks often to familiarize themselves with spelling of certain technical terminologies.

5. DETAILED COMMENTS

QUESTION 1

(a) State three characteristics of a good plain seam.
(b) State three causes of food spoilage.
(c) Copy the table below and fill in the blank spaces.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Association in Nature</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Red</td>
<td>Blood</td>
<td>Danger</td>
</tr>
<tr>
<td></td>
<td>Sky</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>Decay</td>
</tr>
<tr>
<td></td>
<td>Past History</td>
<td>Mourning</td>
</tr>
</tbody>
</table>

(d) The Headmaster of your school has asked you to design and construct a Kumasi Ventilated Improvement Pit (KVIP) toilet for the school.
(i) List three building materials you will use for making the structure.
(ii) List four tools for constructing the walls.

(a) Performance of candidates in this question was satisfactory. A few of the candidates lacked knowledge concerning the characteristics of a good plain seam and therefore failed to provide the correct responses. Some of the characteristics of a good plain seam include firmly stitched, strong and straight and even allowance.
(b) Candidates did well in answering causes of food spoilage by providing correct answers like micro-organisms, yeast, bacteria, mould, insects, weevils and worms. However, a few of them mis-understood the question and provided wrong answers like not heating food, leaving food uncovered and storing food at unsuitable places. Candidates should note that these are not the agents that cause food spoilage.

(c) Candidates were able to associate colours with nature and indicated the corresponding symbolisms. There were some candidates who could not identify things in nature associated with white and brown colours.

(d) Candidates’ performance was exceptional in this question as they provided the correct building materials and tools for the construction of a KVIP.

**QUESTION 2**

(a) (i) Explain the term draw filing.
(ii) sketch the triangular file.
(iii) Label any two parts on the sketch in (a)(ii) above.

(b) (i) Identify the items labelled K, L, M in the circuit diagram above.
(ii) List two examples of electrical conductors.

(c) (i) State two precautions to be taken when cutting with a hacksaw.
(ii) List three driving tools.
Generally, candidates did not understand the term draw filing and also found it difficult to sketch the triangular file. Sketches provided were not appropriate representation of the file. Many candidates sketched flat and hand files. Candidates were able to identify the items labelled in the electrical circuit. Candidates were required to list some electrical conductors like copper and aluminium but some listed electrical appliances.

**QUESTION 3**

Figure 1 is a pictorial drawing of a flagstand.

(a) Draw full size the following views in first angle projection:
   (i) front elevation in the direction of arrow X;
   (ii) plan.

(b) List one specific tool for each of the following processes:
   (i) marking-out the tenon;
   (ii) cutting the tenon.

(c) State one finish for the flagstand.

(d) (i) Sketch in pictorial drawing a brick hammer.
   (ii) Label any two parts on the sketch in (d)(i)

This was the least attempted question by candidates. Those who attempted the question favourably satisfied the requirements of the marking scheme and scored good marks. Some candidates could not sketch the pictorial drawing of a brick hammer and labeling of its parts was also poorly done. This shows lack of adequate skills in sketching by candidates.
QUESTION 4

(a) Explain the following terms:
   (i) pinning;
   (ii) curing.

(b) (i) Make a freehand sketch of an outside callipers.
    (ii) State one use of the outside calipers.

(c) State one use each of the following measuring tools:
   (i) steel rule;
   (ii) tape measure.

(d) State two methods each for maintaining the tools stated in (c) above.

(e) Copy and complete the table below:

<table>
<thead>
<tr>
<th>Process</th>
<th>One tool used</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Plumbing a wall.</td>
<td></td>
</tr>
<tr>
<td>(ii) Checking corners of a wall</td>
<td></td>
</tr>
<tr>
<td>(iii) Measuring aggregates</td>
<td></td>
</tr>
<tr>
<td>(iv) Checking courses of a wall</td>
<td></td>
</tr>
<tr>
<td>(v) Picking and spreading mortar</td>
<td></td>
</tr>
<tr>
<td>(vi) Mixing mortar</td>
<td></td>
</tr>
</tbody>
</table>

Many candidates showed lack of understanding in explaining the terms pinning and curing.

Pinning is the clogging for file teeth with metal filings when filing soft metals thus rendering the file ineffective in the metal removal process.

Curing is keeping cement products damp.

Though the freehand sketching of the outside calipers was correctly done by candidates, they could not state its use.

Candidates did well by copying and completing the table.