THE WEST AFRICAN EXAMINATIONS COUNCIL,

ACCRA.

JUNE 2012 BASIC EDUCATION CERTIFICATE EXAMINATION

Chief Examiners’ Reports
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GENERAL RESUME OF THE CHIEF EXAMINERS’ REPORTS
ON THE APRIL 2012 BASIC EDUCATION CERTIFICATE
EXAMINATION

1. STANDARD OF THE PAPERS

The standard of the papers was adjudged by the Chief Examiners to be comparable to that of the previous years and within the scope of the syllabuses.

2. PERFORMANCE OF CANDIDATES

The Chief Examiners reported that the standard of the candidates’ performance was diverse. Candidates’ performance in Mathematics, French, Ewe and Religious and Moral Education was considered to have significantly improved. Performance in Twi(Asante) was described as quite satisfactory while that in Ga was found to be the same as that of the previous years.

In Social Studies, candidates’ performance was described as average. On the other hand, performance in Information and Communication Technology and Dangme fell below expectation. The standard of performance in Integrated Science was reported to be below that of the previous years.

3. SUMMARY OF CANDIDATES’ STRENGTHS

The Chief Examiners commended the following features of candidates’ work:

(1) Appreciable Improvement in the Use of Language
Candidates were commended for their correct construction of sentences, appropriate use of words and knowledge of grammar in Social Studies, French, BDT (Home Economics) and Integrated Science.

(2) Indepth Knowledge of Subject Matter
Candidates demonstrated significant knowledge of the topics of the syllabuses in Mathematics, Religious and Moral Education and Information Communication Technology.
Their depth of knowledge was reflected in the high number of candidates that attempted the required number of questions. In BDT (Home Economics) candidates displayed better understanding of the demands of the questions than they did in the past years.
(3) **Provision of Accurate and Appropriate Answers**
Candidates displayed mastery in the development and organization of points and presented them in orderly manner as noticed in their scripts for Religious and Moral Education, French and Dangme. In Information and Communication Technology they provided concise answers as required of them. In BDT(Visual Arts), their presentations were found to be neat.

(4) **Legible Handwriting**
In Social Studies, Twi (Asante) and Twi (Akuapem), the candidates were praised for legible handwriting.

(5) **Mastery of Practical and Computational Skills**
Commendable knowledge and skills required for computations, operations and construction of diagrams and tables were noticed in the scripts for Mathematics and Information and Communication Technology. In BDT(Visual Arts), candidates exhibited mastery in enlarging given shapes and shaded them well.

(6) **Creativity**
The Chief Examiner for BDT(Visual Arts) reported that candidates were quite creative in their productions.

(7) **Adherence to Rubrics**
The Chief Examiners reported that the candidates generally adhered to the rubrics of the papers. Candidates were also commended for obeying the instruction to start answering a new question on a fresh page.

4. **SUMMARY OF CANDIDATES’ WEAKNESSES**

The Chief Examiners highlighted the following weaknesses found in the work of the candidates:

1. **Inability to Apply Theoretical Knowledge**
   In Integrated Science the candidates’ inability to apply scientific knowledge to physical phenomenon was evident.

   Similarly candidates could not answer the question on spreadsheet satisfactorily in Information and Communication Technology.

2. **Poor Knowledge of Concepts and Principles**
The Chief Examiners for Mathematics and Integrated Science observed that candidates were unable to write figures in standard form. They were also unable to write and balance chemical equations and found construction of perpendicular bisectors of lines difficult.
(3) **Poor Language**
Many candidates demonstrated poor knowledge of grammar as evident in their wrong construction, incorrect spelling, poor punctuation etc reported by the Chief Examiners for English Language, Religious and Moral Education and Information and Communication Technology. Poor comprehension ability affected candidates adversely in the BDT(Home Economics) paper.

(4) **Inadequate Preparation for the Examination**
The Chief Examiners found some of the candidates ill prepared for the examination as exemplified in the Information and Communication Technology paper.

(5) **Inadequate Practical Knowledge and Skills**
In Sewing and Leatherwork, candidates showed deficiency in the skills required for fabric construction.

5. **SUGGESTED REMEDIES**

The Chief Examiners recommended the following remedies for the challenges:

- Acquisition of computers and recruitment of qualified teachers for Information and Communication Technology;
- Equal attention should be paid to both theory and practical work by teachers;
- Intensive teaching and learning of English grammar should be carried out in the schools;
- Students should be given frequent exercises to enhance skill development and application of theory;
- Teachers should endeavour to complete their syllabuses;
- Teachers should encourage reading among their pupils;
- Regular In-Service training should be organised for BDT teachers to keep them abreast of trends in their fields.
- Visual Arts curriculum in the Colleges of Education should be revised to enable teachers who come out of the colleges to cope with the teaching of BDT(Visual Arts).
RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

All the Chief Examiners stated, with one accord, that there was no observable difference in the standard of this year’s papers and that of previous years. They, however, had varied opinions on the performance of candidates. Some of the epithets used to describe the performance of candidates include ‘relatively better’ in French, ‘quite satisfactory’ in Twi (Asante), ‘below expectation’ in Dangme, ‘slightly improved’ in Ewe and ‘same performance’ as that of previous years for Ga, among others.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Candidates were said to have exhibited mastery in organisation and presentation of ideas in French and Dangme. They were commended for respecting the rubrics as far as the length of essays was concerned in English Language, Twi (Akuapem) and Ewe. Knowledge of the appropriate features of both formal and informal letters was cited as a strong point for candidates in English Language while they were lauded for legible handwriting in Twi (Asante) and Twi (Akuapem).

3. A SUMMARY OF WEAKNESSES

The positive features notwithstanding, a number of minuses were also observed on the part of some candidates. These include:

1. little or no knowledge at all in the mechanics of the language as exemplified in English Language and Twi (Asante);
2. orthographical errors in French and Ga;
3. lifting of portions of passages or guidelines as answers to essay and comprehension questions in French and Twi (Akuapem);
4. deviation (partial or total) from the given topics as exhibited in Ewe and Twi (Akuapem);
5. poor expression and inappropriate use of language in Dangme and English Language;
6. wrong punctuation in Twi (Asante), Twi (Akuapem) Ga and Dangme;
7. limited vocabulary leading to the use of coined and inappropriate words in French and English Language.

4. SUGGESTED REMEDIES

The habit of reading extensively should be inculcated into students to enable them increase their stock of vocabulary. They should also be drilled in class exercises to make them conversant with their respective languages.
Candidates should also be solidly grounded in the correct orthography and syntax of their languages. This would enable them handle such areas as word division and amalgamation of words much better.
They should also learn to acquire the proper techniques of answering questions and keep within the demands and rubrics of the questions.

Good punctuation should also be emphasized among candidates.
ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

There is no difference between the standard of this year’s paper and the previous years’. The paper was within the competence of the candidates and those who prepared adequately for the paper performed very well. The essay topics were within the understanding of the candidates.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Candidates were able to write the two letters; Formal and informal, observing the necessary features for both letters. Candidates treated the topics on Armed Robbery and how to minimize its rise quite satisfactorily.

Again, candidates were able to keep within the required length of the essays which was about (250) two hundred and fifty words. The comprehension test was better this time, the reason being that the topic was based on cholera which candidates know.

Candidates followed the rubrics of the questions. They numbered the questions as they appeared on the question paper. For instance, the vocabulary exercise was numbered (i) to (v) and candidates followed this order and where they could not answer a particular number they left a blank space.

Generally, there was an improvement in the candidates’ stock of vocabulary and the good ones produced matured work.

Finally, this time candidates understood the rubrics of selecting ONE question from Part A and answering all the questions in Part B.

3. A SUMMARY OF WEAKNESSES

The usual weakness was lack of adequate preparation for the examination on the part of some candidates who could not express themselves in simple and correct English. Some could also not express themselves in simple language but had to copy verbatim from the passage. Candidates were weak in the mechanics of the language. Prominent among them were as follows: Spelling, punctuation, tenses, correct use of preposition, subject-verb concord, syllabification, wrong amalgamation and some candidates need improvement in hand writing and the use of capital letters and small letters. Some candidates could not interpret the questions. E.g. the question on the rise of armed robbery and how to minimize it was misunderstood. They wrote about causes of armed robbery and how to minimize it.
4. **SUGGESTED REMEDIES**

It is suggested that candidates do extensive reading to improve their stock of vocabulary so that they can express themselves in simple and correct language.

Teachers must give copious class exercises and mark them thoroughly. Candidates must know their basic grammar on tenses, punctuation, countable and uncountable nouns and the use of the articles.

Finally, teachers are advised to complete the syllables especially letter writing and the various aspects of continuous writing. It is very sad to find some candidates copying the comprehension passage as their essays.

5. **DETAILED COMMENTS**

**PART A**

**ESSAY**

**Question 1**

Write a letter to the Member of Parliament of your constituency, telling him/her about the rise in armed robbery in your area. Suggest, at least, two ways to check it.

The candidate was expected to write a letter to the member of Parliament for their constituency telling them about the rise in armed robbery in his/her area. The candidate was to suggest two ways to check it.

**Content:** The question was in two parts (a) the rise in armed robbery in the area and (b) at least two ways to check it.

**Organisation:** This was a formal letter and the following features were expected:

(i) Address of writer (without name)
(ii) Date
(iii) Recipient’s address
(iv) Salutation - Dear Sir/Madam
(v) Heading/Title
(vi) Subscription - Yours faithfully, Yours truly
(vii) Signature
(viii) Full name
(ix) Designation (optional)

This essay consists of two parts: description of cases of armed robbery in the area and how to curb it. Unfortunately, some candidates dwelt on the causes of armed robbery at the expense of the rise in the cases of armed robbery and proposed solutions to address the problem.
**Question 2**

**Write a story which ends with the sentence: We arrived just in time to save the situation.**

The candidate was to write a story which ends with the sentence: *We arrived just in time to save the situation.*

**Content:** This is an imaginative composition. The story therefore can be real or imagined/imaginary. It is expected to cover:
(i) where they were;
(ii) how they came to the scene;
(iii) what they did to save the situation.

**Organisation:** A good story should have a beginning, climax and a conclusion. It should have a clear setting and its events should be arranged in time sequence.
Candidates who wrote a fable i.e. a story with animal characters scored zero (0) for content and organisation.

**Expression:** The language should be clear and easy to understand to make the actions of the characters come to life. The choice of vocabulary should be appropriate to the subject matter.

**Question 3**

**Your father has received the “National Best Farmer’s Award”. Write a letter to your brother who is outside the country, describing the ceremony.**

The candidate was required to write a letter to his/her brother outside the country describing a ceremony in which their father received the National Best Farmers Award.

**Content:** The candidate was expected to describe the ceremony in detail - preparation, venue, the highlights of the ceremony, his impression etc.

**Organisation:** This was an informal letter and the following features were required:
(1) Writer’s address (without name)
(2) Date
(3) Salutation (Dear Kofi, Fifi, Akwasi)
(4) Subscription - Yours sincerely, Yours, Yours ever
(5) First name

This was a popular question but a number of candidates concentrated on pleasantries leaving the full description of the ceremony.
PART B

COMPREHENSION

The comprehension passage was about cholera, a disease which is now widespread because of dirt and garbage which are found everywhere in the country, including the nation’s capital, Accra.

Candidates showed evidence of having heard the campaign against cholera in the media, including the TV and adverts. The candidates were able to answer the free-answer type of questions whose answers could be found in the passage, for example

(a) Where do cholera germs usually breed?
   Answer: They breed in filthy/unhygienic areas.

(b) Mention two main carriers of cholera germs.
   Answer: Houseflies and human beings.

(c) (i) State two signs of cholera.
    (ii) Give one effect of cholera.

   Answer: (i) Passing of frequent stools/diarrhoea and vomiting.
   (ii) Loss of weight/dehydration/death.

(d) What advice does the writer give to cholera patients?
   Answer: (i) The patient should drink boiled water mixed with salt and sugar.
   (ii) He/she should see a doctor/seek medical attention.

Some candidates could not answer questions (e) and (f) which dealt with (i) explanation of certain expressions in the passage in their own words. E.g.

(i) It has ruined several communities.
(ii) at all costs
(iii) after a downpour.

Question (f): For each of the following words, give another word or phrase that means the same and can replace it in the passage.

(i) thrive (ii) deposit (iii) rapid (iv) replenish (v) seek

Candidates generally did not do well in these questions because stock of vocabulary was very limited.
FRENCH 2

1. GENERAL COMMENTS

The level of difficulty of the paper, the standard (language especially) and the rubrics all conform to previous standards. Candidates on the whole performed better than last year. Cases of deviation went down. On the whole, performance was above average.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Candidates stuck to the outline provided and were able to produce well organised essays. I observed improvement in candidates’ ability to express date and time in French. Content mark was high even in cases where candidates scored zero in grammar. This showed that candidates did not lack ideas. It also showed their understanding of the guide question.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

1. Low range of vocabulary leading to the use of coined words from English or English words.

2. Spelling errors. Common words like ‘matin’, ‘ami’, ‘cousin’ were wrongly spelt. A lot of candidates wrote ‘martin’, ‘aime’ and ‘cuisine’ for the above.

3. Copying of guide questions and giving one word answers. This is evidence of candidates’ inability to construct sentences of their own.

4. Inability to conjugate common irregular verbs like ‘faire’ and even regular -er verbs.

5. Reproduction of essays learnt by heart leading to same essay from one centre with slight changes.


4. SUGGESTED REMEDIES

1. Contact with the french language can be improved if each candidate has a text book or manual and an easy reader.

2. Reading and oral/written comprehension exercises must be done regularly.

3. Composition should be part of regular exercises.

4. Grammar should be taught in context and a lot of structure exercises should be done to ensure firm grasp of grammatical points taught.
5. **DETAILED COMMENTS**

**Question 1**

“Write a composition in French narrating how you celebrate your birthday”.

Candidates were required to narrate how they celebrate their birthday. The question presupposes that the celebration is a regular event, so candidates were not expected to talk about a particular birthday celebration.

Guided questions (a) to (d)

(a) - *Quel est votre nom?*
(b) - *Quelle est la date de naissance?*
(c) - *Quel jour de la semaine êtes-vous né(e)?*
(d) - *Où est-ce que vous êtes né(e)?*

served as introduction and most candidates succeeded in giving their names, date and place of birth and day of the week on which they were born. Quite a large number left out (d) (i.e. place of birth). Some had difficulty in spelling the day of the week (especially 'dimanche' and 'lundi').

Quite a sizeable number did not understand (e) - *Que faites-vous quand votre anniversaire s’approche* (i.e. preparations made as the day draws close). I guess they did not understand the verb “s’approche”.

With regard to activities organised for the occasion most of them did not have the French vocabulary and were compelled to use English words like ‘dancing competition’, ‘musical chairs’ etc.

In the conclusion candidates were able to say that they were happy that day. While some were able to say why, others could not find the expression to explain the source of their joy. On the whole the essay was handled quite well.

**Question 2**

A. (i) Où est Madame Appiah?
   (ii) Qu’est-ce qu’elle veut faire?

B. (i) Où va-t-elle maintenant?
   (ii) Qui est-ce qu’elle rencontre?

C. (i) Que font les deux femmes?
   (ii) Où est-ce que Madame Appiah met son panier?

D. (i) Qu’est-ce qu’il y a dans son panier?
   (ii) Quel animal est derrière Madame Appiah?
E. (i) Combien de femmes y-a-t-il dans cette image?
(ii) Que fait l’animal?

F. (i) Quelle est la réaction de Madame Appiah?

A picture description showing the misfortune of a woman (Madam Appiah) whose fish is stolen by a cat as she engages in a conversation with two other women.

The major headache of the candidate who handled this question was the understanding of the word ‘malheur’. This was reflected in the way some used it in the essay. Candidates who attempted the question got the French word ‘plage’ and this is commendable at their level. Madame Appiah’s meeting with another woman on her way home, their conversation, the cat hovering around and which later comes to steal the fish are events nicely captured by pictures B, C, D, E.

The concluding question ‘Quelle est la réaction de Madame Appiah?’ was a bit difficult for some candidates. They well understood but could not find the French word for ‘shock’, ‘surprise’, ‘anger’ etc.

The number of candidates who attempted this picture essay was encouraging and their performance was generally good. The weak ones simply copied the questions and added one or two word answers.
1. **GENERAL COMMENTS**

The standard of the paper is comparable to that of the previous years’. Candidates’ performance, however went down slightly. All the essay topics were remarkably familiar and the rubrics very straight to the point.

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

Generally, most of the candidates exhibited a fair understanding of the questions they tackled, most especially the essay topics. This was evidenced by the fact that the deviations were few.

Unlike in the past when most candidates used to write their essay in volumes, thus failing to tackle the other questions, this time round, they were able to apportion their time well. For that reason, most candidates succeeded in tackling all the three questions.

The issue of candidates writing more than one essay was also virtually no more. A remarkable feature in their work was the legibility of their handwriting.

It was also noted that the number of unintelligible answers drastically reduced and that was very commendable.

Another aspect of the performance that needs commendation was the use of the appropriate language in the essay writing, though a lot of candidates showed limitations in ideas.

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

A major weakness identified was the inability of some candidates to read and digest the questions well. As a result of this weakness, some of them could not answer the questions appropriately.

Some candidates also failed to understand the questions. They failed to plan their essays properly and good paragraphing was lacking.

The reproduction of stories verbatim was also a common feature.

4. **SUGGESTED REMEDIES**

Students should be taken through a lot of reading exercises as one of the numerous ways of preparing them for the exams.

Regular written exercises in essays comprehension and spelling should be conducted in classes at all levels of the first cycle schools.
Students should also be taken through the basic concepts of paragraph writing.

In teaching the language, teachers should do well to involve all students in discussions in order to make them creative and original in their thinking.

In conclusion all efforts must be made to teach the language effectively in every school that writes the BECE.

5. **DETAILED COMMENTS**

**Question 1**

**Essay**

(a) **Direct a friend from your school to your house.**

The essay topic required candidates to direct their friends from their school to their place of residence.

In answering this question the candidate was expected to give the geographical location of his/her house from the school, the distance, landmarks, features of the house, etc.

Most candidates who attempted the question were able to give the appropriate directions but they fell short of elaboration. A few who attempted stating the distance did so in unimaginable kilometers. (E.g. My house is about 150 kilometers from my school). Candidates failed to mention the position of their schools in the town or village and also failed to associate their houses with significant structures such as tall trees, market places, church buildings/mosques, chief palaces etc. A good number of candidates did not mention the names of their houses and did not mention those to be met in their houses in case they were absent.

Candidates were however able to use the appropriate language in answering this question.

(b) **Narrate what you do on Saturdays OR Sundays.**

Candidates were expected to narrate how they spend Saturdays or Sundays.

Generally most of the candidates who wrote on this topic were able to itemize the activities they normally carry out in chronological order from morning till evening.

They were also able to use the appropriate tense (i.e. the habitual tense) and registers. However, a lot of those candidates who attempted this topic exhibited a number of weaknesses.

First, they were expected to write on only one day’s activities but some wrote on the two days’ activities. Secondly, as daily activities throughout the year are not the same, they should have varied them according to the seasons of the year. Thirdly, most of them did not state how they normally feel on the days in questions.
(c) **Write about a book you have read.**

Candidates were to write about an interesting book they had ever read. Admittedly, the question was the most poorly answered in terms of content.

Even though the language was acceptable, presentation was flawed with total failure to give details of the book ever read. No mention of the books’ title, authors years of publication and even content was made. The least talked about their prose, drama or poetry, the better.

Candidates were to give the highlights of the books and in conclusion state the lessons learnt but nothing of the sort was done.

(d) **Should formal education be compulsory for all children in Ghana?**

Question 1 (d) required candidates to argue for or against the motion: “Every child in Ghana should be sent to school”.

As expected candidates who wrote on it took sides and advanced convincing arguments. No candidate wrote against the motion and some of the cogent points raised included the following: Education enhances ones social and economic status. With education one is able to get a job and take care of oneself and that education makes a person live a healthy life.

Unfortunately however only a few candidates wrote on this topic and even then logical presentation of points was not done. They also had problems in coming out with relevant introductions and conclusions.

Mechanical Accuracy: Many candidates exhibited the lack of knowledge of vowel sequence as well as vowel harmony and for that reason they failed to write everyday words correctly. A very common word that several candidates could not write correctly is the personal pronoun “N” for “I” it was written as “Eng” instead of “N”.

**Question 2 Comprehension**

Candidates’ performance in this section showed that either most of them did not have sufficient time to read the passage or they read it with little or no understanding at all.

This was evidenced by the fact that most of them were only able to answer the recall questions correctly. Those questions which called for inference could not be answered by the majority of them.

The extent to which candidates lifted portions of the passage also revealed their very little understanding of the passage.
**Lexis and Structure**

Comparatively candidates’ performance in this section was average.

Most of them, for instance, had no difficulty in identifying the verbs in questions 3 (e) - 3 (t).

However, questions on punctuation were not well answered by a number of candidates. Many did not even realize that every sentence must have a period at the end. A very sad observation was that some candidates could not even copy words in the section correctly.
1. **GENERAL COMMENTS**

The standard of paper and the performance of candidates was as high as those of previous years.

2. **A SUMMARY CANDIDATES’ STRENGTHS**

   (1) **Length of Answers**
   In the composition, many candidates tried to write within the number of words given. Where they exceeded, they did this by a small number of words and where they fell short, they did this by few words.

   In the other parts, the answers of many candidates were short and precise.

   (2) **Expression**
   There was also great improvement in the expression of many candidates. They used the appropriate proverbs, figures of speech, loan words and correct tenses, etc.

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

   (1) **Poor Orthography**
   The spelling, punctuation, word-division etc. of some candidates were very poor.

   The following wrongly spelt words should have been written as indicated by the arrow.
   [ tooli → tu]li, nyaligi ‘maligi, feela → fiila, ninmi ni!mi, pke → kpe, che! cha! etc.]

   The following words written as single words are usually separated as indicated by arrow.
   [ ny’lli → nya li, yuyapam → yuya pam etc. ]

   The following words written as separate words are usually written as single words.
   [ ben di rigu bindirigu, kua ri mi → k=rimi, pie li gu → piligu etc. ]

   (2) **Writing of Question Numbers**
   Some candidates did not write numbers to the questions and sub-questions they answered.

4. **SUGGESTED REMEDIES**

   **Poor Orthography**
   (1) Candidates can overcome this problem through class exercises, intensive and
extensive reading, dictation and the use of Dagbani Dictionaries.

(2) Candidates should always be made to write numbers to the exercises they do in the classrooms.

5. **DETAILED COMMENTS**

Candidates were given four questions and were expected to write about one hundred and fifty (150) words on only one of them.

**Question 1 Essay**

(a) **Direct a friend from your school to your house.**

In the introduction of their compositions, some candidates asked their friends to come/go to their schools firsts and start to locate their houses from there. Others asked their friends to go to their schools at the weekends to start looking for their houses as directed. Some other compositions had no introductions.

In the body of their compositions, some candidates gave a geographical location of their houses from their schools. They also gave a brief description of their houses also went further to mention what they would do when their friends finally arrived at their houses (e.g. warm embrace, introduction to parents and other friends). Some other candidates answered this question very well in the form of letters.

Other compositions were not detailed. Some candidates directed their friends to their houses without mentioning landmarks. Some also described their houses very poorly while others did not say what they would do when their friends finally arrive at their houses. Other candidates attempted answering this question in letter form but failed to continue their letters.

To conclude their compositions some candidates assured their friends warm reception. Some other compositions did not have any conclusions.

(b) **Narrate what you do on Saturdays OR Sundays.**

Many of the candidates who selected this questions introduced it by stating how Saturdays or Sundays are very valuable to them. Some compositions did not, however, have any introductions.

In the body of their compositions some candidates narrated what they did in the mornings, afternoons and evenings very well. Others said they spent the whole day playing games while others said they spent the two days trading. Other candidates started their compositions but could not finish them.

To conclude their compositions, some candidates said they enjoyed Saturdays or Sundays. Some compositions did not, however, have any conclusions.
(c) **Write about a book you have read.**

Some of the candidates who chose this question introduced it by stating the title and author of the books. They also mentioned the types of book they read as prose, poetry or drama and when they read them. Other candidates mentioned only the title. There were some compositions without any introductions.

In the body, some candidates gave a gist of the content of the books and/or what interests them most in the books very well. Some other candidates wrote down some stories without mentioning that they read them from books. Some other candidates started the body (of their compositions) but could not finish it.

To conclude, some candidates stated the lesson(s) they learnt from the books. Others re-emphasized the fact that they (actually) enjoyed reading the books. Some other compositions did not have any conclusions.

(d) **Should formal education be compulsory for all children in Ghana?**

To introduce their compositions, some candidates started by taking a stand that formal education should be compulsory for all children in Ghana. Others said it should not be compulsory in Ghana. Some other compositions did not have any introduction.

In the body, candidates defended their stand. They mentioned how education makes one a useful person, President of Ghana, parliamentarians etc. Others said that since some parents were very poor and needed the services of their children to generate money for them at home, education should not be compulsory.

In their conclusion, some candidates re-affirmed their stand. Other compositions did not, however, have any conclusions.

**Question 2**

**Comprehension**

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

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

Some candidates copied out the questions before answering them, and very poorly too.
Question 3  

**Lexis and Structure**

Candidates were given twenty (20) short sentences to provide opposites, indicate functions of words underlined, punctuations and identification of verbs.

The questions on verbs were well attempted by many candidates. However, the questions on opposites, functions and punctuations were not well answered.
DANGME 2

1. GENERAL COMMENTS

The 2012 BECE paper compares favourably with that of previous years. The content of the paper was appropriate and the items were clear. In terms of scope, the paper covered the required or relevant areas of study as presented by the teaching as well the examination syllabuses.

The paper can be said to be standard. The items were also set in accordance with WAEC’s prescription. The paper therefore tested the prescribed aspects of the language (Dangme) as suggested by the teaching and examination syllabus.

In spite of all this, the general performance in this year’s paper can be said to be a little below expectation. This notwithstanding, some candidates demonstrated some level of maturity in responding to the questions. Some responses reflected mastery and maturity in candidates’ use of language. There was also some exhibition of competence in the way some candidates responded to the questions.

The paper tested candidates’ knowledge and skills in Essay Writing, Comprehension, Lexis and Structure. The essay tested candidates’ skills in writing Descriptive, Narrative and Argumentative essays.

Even though some candidates performed quite creditably in some areas of the paper, the general performance could be said to be a little below last year’s performance.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Even though candidates’ general performance in this year’s paper could be said to have fallen below expectation, a few candidates exhibited some skills and strengths that need commendation.

- Candidates generally exhibited good understanding of the questions and therefore answered them appropriately.
- Candidates also showed systematic or orderly presentation of ideas and also wrote quite good paragraphs in their essays.
- In similar ways, candidates demonstrated or showed some maturity in the use of language (Dangme). Indeed, some candidates made appropriate use of some figures of speech e.g. proverbs and other idiomatic expressions.
- Most candidates also demonstrated considerable amount or level of understanding of the comprehension passage and did appreciably on the content-based questions.
- Another area of commendation has to do with candidates’ knowledge in the use of verbs and punctuations.

Candidates are commended for their good performance in the above areas and should serve as encouragement to prospective candidates.
3. **A SUMMARY OF CANDIDATES’ WEAKNESSES**

Candidates’ major weaknesses as appeared in their scripts are summed up as follows:

- Some candidates, in fact, majority exceeded the required number of words of 150. On the contrary a few candidates also wrote far too less than the 150 words.
- Some candidates also showed lack of ability to express themselves properly in their own language.
- Candidates also showed difficulty in the use of the post-positional morpheme - ‘mi’ and attached it to the root noun or the root morpheme.
- Majority of candidates had considerable difficulty in dealing with the inferential questions in the comprehension test.
- Also revealed in their scripts, is the poor use of punctuations.
- Candidates generally confused negation with antonyms in Dangme.
- Weaknesses in the use of the upper case letters for names of the days of the week.
- Some candidates also use the word ‘kotoka’ for ‘tokota’.

4. **SUGGESTED REMEDIES**

The following suggestions are therefore being made.

- Candidates/pupils should be encouraged to do a lot of reading, writing and speaking in Dangme.
- Candidates/pupils’ attention should be drawn to the difference between Negation and Antonyms in Dangme.
- Candidates should be taken through the use of punctuations and also the use of the upper-case letter especially for the names of the days of the week.
- Pupils’ attention should also be drawn to the difference between standard Dangme (written version) and dialectal or spoken versions.

5. **DETAILED COMMENTS**

This part of the paper had four (4) different topics for which candidates were expected to write not less than 150 words on any one of the topics.

**Question 1**

**Essay**

(a) **Direct a friend from your school to your house.**

The question demanded that the candidates should direct a friend from their school to their house. The question demanded that the candidate should be able to give the right direction to a friend to enable him/her locate the house. The candidate was expected to use all relevant sign posts and other visible signs that would lead to locating the house e.g. sign boards, brand of roads and paths, church buildings etc. Candidates were expected to use relevant register/vocabulary such as go straight, turn left or right at this sign etc.
A few candidates who attempted this question were able to respond appropriately to the demands of the question. A few candidates however, lacked the relevant expressions to express themselves clearly. This, notwithstanding, those who attempted this question performed averagely well.

(b) Narrate what you do on Saturdays OR Sundays.

This question requested the candidate to narrate what he or she does at the weekends. The candidate was to write what she/he does from the time he/she wakes up from the morning of Saturday to the evening - sleeping time on either Saturday or Sunday.

Majority of candidates constituting about 90% answered this question. Among those who attempted this question, a good number of them gave very good account of themselves. Candidates were able to say what they did for either of the two days of the weekend. Their narration was systematic arrangement of the events/activities for either Saturdays or Sundays. Candidates also used the right tense. The only conspicuous error/weakness that run through candidates responses were the use of lower case letters for the names of the days candidates used/mentioned.

(c) Write about a book you have read.

This question required candidates to narrate an interesting story they have read from a book. The question demanded that the candidate should identify the book i.e. give the title of the book and the author, narrate the story and say why he/she liked the story. Only some few candidates answered this question. Among those who answered it, a few of them were able to react appropriately to the demands of the question. Some wrote very interesting stories meaning they understood the question. However, a good number of them failed to give the title and the author(s) of the book. Nonetheless, candidates’ performance an this question was quite good.

(d) Should formal education be compulsory for all children in Ghana?

This question sought to test the skill of writing argumentative essays by candidates. The question demanded that the candidate should take side and raise points to support his/her position on whether all children in Ghana should be made to go to school.

This was the least attempted question. However, those who attempted it demonstrated some level of understanding of the issues involved and were quite able to take side and argue appropriately. Some candidates toed the line of debate i.e. addressed chairperson, panel, co-debaters and audience.

Even though candidates demonstrated some level/fair ideas about argumentative essay writing, more need to be done by teachers to raise the level of skills in carrying out such argumentive writings. Candidates’ weakness on this question was the fact that they could not really raise points on the benefits of schooling as well as the disadvantages of lack of schooling. On the whole, it was a good performance.
Question 2  Comprehension

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

Quite a good number of the candidates demonstrated fair understanding of the passage and performed quite well on the content-based questions. Majority of candidates who attempted this question had considerable difficulty in answering the inferential questions.

The question that demanded explanation of some specific expression as used in the passage also posed some amount of difficulty to some candidates. Despite this difficulty, quite a good number of candidates did quite well on this higher level of questions. Majority 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 tested candidates’ knowledge on antonyms in Dangme, grammatical functions of some specific words or clauses in given sentences, use of punctuation and verbs.

The section on antonyms demanded that the candidate should supply the appropriate antonyms for the underlined word/clauses in given sentences. Quite a good number of candidates were able to supply the correct/right antonyms. However, a few candidates confused antonyms with negation in Dangme.

The second part which tested the grammatical function of specific words/structures was well attempted by most candidates. Even though some candidates had considerable difficulty with this aspect, candidates’ performance here can be said to be satisfactory.

The third (3rd) part of the paper tested the candidates’ knowledge in the use of punctuations. The question demanded that candidates should write the full sentence and punctuate appropriately. Quite a good number of candidates who attempted this portion did quite well except in few cases, some candidates failed to write the sentence but wrote down only the punctuations. Candidates should be encouraged to read and obey instructions in such situations.

Finally, candidates’ knowledge about verbs was tested in the last part of this section of the paper. Candidates were expected to write down the verbs in the given sentences. Majority of the candidates did well here except that a few candidates failed to recognize the auxiliaries also as verbs and so did not pick them.

This might also be attributed to the inability of candidates to read and understand out instructions or rubrics and candidates attention should be drawn to this.
1. **GENERAL COMMENTS**

The standard of the paper was okay, and candidates’ performance compared with those of previous years have improved slightly because no candidate scored absolutely zero in the exams as has been practice in previous years.

2. **A SUMMARY CANDIDATES’ STRENGTHS**

Majority of candidates attempted all the required number of questions, i.e. they wrote on one essay topic and answered all the questions on the said comprehension passage and the Lexis and Structure. This implies that candidates satisfied the requirements of the rubrics of the paper and it affected their performance positively.

Most candidates produced their essays in the required number of words i.e. 150 words and this fetched them better scores. Majority of the candidates presented their essays in the four components i.e. content, expression, organisation and mechanical accuracy which made them score good marks.

3. **A SUMMARY OF CANDIDATES WEAKNESSES**

Some candidates lifted portions of comprehension passage as their essays and this fetched them nothing. Some few others never attempted the required number of the questions expected be answered i.e. some answered questions 2 and 3 and left out questions 1. Some also spent all their time writing on one essay topic in over 400 words and this deprived them time to attempt the other questions.

4. **SUGGESTED REMEDIES**

Candidates have to be creative and imaginative as far as essay writing is concerned. They are therefore encouraged to learn to create their own essays in order to score good marks. Besides, candidates should endeavour to answer the required number of questions i.e. one essay must be written, all questions on the comprehension passage and Lexis and Structure must be answered.

Finally, candidates are advised to read the questions well, understand them well, sort out salient points and address them in order to avoid deviating content-wise.
5. **DETAILED COMMENTS**

**Question 1**  
**Essay**

(a) **Direct a friend from your school to your house.**

This question required candidates to direct a friend from their school to their house. Candidates who attempted it performed fairly. They were able to state the geographical location of their house from the school, the distance from the school and described the various landmarks along the route. In addition, they described the features of their houses for easy identification.

However, they failed to state what was supposed to happen when their friends arrived at their homes. They could have stated that their friends would be given a warm welcome and would have introduced them to their parents.

Candidates used future and conditional tenses for expression which is commendable. Some did code mixing i.e. they mixed English with the Ewe especially when they wanted to state names of places. They however failed to present the English words in quotes. Candidates are advised to do so when they use foreign language alongside Ewe.

(b) **Narrate what you do on Saturdays OR Sundays.**

This was a popular question. Majority of candidates were able to make a choice i.e. they wrote sorely on either the things they do on Saturdays or Sundays and did not talk about the activities of the two days. It was a feather in their cap when they discussed the activities they underwent in the morning, afternoon and evening on such a day. Some of the candidates were able to give reasons why they like or dislike such a day. All these are good points which attracted good marks. Candidates are advised to keep it up.

However, some few candidates wrote on the activities they do on both days which is an instance of deviation. Even though some candidates used the habitual and conditional tenses which they were supposed to use, some others used present/past tense and this affected their marks badly. Candidates are advised to use the tense suitable for such an essay which deals with habitual activities which inevitably calls for the use of habitual and conditional tenses.

(c) **Write about a book you have read.**

This was another popular question. Though all the candidates who attempted this question were able to state the title of the story as the introduction of the essay, just a handful stated the name of the author and when they read the book.

Candidates who attempted this question were commended for giving the gist of the content of the book they have read systematically. Some candidates however, failed to state the lesson(s) they learnt from the book.
Candidates were congratulated for presenting their work in the past tense since they were expected to narrate some past event they have undertaken.

(d) Should formal education be compulsory for all children in Ghana?

This question was attempted by quite a number of candidates. Every candidate was able to take a stand i.e. ‘formal education should be compulsory for all children in Ghana’ or ‘formal education should not be compulsory for all children in Ghana’. Majority of the candidates took the stand that formal education should be compulsory for all children in Ghana.

Candidates were able to state the points regarding their stand. Some candidates discussed the points well - their reasons were clearly stated and every aspect was systematically presented. However, some candidates could not effectively bring out the points and reasons. They seemed to repeat the same point(s) over and over without supporting them with any sound reason(s). Even some of those who discussed the points well failed to dwell on four different points. Candidates are expected to discuss four different points in favour of their stand very well and comprehensively in order to do better content-wise.

Candidates were applauded for their effort to re-affirm their stand at the end of their essays since the re-affirmation is the salient point needed for the conclusion of the essay in question.

Candidates were also commended for presenting their essays in future and conditional tenses.

Question 2 Comprehension

Questions 2 (a), (b), (d) and (h) which were stated facts were well answered by candidates. However, some candidates just presented the portions of the comprehension passage which contained the answers to the questions as their answers and this was not the appropriate step to take. Candidates were expected to answer the questions precisely and, if possible, in their own words.

Questions 2 (c) and (g) which were inferences posed a problem for candidates. Majority of candidates produced wrong answers because they treated the question as stated facts. Candidates are expected to give answers and suggested reasons for their answers.

Question 2 (e), (f) and (i) demanded the meaning of some idioms from the passage. Majority of candidates produced wrong answers. Candidates were expected to give the meaning of the idioms related to the passage and not in isolation. E.g. 2 (e) which stated ‘@e nya sia g=me: wo*i yewo$ amewo kumaw=e’ was rendered as ‘wome kunu na ameawo ha$i *i wo o’ by most candidates. The actual meaning is ‘wo*i wo agbagbee/x=wo mu dze wo dzi’ etc. Question 2 (j) being the title of the passage was well stated by the majority of candidates. They gave titles like ‘Anyigba JuJu le Ghana/Anyigba si JuJu le $e 1939 me’. Etc
Question 3  
Lexis and Structure

Almost every candidate attempted these questions and were able to score some marks. Question 3 (a) - (e) required candidates to provide the antonyms of some underlined words. Majority of the candidates were able to give the right antonyms as follows:

(a) kabakaba  
(b) k=k=  
(e) dze ... g=me  

Some candidates, however, provided the negation of 3 (c) nyo as menyo o, and 3 (d) le avi $am as mele avi fam o. Candidates are to note that the antonym for 3 (c) nyo is gblê / $o*i / blu and 3 (d) le avi fam is le nu kom.

Question 3 (f) - (j) required candidates to provide the word class of some underlined words. Most candidates provided the right answers for 3 (f) which was $u a verb, and 3 (h) which was kabakaba an adverb. Majority, however, had 3 (g), (i) and (j) wrong. The right word class for 3 (g) goglo is adjective, 3 (i) wò is pronoun and 3 (j) k=$ea is noun/noun phrase.

Question 3 (k) - (o) which were about autographical and grammatical rules of the language were badly treated. The majority scored zero while some few of them got 3 (l) - (o) right. Question 3 (k) dealt with reported speech so candidates were expected to put the expression Nyemekp=e kp= o into quotation marks thus: “Nyemekp=e kp= o”. Question 3 (l) dealt with a statement so it demanded a full stop sign at the end of the expression.

Question 3 (m) was a question whose question mark was omitted so candidates were supposed to put a question mark at the end of the expression. Question 3 (n) tested candidates’ knowledge about proper nouns whose initial letters/alphabet have to be capitalized. The word any=ny= is the name of a month so it is a proper noun. With regard to this, is should be written Any.ONY.O.

Question 3 (o) tested the punctuation of nouns that proceed each other. The rule is such that nouns must be punctuated with comma so the expression Togo Benin kple Nigeria calls for a comma between Togo and Benin thus: Togo, Benin kple Nigeria.

Question 3 (p) - (t) tested candidates’ knowledge on verbs which has been badly treated. Candidates were asked to identify the verbs in the sentences, but some rather produced nouns, adverbs, adjectives and other word classes as the said verbs. A verb is the word that describes an action, condition or experience and this is the criteria that can help candidates to identify the verb in the expressions. With regard to this, the verb in 3 (p) is kp=, (q) is adze, (r) is mi. (s) is le z=z=m and (t) is w=a.

It has been observed that candidates do not take lessons in the Lexis and Structure seriously because if they do they will have scored high marks to their advantage. Candidates are advised to study hard.
1. **GENERAL COMMENTS**

The standard of the paper was well structured, good and compared favourably with the previous years’ papers.

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

Candidates wrote well on what they do on Saturdays or Sundays. However, some candidates combined work on Saturday and Sunday.

A book you have read was popular. Candidates who attempted the question wrote all the requirements. That is, the title, author type of book, and when the book was written.

Candidates did not write lengthy essays. They limited themselves to the 150 words.

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

Candidates’ weaknesses came out in the following areas:

1. **Spelling:**
   - *afei* and not *afie* (then)
   - *so* and not *nso* (also)
   - *sesiara* and not *seesiara* (now)
   - *mpanyinfo* and not *mpanyinfo* (elders)
   - *mboa* and not *mbowa* (help)

2. Candidates should not separate subject pronoun from a verb. (*midzidzi* and not *mi dzidzi*). The only exception goes with the plural e.g. *hom nom* and not *homnom*.

3. Paragraphing was poorly observed. Some candidates wrote long sentences without paragraphs.

4. Some candidates lifted parts of the comprehension passage whilst others copied the whole passage.

4. **SUGGESTED REMEDIES**

1. Candidates must be introduced to the rules of spelling and pronunciation.
2. Paragraphing must be treated well.
3. Subject verb agreement must be well treated.
5. **DETAILED COMMENTS**

**Question 1  Essay**

(a) **Direct a friend from your school to your house.**

Only a few candidates wrote on the topic. Candidates who did so wrote it in a letter form and they did a good work.

(b) **Narrate what you do on Saturdays OR Sundays.**

A good number of candidates attempted the topic. Candidates who wrote on the topic produced good work. Some candidates wrote what they do on Saturdays and Sundays instead of Saturday or Sunday.

Candidates were able to write on what they do in the morning, afternoon and evening.

(c) **Write about a book you have read.**

Candidates who wrote on the topic were able to highlight the elements in the topic. These were title, author, when the book was read, type of book, design at the back, etc. Candidates gave a gist of books they have read and stated lessons they have learnt from the books.

(d) **Should formal education be compulsory for all children in Ghana?**

Candidates who wrote on the topic stated emphatically that it is necessary for all children in Ghana to have formal education. Candidates were able to state why it is necessary for Ghanaian children to have formal education.

Some candidates wrote on activities of street children and advised parents to send their children to school.

**Question 2  Comprehension**

Candidates were to read a given passage and answer questions on it. The passage was clear and within the reach of the candidates.

Some candidates however, lifted portions of the passage as their answers.

**Question 3  Lexis and Structure**

Questions on antonyms, word class and punctuation marks met the test of time. Questions on phrasal verbs were not fully answered.
GA 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. Candidates performance also compare favourably with previous years’.

Essay Question 1(b) attracted most attention from candidates. A few candidates, answered this question.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Many candidates wrote composition pieces of over 150 words. Candidates indicated paragraphs by indenting. A few candidates used spacing to indicate paragraphs. This year, the incidence of deviation was very minimal. Candidates who answered Question 1(a), 1(b) and 1(d) showed originality in their presentation.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

For many candidates, paragraphing simply means indenting or spacing. Punctuation was very badly done. One-sentence answers and sentences in compositions started with small letters and ended without end punctuation marks. Numbering of answers was poorly done by some candidates. Some answers were without numbers.

Some candidates used the pages of the answer booklet carelessly; an answer started on page 2 may be continued on page 4 without anything about it on page 3. Spelling and word division still a problem for many candidates. These pairs of vowels letters ‘o’ and ‘ɔ’ and ‘e’ and ‘ɛ’ still gave candidates challenges. Some candidates use ‘o’ for both ‘o’ and ‘=’ and ‘e’ for both ‘e’ and ‘ɛ’; some candidates had problem with the single, double and triple vowel letter in Ga orthograph as in ‘to’, ‘too’ and ‘tooo’ which represent 3 different Ga words.

4. SUGGESTED REMEDIES

Students should be made to do more practice in punctuation, numbering of answers, proper use of the pages of the answer booklet and spelling. They should also do more practice in paragraphing. The building of tables of minimal pairs to show the difference between the pairs of letters could help students. For example:

<table>
<thead>
<tr>
<th>be (to be cooked)</th>
<th>b (to clip)</th>
<th>bo (you)</th>
<th>b= (mould)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ye (eat)</td>
<td>y (to fetch)</td>
<td>fo (cut)</td>
<td>f= (to wet)</td>
</tr>
<tr>
<td>ke (give gift)</td>
<td>k (and)</td>
<td>ho (to pass)</td>
<td>h= (to plait hair)</td>
</tr>
<tr>
<td>le (know)</td>
<td>l (him/her)</td>
<td>to (to arrange)</td>
<td>t= (bottle)</td>
</tr>
<tr>
<td>he (side)</td>
<td>h (waist)</td>
<td>wo (to bear fruit)</td>
<td>w= (to sleep)</td>
</tr>
</tbody>
</table>

5. DETAILED COMMENTS
Question 1  

(a) **Direct a friend from your school to your house.**

Candidates were expected to give the geographical location of the house from the school, distance, landmarks and the means to get there. Candidates who attempted this question were not many. They showed originality in that from different schools they directed their friends to their different homes. A few candidates answered this question in a form of letter, and this was accepted. The usual problem of spelling and word division ran through the essays.

(b) **Narrate what you do on Saturdays OR Sundays.**

Candidates were expected to indicate what they do at home on either Saturdays or Sundays. They were to indicate what they do in the morning, afternoon and evening, on the day they chose. This question was attractive to very many candidates. However, some candidates indicated what they do on Saturday and Sundays instead of what they do on Saturdays OR Sundays.

Candidates indicated what they do in the morning, afternoon and evening. Candidates’ usual problem of word division and spelling showed in the essays.

(c) **Write about a book you have read.**

Candidates were expected to state the title and author of the book. They were to indicate the type (prose, drama) and give a summary or the main events in the book, and indicate what interest them in the book. They were to state any lessons learnt from the book.

Many candidates wrote folktales they had heard rather then books they had read. Very few candidates wrote very good essays giving all that was expected from them. Candidates showed problem with spelling and word division.

(d) **Should formal education be compulsory for all children in Ghana?**

Candidates were expected to take a position and put up argument for the position taken. They were to indicate why formal education should or should not be compulsory, what advantages or disadvantages are derived from formal education. For example, the advantages we have like the intellectual, social, economics etc. development of the child into adulthood, and the resultant development of the nation.

Only a few candidates attempted this question. Candidates, many who attempted this, were not able to argue well for or against formal education being made compulsory. Candidates’ essays revealed their problem with spelling and word division.

Question 2  

**Comprehension**

Candidates were expected to read a passage in Ga and answer questions on the passage. From the answers given, many candidates answered 2 (a), (b), (c), (d) and 2 (j) correctly.
Questions 2(e) to 2(i) were not very well answered. Many candidates could not give the meanings of the expressions in 2(e) and 2(i). Candidates’ disregard for end punctuation marks showed clearly in Question 2.

**Question 3  Lexis and Structure**

This question was to test candidates in antonyms (3(a) -3 (e)), word classes (3 (f) - 3 (j)), punctuation (3(k) - 3(o)) and verbs (3(p) - 3(3t)).

Many candidates performed well in this section of the paper. However, candidates’ problem with punctuation showed in their answers for 3(k) to 3 (o).
GONJA 2

1. **GENERAL COMMENTS**

The paper consisted of three main components; Essay, Comprehension and Lexis and Structure. The rubrics to the questions were clearly stated. Like the previous years, the candidates were required to write one essay out of four in Section ‘A’, answer ten questions on comprehension passage in Section ‘B’ and answer twenty questions on Lexis and Structure in Section ‘C’.

On the whole, the performance of the candidates improved as compared with performance of the previous years.

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

One of the strengths identified in the scripts of some candidates was the improvements of language usage. They were able to use simple and meaningful sentences in their essays. It was, therefore, easy for examiners to understand the ideas.

Another important improvement was the way some candidates answered the comprehension questions. Their answers were concise. This is an indication of their ability to read and understand the passage. Candidates are encouraged to read more language books to acquire the skill of understanding materials.

There was also an improvement in the way some candidates answered the questions on Lexis and Structure. This shows that they studied the grammar of the language seriously. This is a commendable feature and both teachers and candidates should take the grammar of Gonja serious.

Lastly, it was evident that the candidates organized their ideas in the essays sequentially. Future candidates are advised to organise their ideas in an orderly manner.

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

Many candidates showed a number of weaknesses. One of such weaknesses was that some candidates lifted the comprehension passage verbatim as their essays.

Another weakness was that, some candidates lacked the knowledge of the content or ideas about the essay topics. Such candidates could not develop the ideas satisfactorily.

Poor spelling was also detected. Some of the words which were wrongly spelt included the following:

- $p=`$ (before) wrongly written as $pue$
- $b=!$ (slowly) wrongly spelt as $but$
- mushe (laugh) wrongly written as $mushi$. 
4. **SUGGESTED REMEDIES**

Candidates who copied materials from the question paper as their essays scored zero. They are, therefore, advised to desist from that act.

Teachers should also give candidates more exercises on narrative, descriptive, argumentative and expository essay writing. By so doing the candidates can acquire a broad knowledge of the various types of essay writing.

In order to overcome the problem of poor spelling candidates are advised to read books written in Gonja.

5. **DETAILED COMMENTS**

**Question 1**    **Essay**

(a) **Direct a friend from your school to your house.**

The candidates were required to give their friends directions from the school to their houses. A good number of them wrote this essay. However, the work of some of them was very scanty. This may be due to lack of knowledge about the topic.

The content should have included the various ideas such as the geographical location, distance from the school, and the various landmarks and features found along the route. The candidates also needed to give a vivid description of the house to the friend for easy identification when he or she is near.

In conclusion, the candidates could also advise friend to find out from the neighbours if he or she became confused on the way to the house.

(b) **Narrate what you do on Saturdays OR Sundays.**

The question required the candidates to write on what they do on Saturdays or Sundays. This topic was attempted by a good number of candidates.

One major problem in handling this topic was that some candidates copied the comprehension passage from the question paper verbatim. Those who did so scored zero.

They were expected to give a vivid account of the various activities they do in the morning, afternoon and evening on either of the two days.

(c) **Write about a book you have read.**

Only a handful of the candidates attempted this question. This indicates that many students do not read books written in Gonja. On the whole the question was poorly answered.
The candidates were required to mention the title of the book, the author, year of publication and the publishers in the introduction. They could also add the number of pages and chapters the book had.

The content of the book including the theme and the various parts should be well discussed by the candidate.

To conclude, the candidates needed to state the lesson or experience they learnt from the book.

(d) Should formal education be compulsory for all children in Ghana?

This is an argumentative essay and the candidates were to express their opinions about whether formal education should be compulsory for all children in Ghana or not.

The question was poorly answered. Some candidates only wrote on few advantages of formal education. They failed to comment on the disadvantages before drawing their conclusions.

Question 2 Comprehension

The examinees were given a passage to read and answer ten questions (a - j) based on it.

The first four questions were stated facts. This means that the answers could be identified from the passage. Two were inference questions which involve critical thinking before arriving at the answers. There were two grammar and meaning based questions. The last question which was the tenth, asked for a title for the passage.

On the whole, all the ten questions were satisfactorily answered.

Question 3 Lexis and Structure

This question had four components. The first part was on antonyms. The candidates were asked to give the antonyms (Mmalgaba balafiito) of certain words. They were expected to give the opposites as follows:

(a) mana! (fast) - b=i! (slow)
(b) tente! (tall) - shimbi (short)
(c) wal` (good) - b=ni (bad)
(d) shu (cry) - mushe (laugh)
(e) fara (start) - luwe (finish)

The second part of the question was on the identification of various word classes in sentences. The words to be classified were:

(f) la (swim) - kushulso (verb)
(g) chingli! (deep) - kudulwiso (adjective)
(h) mana! (quickly) - kedelgeso (adverb)
(i) fo (you) - kalilemu (pronoun)
The candidates were also given some sentence to punctuate. The punctuation was to be done this way:

(k) “Ma! nyi mo kapl`kama”, Mansah ka` prushi na.
(l) Kar`ch` kik` Ama bee nite akilomita anu ay= Sukuru.

(m) Afan` n` e y` bee! s=?
(n) Sukuru bee! buwi Do!i to.
(o) Bepelpo na y= Tofo, Benin n` Nigeria.

The last part of the question was on the identification of some verbs in sentences. They were to underline the verbs this way:

(p) Abu wu d=kuta epulto.
(q) Kashinte! bee! ler efuli.
(r) Kuw= gbo!gbo!i na min kekala.
(s) Mbia na bee machi kul=nde na so.
(t) Katu! na bee sh`r kelu ko!wule kaf` kik`.

On the whole, all the questions were well answered.
KASEM 2

1. GENERAL COMMENTS

The standard of this year’s paper compared favourably with that of the previous years. However, few candidates performed at the same level as those of the previous years. It is sad that a lot of candidates performed below expectation. Some candidates seemed not to be able to read and follow the rubrics even though these were quite clear and unambiguous. This possibly led to the performance. An example is where candidates were expected to use not more than seven words in a sentence to give a suitable title to the passage. Some of them just listed seven different words in descending order.

At any rate, the paper was well within the content of the teaching syllabus and actually tested what students ought to know. Candidates who had the right treatment of relevant topics performed up to expectation.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

(1) Candidates attempted their chosen essay topics well and provided the needed facts and ideas, though in very poor or bad spellings as well as wrong construction of sentences. They provided relevant features of the chosen essay topics. Candidates are, however, advised to present their points direct instead of making repeated statements.

(2) Comprehension passage - Few candidates gave suitable summary in the form of title sentence to the passage. This should be encouraged so that candidates can further improve their output.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Poor spelling - The poor or wrong spelling keeps repeating itself unabated. Candidates’ spellings are quite appalling; something drastic should be done to remedy it. Even words correctly written and found in the question paper were wrongly spelt by candidates. Few examples are: ‘de’ for |d|, for ‘si’ for | se |; ‘yene’, ‘yeine’ for | yeini |, ‘zu’ for | zo |.

(2) Punctuation - This was a problem for many candidates. They did not know where to put a full-stop, comma, question mark etc. They did not also know how to apply a capital letter or small letter at the right positions; they started proper nouns with small letters, even found in question paper - ‘togo’ for Togo, ‘navrongo’ for Navrongo etc.

(3) Word division - Wrong presentations included the following: ‘biam’ for \[ bia \ bam \], ‘kurim’ for \[ kuri \ dem \], ‘yerane’ for \[ yera \ ne \], etc.

(4) Reading difficulty - From all indications, candidates could not read. This is evident in the responses given by them on the passage.
4. **SUGGESTED REMEDIES**

(1) To arrest the poor spelling situation, students should be taught the right orthography and encouraged to read books written in the correct orthography. They should be given spelling drills.

(2) It seems some schools have no Language teachers; where this situation exists, Ghanaian Language teachers should be posted to teach there. Where there are Ghanaian Language teachers, they should do well to teach the subject more effectively.

(3) Transfer of knowledge: To help solve the problem of punctuation, students should be advised to apply their knowledge learned in the English Language when writing Kasem.

5. **DETAILED COMMENTS**

**Question 1**

(a) **Direct a friend from your school to your house.**

This was a descriptive essay and candidates who attempted it did justice to it. They kept to the requirements of the topic - pointing out the relevant geographical positions of their directions. Few candidates answered this question in the form of letter-writing, using their school as point of starting to direct their friends. They correctly exhibited the relevant features of this type of a letter.

(b) **Narrate what you do on Saturdays OR Sundays.**

This was a very popular topic and it attracted a lot of candidates. Unfortunately, some candidates did not fully understand it. They wrote for the two days, i.e. Saturdays and Sundays. Candidates gave good introductions to the topic. They indicated that these days are normally for rest and they always enjoyed them.

As expected in the body of the essay, candidates supplied very relevant points, ideas and facts about the activities carried out on such days. Their conclusions provided for the end of their activities in the night and their retirement to bed before the following day.

(c) **Write about a book you have read.**

This topic attracted quite a few candidates. A lot of those who wrote on it, only presented folktales instead of material or episode from a book. They were expected to state the title and author of the book they have read. They should have also indicated whether it was prose, drama or poetry. In conclusion candidates were expected to state lessons learnt from the book.
(d) Should formal education be compulsory for all children in Ghana?

Candidates who attempted this topic performed quite creditably. They used appropriate figures of speech and registers. They also used some few local jargons, loaned words and contemporary expressions. Incidentally some candidates understood the topic to be either debate or argumentative. In such cases, they addressed various stage actors, such as “Mr. Chairman, panel of judges, time keeper” etc. as their introductory remarks. They then proceeded to give reasons why every child in Ghana should go to school.

At any rate, those who fully understood the topic introduced it quite appropriately. Some even stated that it was the offshoot of education that brought about the fight for Ghana’s independence. Candidates also supplied valid points and facts or ideas as to why it is important for every child in Ghana to go to school. Their ideas included good health, better understanding of issues and economic empowerment.

Question 2 Comprehension

From all indications, the passage seemed to be difficult for the candidates. This is also coupled with candidates’ inability to read. They did not fully understand the passage, hence they did not give suitable responses to half of the questions. In any case, they were able to give correct responses the stated facts, i.e. (a) (b) (c) and (d). Questions on “inference” and “meaning” were not correctly answered. i.e. (e) (f) (h) and (j) while (g) posed a manageable problem. On the whole candidates’ performance fell below standard.

Question 3 Lexis and Structure

Items (a) - (e) demanded opposites of some given words in sentences. Almost all candidates scored the mark in this area.

Items (f) - (j) was on word classes (Botarebia di). Candidates performed very poorly in this area. It is an indication that they did not receive any teaching in this aspect. They were expected to indicate classes of words given and underlined in sentences.

Items (k) - (o) tested candidates on punctuations. Half of the candidates performed well, but item (k) which tested on quotation marks was a disaster. Almost all candidates failed to give any correct response.

Items (p) - (t) tested candidates’ ability to identify verbs used in sentences. Candidates performed well in this area but most of them failed to identify the auxiliary or helping verbs in the sentences.

On the whole, candidates or students need to be taught items form the teaching syllabus.
NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years’. Candidates performance improved significantly.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Many candidates presented answers that met the demands of the essay. A few candidates presented mature material in the essay. There was a little improvement in the spellings and orthography of the candidates. With respect to the comprehension, most candidates were able to produce correct responses to questions on stated facts and were able to give the correct title. A few candidates were able to exceed the length of the essays.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

Many of the candidates had problems with spellings and the orthography of the language. Candidates wrongly spelt the word “d=nnwo” (many); Rendering it as “nd=nnwo”.

Many candidates could not answer the questions on inference and meaning for the comprehension. Some candidates copied portions of the comprehension passage for their essays, thus scoring zero. Others wrote on topics of their own choice, which was wrong.

4. SUGGESTED REMEDIES

We continue to impress on teachers to inculcate the habit of reading in their pupils in order to improve on their written Nzema. Teachers should intensify the use of spelling drills. Dictation exercises on single words passages should be used to improve spelling.

In-service training should be organized for teachers of Nzema periodically to improve on their competence in the teaching of the Nzema language.

5. DETAILED COMMENTS

Question 1   Essay

(a) Direct a friend from your school to your house.

The candidates were expected to use clear landmarks in the direction. They were also expected to give a brief description of the house for easy identification. Finally, they were to show how his/her guest would be received.

The few candidates who attempted this question presented satisfactory answers. Some even wrote their essays in the form of a letter which was good.
(b) **Narrate what you do on Saturdays OR Sundays.**

Candidates were expected to make a choice for the two days and state what they do from morning till they go to sleep. They were to state whether they enjoy the day or not and why.

This question was very popular and most of the candidates provided very good essays. However, some of them did not understand the question well and wrote on the two days.

(c) **Write about a book you have read.**

The candidates were expected to state the title and author of the book, and give a gist of the content of the book. They were also to state their impression about the book.

A good number of candidates answered this question. Regrettably, only a few were able to meet the demands of the question. Majority of the candidates gave narrations of stories. Others too failed to give their impression about the story.

(d) **Should formal education be compulsory for all children in Ghana?**

The candidates were expected to take a stand and state why; give about four reasons. The few candidates who answered this question gave convincing reasons for their stand.

**Question 2  Comprehension**

Candidates were given a short prose passage. They were expected to answer ten questions based on stated facts, meaning, inference and summary.

The questions on stated facts and summary were well answered. On the other hand, the questions on the other areas were poorly answered.

**Question 3  Lexis and Structure**

The candidates were given twenty questions on Lexis and Structure of the language. The sub-questions were based on opposites, word classes, punctuations and identification of verbs.

Candidates performed well in this section. However, some candidates negated the words instead of finding opposites of the words. Also, the sub-section on punctuations was poorly answered. Again, instead of writing the full sentences some candidates wrote the expected punctuation marks without the sentences which made the answers meaningless.
1. **GENERAL COMMENTS**

The standard of this year’s paper compared favourably with that of previous years.

Generally candidates’ performance was satisfactory.

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

Most candidates could write in accordance with the required length of the essay topics. In view of this, some of them had good marks for the essay.

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

Some candidates lifted whole sentences from the comprehension passage as answers to the questions.

Others copied the comprehension passage as answers to essay topics.

Some candidates found problems with the use of the apostrophe mark, and they used the possessive nouns rather wrongly on subject-verb agreement; (e.g. m’ak. Ma’wie instead of mak, mawie).

Most candidates did not know when to use the full stop or comma. Even after a full stop, they did not use the capital letter. Some candidates did not use the capital letter for proper nouns.

4. **SUGGESTED REMEDIES**

(1) Candidates should be made to do a lot of exercise on punctuation marks and capitalization.

(2) Students should be made to read more supplementary Twi books. This will help improve their grasp of vocabulary, grammar and comprehension.

(3) Teachers should teach candidates how to answer questions e.g. on essay topics and comprehension questions.

(4) The practice of lifting passages or parts thereof from the question paper should be discouraged.
5. **DETAILED COMMENTS**

**Question 1**

(a) **Direct a friend from your school to your house.**
Candidates were expected to provide a setting in terms of the arrival of the friend at the school compound before/after school hours or on a weekend.

They were required to give the geographical location of the house from the school, distance, various landmarks along the route etc. They were also required to give a brief description of the house for easy identification, a warm embrace on arrival at the house and introduction of the friend to the parents before settling down.

As part of the conclusion, they were expected to give assurance of a warm reception to the friend.
Most candidates who attempted this question were able to meet the requirements.

They, however failed to conclude well. Most of them failed to welcome the friend properly and did not introduce the friend to their parents.

(b) **Narrate what you do on Saturdays OR Sundays**

As part of the introduction, candidate were expected to make a choice, stating how Saturdays or Sundays are valuable to them or otherwise. They were to narrate how they spend their Saturdays or Sundays e.g. morning activities, afternoon activities, evening activities etc. Whether they detest or enjoy Saturdays or Sundays because of the benefits or otherwise.

Candidates were required to use appropriate figures of speech, idiomatic expressions and registers.

This was the most popular question. However most candidates who answered this question narrated what they do on Saturdays and Sundays and NOT on Saturday OR Sundays as the question demanded.

(c) **Write about a book you have read**

Candidates were required to write about an interesting book they had read. They were to mention the title of the book, the author, the illustrations etc. They were also expected to cite at least one incident in the book that they were interested their, they moral lesson drawn from the story. The conclusion generally was poor.

(d) **Should formal education be compulsory for all children in Ghana?**
Candidates were expected to take a stand, that formal education should or should not be compulsory for all children in Ghana.
They were to defend the stand taken and in concluding re-affirm their stand.

Very few candidates chose this question. Those who answered this question did quite well.

**Question 2**  
**Comprehension**

Candidates were to read and answer the ten questions.

Candidates performed well in this section. However, most of them were unable to answer the question which asked them to explain some expressions used in the passage e.g. “wosiee awufo no s’ at=fo” and “w=atua sika at= w=n wu”.

A few weaker candidates copied parts of the passage as answers.

Most of them found questions (c), (e), (i) and (j) very difficult.

**Question 3**  
**Lexis and Structure**

It consisted of 4 sections. Performance in this section was barely on average. Certain sections confused some candidates.

1. **Antonyms (Abirab)**: Most candidates did well except that almost all candidates got (c) ‘ye’ wrong by writing the negative instead of the opposite ‘as’a’.

2. **Parts of Speech (f - j)**: This section was poorly done. Most candidates messed up and did not know what they were writing.

3. **Punctuation Marks (k - o)**: Performance in this section was fair. Questions ‘k’ and ‘n’ posed some challenge to most candidates i.e. the use of the inverted commas and capital letter for proper noun ‘~b=’.

   Some candidates also failed to write the whole sentence and inserted the punctuation marks. They only indicated the type of punctuation mark for the question.

4. **Picking the Verb (p - t)**: Most candidates were very comfortable with this section as they were able to pick the verb.

   However, only a few were able to get questions ‘q’ and ‘s’ i.e. ‘b’da adi’ and ‘reb= nsra’.
1. **GENERAL COMMENTS**

The standard of this year’s paper was the same as that of the previous years. There was no change in the pattern of the questions and the various areas tested were within the capacity of candidates. On the whole, candidates performed quite satisfactorily.

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

Candidates performed well in essay writing. Many of the candidates wrote comprehensive and comprehensible materials on the choices they made.

The comprehension section was also well treated by majority of candidates. Some candidates gave complete sentences to answer the questions asked.

Majority of candidates also performed well in the Lexis and Structure section of the paper.

The writing of some candidates was also legible and there were enough spaces between sub-answers which made the scoring of the responses easy for examiners.

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

Weaknesses in the orthography continue to be the greatest problem of candidates. Some candidates exhibited poor knowledge of the mechanics of the Language in such areas as spelling, punctuation, subject-verb agreement, use of capital and small letters as well as word joining and separation.

A few candidates who did not know what to write on the essay topics merely copied the comprehension passage as their answers. There were also a few cases of deviation from the requirements of the questions.

The handwriting of some candidates was very poor. In some cases, vowels and consonants were given the same height and standing on a line.

4. **SUGGESTED REMEDIES**

- Teachers should teach their students the mechanics of the language. They should give more exercises in punctuation, spelling drills or dictation, the use of capital letters and guide them to do intensive and extensive reading.

- Teachers should identify candidates with very bad handwriting and give them remedial exercises in writing.
- Teachers who have not been trained in the language should not be allowed to teach the language. The practice of allowing untrained native speakers to teach the language is causing more harm than good, especially at the primary level in schools.

5. **DETAILED COMMENTS**

**Question 1**  **Essay**

(a) **Direct a friend from your school to your house.**

Candidates were expected to mention the name of their school and indicate the various landmarks along the route to the house.

A brief description of the house for easy identification was also required.

Candidates’ work met the demands of the question, but wrong spelling and other grammatical errors had a toll on the marks allocated for mechanical accuracy.

(b) **Narrate what you do on Saturdays OR Sundays.**

The candidate was to make a choice stating how Saturdays or Sundays are valuable to him or her.

He or she was also to narrate how he/she spends Saturdays or Sundays, narrating morning, afternoon and evening.

This was one of the popular questions attempted by majority of candidates, many of whom did well.

However, in few cases candidates did not make a choice but wrote on the activities they perform on both days.

(c) **Write about a book you have read.**

Candidates were to state the title and author of the book and when it was read. They were also expected to give a gist of the content of the book or what interests them most in the book. They were also to comment on the lessons learnt from the book.

This was the second topic that attracted candidates. Candidates who chose this topic did very well. They exhibited good performance by bringing out the above requirements.

However, few candidates ignored the title and author of the book and wrote the essay like a story they had heard and known without stating the lessons learnt from the book or story.
(d) **Should formal education be compulsory for all children in Ghana?**

Candidates were to take a stand whether formal education should or should not be compulsory for all children in Ghana and defend the stand taken.

This topic attracted few candidates who failed to raise points to defend their stand.

**Question 2** **Comprehension**

Ten questions were set on the comprehension passage based on stated facts, inference, meaning/vocabulary and summary/title.

Candidates’ performance was not all that encouraging. A good number of the candidates could not read the text hence they could not make meaning out of the text.

Teachers must pay great attention to reading comprehension by teaching the students the techniques, especially on inference and meaning/vocabulary questions.

**Question 3** **Lexis and Structure**

This section was segmented into four parts and the following were tested: antonym, word classes, punctuation marks and verbs.

Majority of the candidates did not have any problem with this section of the paper. Glaringly, it was candidates from very remote areas who probably did not have any tuition in the language that performed very poorly. Teachers are, therefore, expected to study the syllabus very carefully and make conscious efforts to take candidates through it with enough oral and written exercises.
RESUME OF CHIEF EXAMINERS’ REPORT ON GENERAL SUBJECTS

1. STANDARD OF THE PAPERS

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

2. PERFORMANCE OF THE CANDIDATES

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

3. A SUMMARY OF CANDIDATES’ STRENGTHS

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

4. SUMMARY OF CANDIDATES’ WEAKNESSES

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

5. SUGGESTED REMEDIES

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

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

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

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

(4) Teachers should give sufficient exercises to students, mark them and discuss stet associated with them.
RELIGIOUS AND MORAL EDUCATION 2

1. GENERAL COMMENTS

The standard of this year’s paper is comparable to that of previous years. The questions were within the syllabus and the performance of most candidates was very good and this is an improvement over last year’s performance.

2. SUMMARY OF CANDIDATES’ STRENGTHS

(1) Most candidates adhered to the rubrics of the paper by answering one question from each section.

(2) The handwriting of candidates was quite legible as compared to previous years.

(3) Majority of candidates were able to fully expand points they had raised.

(4) Most candidates begun a new question on a fresh page, which made marking very easy.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

(1) Many candidates found it difficult to spell some words correctly, e.g. ignorance was spelt “ignolance” ‘pubic’ was spelt ‘public’, ‘blade-breade’, ‘hogbetsotso’ was spelt ‘obgetwotwo, ‘Moshims’ for “Muslims; ‘fastivels’ for festivals; etc.

(2) Although there is an improvement in candidates’ grammar there is a lot still to be done to improve the current standard.

(3) A few candidates raised points but failed to explain them, leading to loss of vital marks.

(4) Some candidates answered their questions haphazardly. That is they may answer the ‘a’ and ‘b” parts of a question on say page 1, and then answer the ‘c’ part on page 4. This made marking very difficult.

4. SUGGESTED REMEDIES

(1) Candidates should take time to read questions and understand them before writing their answers. Candidates must also be taught how to plan their essays.

(2) Candidates should be advised to use the dictionary for the purpose of improving upon spelling.

(3) Candidates must be encouraged to read supplementary readers so that they will be familiar with words and how they are expressed in sentences.
(4) The ‘b’ part of every question deals with application. Candidates showed weakness in this area and so teachers are encouraged to help candidates cope with that aspect.

4. DETAILED COMMENTS

Question 1

(a) Narrate the parable of the sower.
(b) How is the parable of the sower interpreted?
(c) State two moral lessons that can be learnt from the parable of the sower.

The Parable of the Sower. This question was not popular at all. Less than five percent of the candidates attempted it. However, a few candidates wrote brilliant answers. A few others did not understand the question at all. The ‘c’ part demanding lessons from the parable was not answered by candidates. Some of the lessons are:

(i) We must have the word of God to overcome difficulties.
(ii) Disobedience to the word of God leads to destruction.
(iii) A lot of attention to worldly pleasures leads to destruction.
(iv) Obedience to God’s word leads to spiritual growth.

Question 2

(a) List five traditional festivals in Ghana.
(b) Explain five reasons why festivals are celebrated.

Importance of Festivals. This was a popular question, attracting more than ninety percent of the candidates. Very high marks were scored. In fact, candidates showed they were conversant with festivals and their significance.

Question 3

(a) Describe how Muslim prayer (Salat) is performed.
(b) State three benefits of ablution.

How Salat is performed. This was not popular at all. Just a handful of candidates attempted this question and it was poorly answered. Most of them rather wrote about how ablution is performed. Either candidates did not understand the question or they had not prepared for it. Ablution, however prepared one for prayer. The prayer is led by an Imam, with the people in standing posture behind him. Prayer is offered by standing on a prayer mat or an animal skin, while facing the kubah in the eastern direction of Mecca. At each stage the right posture must be put to practice while the required prayer, eg. Allahu Akbar, Sura Fatihah etc. must be recited. The final stage is wiping their faces with their hands to show that they have received Allah’s blessing.
**Question 4**

(a) In what five ways can one lead a chaste life?

(b) State five benefits of leading a chaste life.

Ways one can lead a chaste life and its advantages. This was another popular question and the ‘a’ part was well-answered. The ‘b’ part was very badly answered. Some of the advantages include:

(i) You remain pure and holy.

(ii) You become socially respected and accepted.

(iii) The girls are safe from unwanted pregnancies.

(iv) You are safe from sexually-transmitted diseases.

(v) Boys become free from premature fatherhood.

**Question 5**

(a) List four symptoms of Acquired Immune Deficiency Syndrome (AIDS).

(b) State four effects of AIDS on the community.

(c) Explain four ways by which AIDS can be prevented.

Symptoms of AIDS and its effect on the community and how to prevent it. This was quite a popular question and some candidates really excelled. The ‘b’ part was, however, not well treated. Candidates ailed to failed that the question was on the EFFECT OF AIDS ON THE COMMUNITY and not on the INDIVIDUAL.

**Question 6**

(a) State four effects of teenage pregnancy.

(b) Outline four roles that the youth can play to prevent teenage pregnancies.

Effects of teenage Pregnancy and the Role of the Youth to prevent it. A good number of candidates attempted this question but the ‘b’ part was poorly answered. Stress must be laid on the role of the Youth to prevent Teenage Pregnancy. Candidates understood it to mean ‘role of parents and society.
Question 7

(a) **State four physical changes that occur during puberty.**

(b) **What four moral problems confront the adolescent?**

Physical changes that occur at puberty and their moral problems. This question was very popular, attracting over ninety-six percent of the candidates. However, the ‘b’ part was a problem. The moral problem could not be articulated well. Candidates dwelt on emotional problems of puberty rather than on the moral problems. Candidates could have raised the following points:-

Eg. (i) There is the feeling of maturity and a desire for independence from parents which sometimes leads to disrespectful behaviour towards the elderly.
(ii) Sexual desire for the opposite sex.
(iii) Easily influenced by their peers to either engage in good or bad things.
(iv) They develop interest and have admiration for almost everything around them and that ushers them into immoral acts such as premarital sex etc.

Question 8

(a) **Describe four activities of any religious youth organization.**

(b) **Identify four benefits of joining a religious youth organization.**

Youth Organisations and their functions. This question was not popular. Less than three percent of the candidates attempted it. Among the candidates who attempted it, some performed creditably well, whilst others performed poorly.
1. **GENERAL COMMENTS**

The standard of the paper was the same as that of previous years. However, the performance of candidates was slightly lower as compared to that of last year. The answers of most candidates indicate that they did not prepare adequately for the paper. As such, the scores of a considerable number of them were miserably low.

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

(1) Some candidates had a very good command of the English Language which was seen in the good essays they wrote.

(2) Most candidates adhered to the rubrics by answering the required number of questions from the various sections as demanded by the paper.

(3) The handwriting of candidates was quite legible, making marking very easy.

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

(i) Some candidates simply listed points without any explanation, causing them to lose marks considerably.

(2) Some candidates (a few) chose to answer more than the required number of questions which meant that they could not devote time to answer the three questions very well.

(3) Some candidates answered the ‘a’ part of a question on a page, and the ‘b’ part on say the very last page, making marking difficult.

4. **SUGGESTED REMEDIES**

(1) Candidates should be taught that when writing essays, they should list points and expand them with relevant examples where necessary.

(2) Candidates should be taught that they should strictly adhere to the rubrics of the paper by answering only three questions, that is one question from each section only.

(3) Candidates should be encouraged to answer all parts of a question in a continuous manner. Not answering 2a on page 1 and 2b on page 5.
4. DETAILED COMMENTS

Question 1

(a) State four problems created in the urban areas by rural-urban migration.

(b) Describe four measures that can be adopted to reduce rural-urban migration.

(a) The question demanded candidates to state four problems with each problem scoring a mark. Most candidates scored the four marks by naming or giving a one-word answer e.g. streetism, urban slums etc. However, a few went on to write on the problems and further explained the problems that the question did not ask for.

Some candidates also got the question wrong and stated problems that are likely to prevail in the rural areas when the youth depart for the urban areas. Such candidates lost all four marks.

(b) This part asked candidates to describe four measures that can be adopted to reduce rural-urban migration. Candidates answered this part very well and the good ones went on to further explain them. They scored very high marks as this was the thrust of the question. The average candidates just enumerated the measures in short sentences and at times in phrases without explaining how the measures would help stem the tide of rural-urban migration. On the whole, this question was well answered with candidates scoring above average.

Question 2

(a) (i) What is superstition?

(ii) Give two examples of superstitious beliefs.

(b) Outline five effects of superstitious beliefs on a community.

This (a) part of the question asked for the definition of superstition and a (ii) to give two examples of superstitious beliefs. As stated earlier, various definitions were given by candidates and they were all correct. The two examples were all given with some citing local beliefs like “not whistling at night”, clearing sacred groves”etc. However, a few fell short of the answers by citing Nigerian movies. That is not a superstitious belief. The (b) part asked them to outline five effects of superstitious beliefs on society. This part was also well handled by the candidates as they wrote and explained how superstitious beliefs affect a community. This was a well-answered question.
Question 3

(a) Why was the Watson Commission set up?

(b) Give four reasons for the 1948 riots.

The (a) part asked them to tell us the reason for the setting up of the Watson Committee. The answer was in two parts- namely to investigate the 1948 riots in the Gold Coast and to give recommendations to forestall all future riots. Nearly all the candidates forgot or were ignorant of the second part of the answer - to make recommendations. So they lost two marks. The (b) part asked them to give reasons for the 1948 riots. They all answered this part very well and scored good marks.

Question 4

(a) Identity four sources of conflicts in Ghana.

(b) Explain four effects of conflicts in Ghana.

The (a) part tasked the candidates to identify four sources of conflicts in Ghana which was well answered. It was the (b) part of explaining the effects of conflict in Ghana that was the problem for candidates. Candidates kept repeating themselves on three effects eg. destruction of property and life and maiming of people. Candidates could not envisage the economical and political implications like brain drain, increase in government expenditure and retardation of progress. This question was averagely answered.

Question 5

(a) Give four reasons for saving.

(b) Outline four avenues for saving.

The (a) part asked for reasons for saving. Candidates answered this part very well by giving varied answers as to why people save. It was with the (b) part that candidates lost marks. They were asked to outline four avenues for saving. This placed an onus on the candidates to identify the avenues eg. we save at the bank eg. the Ghana Commercial Bank or we buy Shares in companies eg. Coca Cola. Most candidates did not do this and as a result, lost marks.

Question 6

(a) Give four reasons for the establishment of state-owned enterprises in Ghana.

(b) Highlight four problems facing state-owned enterprises in Ghana.
The ‘a’ part of the question asked candidates to assign reasons for the establishment of state-owned enterprises. Some good answers were given and candidates answered very well this part of the question. Their difficulty was the (b) part where they were asked to highlight problems facing state-owned enterprises.

Either the candidates were not taught or they did not know. This led to giving answers that were far from the answers eg. ‘lack of skilled labour’, when answers should include nepotism, corruption, poor maintenance culture, negative attitude to work etc. This question was poorly answered by the majority of candidates who attempted it.
1. **GENERAL COMMENTS**

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

2. **PERFORMANCE OF CANDIDATES**

Candidates showed marked improvement in performance over the previous years.

3. **SUMMARY OF CANDIDATES’ STRENGTHS**

Candidates’ performance was commendable in the following areas:

(1) Construction of triangles,
(2) Calculating of angles meant for each sector,
(3) Constructing a frequency distribution table,
(4) Transformation.

4. **SUMMARY OF CANDIDATES’ WEAKNESSES**

(1) Writing figures in the standard form,
(2) Constructing perpendicular bisectors of lines,
(3) Arranging fractions in ascending order of magnitude,
(4) Writing answers to questions involving currency to two decimal places.

5. **SUGGESTED REMEDIES FOR WEAKNESSES**

Students should be given adequate preparation in the form of frequent exercises to be marked by teachers, and the students’ mistakes made known to them by taking them through their mistakes.

6. **DETAILED COMMENTS**

**Question 1**

(a) Evaluate $0.035 \times 1.02$ leaving the answer in standard form.

(b) An amount of GH¢4,200.00 was shared between Aba and Kwame. If Aba had $\frac{5}{7}$ of the amount,

(i) how much did Kwame receive?
(ii) what percentage of Aba’s share did Kwame receive?

(c) Find the value of $x$ in the diagram below.

![Diagram with angles labeled as $4x-30$, $x+10$, and $2x+30$.]

(a) Most candidates did not attempt this question, however, those who attempted it could not arrive at the correct answer. They were expected to change both the numerator and denominator to standard form. They were then to simplify it and leave their answers in the simplest standard form, but candidates could not write the answer in the standard form.

(b) (i) This question was fairly answered by those who attempted it. Candidates were able to calculate Kwame’s share out of the total amount of GH¢4,200.00 which is GH¢1,200.00.

(ii) Candidates were not able to subtract Kwame’s share from the total share of GH¢4,200.00 to obtain Aba’s share. Kwame’s percentage of Aba’s share was to be found by taking the ratio of Kwame’s share to Aba’s share and multiply by 100 as was required of them but most of the candidates could not answer this correctly.

(c) Most of the candidates were able to sum all the angles and equate it to 360°. They were then able to solve for the value of $x$ by going through the normal arithmetic procedures.

2. (a) A car consumes a gallon of petrol for every 30 km drive. The driver of the car set out on a journey of 420 km with 10 gallons of petrol in the fuel tank.

(i) How many more gallons of petrol will be needed to complete the journey?

(ii) Find the cost of the petrol used for the journey of 420 km if a gallon of petrol cost GH¢5.50.

(b) The average number of spectators at a football competition for the first five days was 3,144. The attendance on the sixth day was 3,990. Find the

(i) total attendance on the first five days.
(ii) average attendance for 6 days.
The area enclosed by a square garden is 121 m$^2$. What is the distance around the garden?

Very few candidates attempted this question and they performed creditably well.

Most of the candidates were able to find the total number of gallons needed to cover the whole journey of 420 km by dividing 420 km by 30 km. This gave 14 gallons.

Since 10 gallons of fuel was in the fuel tank, the extra gallons of petrol needed was calculated by subtracting 10 gallons from 14 gallons.

The total cost of fuel used was found by multiplying the cost of a gallon i.e GH¢5.50 by 14 to arrive at the correct answer.

To calculate the total attendance for the first five days, candidates were expected to multiply the average attendance of 3,144 by 5.

To find the average attendance for the six days, candidates were expected to add the attendance on the sixth day to the total attendance for the first five days to obtain the ground total for the six days. Candidates were then to divide this grand total by six to find the average attendance for the six days. Most of the candidates who attended it were able to find the average attendance for the six days.

Most candidates lacked understanding in solving this question and only a few of those who attempted the question, arrived at the correct answer.

Candidates could not find the square root of 121 cm$^2$ to give the length or a side of the square. The distance round the square is then calculated by multiplying the calculated length by 4.

The table below shows the number of students who scored more than 80% in the listed subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>26</td>
</tr>
<tr>
<td>Physics</td>
<td>30</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32</td>
</tr>
<tr>
<td>French</td>
<td>38</td>
</tr>
<tr>
<td>Geography</td>
<td>24</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
</tbody>
</table>
(i) Draw a pie chart for the distribution,
(ii) What is the probability that a student chosen at random from the distribution, offers Chemistry?

(b) A woman bought 210 oranges for GH¢7.50. She sold all of them at 3 for 15 Gp. Find the
(i) total selling price of the oranges;
(ii) percentage profit.

(a) Candidates did not find it difficult in calculating the sectorial angles since this question was very popular among them. The only problem that most candidates faced was the drawing of the pie chart. Most candidates drew pie charts without a fixed centre and therefore lost marks.

The probability that a candidate offered chemistry was found by dividing the number of candidates who offered chemistry by the total number of students who offered all the subjects and reduce the answer to its lowest forms. Most candidates lost marks because they could not reduce their answers to the lowest form.

(b) Candidates who attempted this question had a little problem in finding the selling price. Candidates were expected to divide 210 by 3 and multiply the result by 15 Gp to get the selling price. Subtracting the cost price from the selling price, the profit could be found. Profit percent is also found by taking the ratio of the profit to the cost price and multiply by 100.

4. The marks scored by some students in a Mathematics test are as follows:

| 3 | 3 | 5 | 6 | 3 | 4 | 7 | 8 | 3 | 4 |
| 5 | 4 | 7 | 4 | 3 | 7 | 4 | 6 | 4 | 8 |
| 4 | 5 | 6 | 3 | 8 | 4 | 5 | 6 | 4 | 5 |

(a) Construct a frequency distribution table for the scores.

(b) Using the table, find for the distribution, the

(i) mode;
(ii) mean, correct to one decimal place;
(iii) median.

Candidates showed appreciable knowledge of the concept of constructing a frequency distribution table.
Candidates were able to construct a frequency distribution table by tallying to find the frequencies for the numbers 3, 4, 5, 6, 7 and 8. Having found the frequencies, candidates were also able to find the product of the above numbers and their corresponding frequencies, sum these products up and divide by the total frequency to find the mean. To find the mode, candidates were expected to write down the numbers in ascending or descending order and find the mean of the two middle numbers. Some candidates had difficulty because they could not arrange the numbers as required of them.

5. (a) (i) Find the Least Common Multiple (L.C.M) of 9, 18 and 16.

\[ \begin{array}{ccc} 9 & 18 & 16 \\ \end{array} \]

(ii) Arrange \( \frac{8}{9} \), \( \frac{7}{18} \) and \( \frac{10}{16} \) in ascending order of magnitude.

(b) Using a ruler and a pair of compasses only,

(i) construct a triangle PQR with length PQ = 10cm, angles QPR = 45° and PQR = 60°.

(ii) construct the perpendicular bisectors of PR and RQ to meet at T.

(iii) measure the length of TP.

(a) (i) Some of the candidates who attempted this question could not actually come out with the least common multiple. There were a lot of approaches candidates could have adopted but the easiest one was to list the multiples of 9, 18, and 16 to obtain a common multiple. Candidates were then to pick the least of these multiples to be the LCM. Performance of candidates’ average in answering this question

(ii) Most of them could not arrange the fractions in ascending order by using the LCM of 9, 18 and 16. To arrange the fractions in ascending order, candidates were expected to multiply each of the fractions by the LCM of 9, 18 and 16 or multiply the fractions by a constant number of their choice. Having multiplied by the LCM, candidates could see the order of magnitude and then arrange the fractions starting from the smallest to the greatest or highest. Most of the candidates failed to recognize this.

(b) The construction question was very popular among the candidates. Most candidates found the question very easy and did the construction very well.

Some candidates however bisected angle PRQ instead of bisecting lines PR and RQ. They therefore, located T wrongly and this affected the length of TP.

6. (a) (i) Using a scale of 2 cm to 1 unit on both axes, draw two perpendicular axes 0x and 0y on a graph sheet.
(ii) Mark on the same graph sheet, the x-axis from -5 to 5 and y-axis from -6 to 6.

(iii) Plot the points P(4,2), Q(2,5) and R(2,2). Join the points P, Q, R to form triangle PQR.

(iv) Using the x-axis as a mirror line, draw the image $P_1Q_1R_1$ of the triangle PQR such that $P \rightarrow P_1$, $Q \rightarrow Q_1$, $R \rightarrow R_1$.

(v) Write down the coordinates of $P_1$, $Q_1$, and $R_1$.

(vi) Translate triangle PQR by the vector \(
\begin{pmatrix}
-1 \\
1
\end{pmatrix}
\)

Such that $R \rightarrow R_2$, $P \rightarrow P_2$, $Q \rightarrow Q_2$.

(vii) Label the vertices of triangle $P_2Q_2R_2$.

This question was very popular among the candidates and those candidates who attempted it performed very well. They drew the triangles correctly and indicated the coordinates at the various vertices. Candidates were able to translate triangle PQR and labelled the vertices $P_2Q_2R_2$ correctly.
INTEGRATED SCIENCE 2

1. GENERAL COMMENTS
   The standard of the paper was the same as previous year. Each major question tested various concepts in all the sciences viz Chemistry, Biology, Physics and Agriculture. However, performance of candidates were below those of the previous years.

2. SUMMARY OF CANDIDATES’ STRENGTHS
   (1) Adherence to the rubrics of the paper.
   (2) Handwriting of most candidates very legible.
   (4) Fluidity of language in presentation was good.

3. SUMMARY OF CANDIDATES’ WEAKNESSES
   (1) Inability to apply scientific knowledge to explain physical phenomena.
   (2) Failure to answer major questions on fresh pages.
   (3) Inability to write and balance chemical reactions.

4. SUGGESTED REMEDIES
   (1) Students must be encouraged to pay attention to details during science lessons.
   (2) Teachers must impress upon their students to answer major questions on fresh pages to avoid mixture of responses.
   (3) Teachers must assist their students to write and balance chemical equations frequently during science lessons.

5. DETAILED COMMENTS
   Question 1
   (a) The diagrams below are illustrations of an experiment in the laboratory using a piece of stone, a cork of mass 4.0 g and other necessary materials.
The initial volume of water in A was read and noted. A string was attached to a piece of stone and the stone lowered gently into the water as shown in B. The volume was again read and noted. Finally, the cork of mass 4.0 g was attached to the stone and both materials lowered gently into the water as shown in C. The volume was read and noted.

(i) Why did the level of the water rise when the stone was lowered gently into it as shown in diagram B.

(ii) Why was it necessary to attach the stone to the cork before lowering it gently into the water as shown in diagram C?

(iii) What would have happened if the cork alone were lowered gently into the water?

(iv) What is the volume of the 
(α) stone? 
(β) cork

(v) Calculate the density of the cork.

(vi) Why were the materials lowered gently into the water?

(b) A salt solution was prepared in the laboratory using the set of apparatus illustrated below.
Study the illustrations carefully and used them to answer the question that follow.

(i) Name each of the apparatus labelled I, II, III, IV, and V.
(ii) State one function of each of the apparatus labelled I, II, III, IV and V.

(c) The diagram below is an illustration of the external features of a flowering plant.

Study it carefully and use it to answer the questions that follow.

(i) Name the parts labelled I, II, III, IV, and VI.
(ii) State one function of each of the parts labelled I, II, III, V and VI.
(iii) State the two main parts of a flowering plant.

(d) The diagram below is an illustration of a small farm animal.

(i) Identify the animal.
(ii) Name each of the parts of the animal labelled I, II, III, IV, V and VI.
(iii) Name the structure in which the animal is kept.
(iv) Mention three breeds of the animal.
(v) State two management practices to be adopted in order to control diseases and pests in the rearing of the animal.
(a) Majority of the candidates were able to give the reason why the rise of the volume of the water when the stone was gently lowered into it as shown in diagram B. The reason for attaching the stone to the cork before lowering it into the water was correctly stated by most candidates. Most candidates demonstrated their computational skills by calculating correctly the density of the cork. However, majority of the candidates were unable to give the reason for the rise in volume of water when the stone was lowered into it. It was wrong to state that it was because the stone had weight or density. The correct reason was that the stone displaced water/occupied space/had its own volume.

(b) The naming of the given apparatus were correctly done by the majority of the candidates. However, candidates must note that apparatus I is volumetric flask and not flat bottom flask and also apparatus labelled V is wash bottle and washing bottle. The second part of this sub-question was not answered correctly by most candidates.

The expected answers included:

I - Used to prepare standard solution or prepare solution of known volume
II - The beaker was used to dissolve the solute/It could also be used to hold solution.
III - Transfer liquid into the flask
IV - To stir or mix solutions
V - The water it contains is used to top solutions up to required level without exceeding the level/It can be used to wash solution stuck to containers for effective titration experiments.

(c) Majority of the candidates could identify the parts of the flowering plant illustrated except parts I and IV. Candidates must note that parts labelled I and IV are terminal bud and leaf stalk/petiole respectively. Their failure to name part labelled I correctly resulted in the stating of wrong function. Candidates must note that the terminal bud protects the growing regions or develops into flower.

(d) This sub-question was well answered by most candidates. They correctly identified the farm animal illustrated, named the labelled parts, mentioned the breeds of the animal and stated the management practices to adopted to control diseases and pests in the rearing of the animal.

Question 2

(a) (i) What is technology?
(ii) State one use of technology in communication.

(b) Write and balance each of the following chemical equations:
(i) \[ \text{Fe} + \text{O}_2 \rightarrow \text{Fe}_2\text{O}_3; \]
(ii) \[ \text{Na} + \text{Cl}_2 \rightarrow \text{NaCl}; \]
(iii) \[ \text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}. \]
(c) State one function of each of the following components of a typical cell:
(i) nucleus;
(ii) chloroplast;
(iii) mitochondrion.

(d) Mention four cultural practices in vegetable crop-production.

(e) Name two agencies in food safety and quality assurance in Ghana.

(a) Majority of the candidates were able to explain correctly the term technology. However, some candidates stated that technology was the application of scientific method instead of scientific idea or knowledge to meet the needs of the society. Most candidates mentioned correctly computers, internet and mobile phones as application of technology in communication. Other examples included television, radio, fax machine and satellite.

(b) Many candidates encountered difficulty in writing and balancing of the chemical equations given. Some of them instead of balancing the equation rather to write the name of the products. The correct balanced equations are given below:

i. \( 4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3 \)

ii. \( 2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl} \)

iii. \( 2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O} \)

In balancing the chemical equations, candidates were expected to ensure that each element has the same number of moles on the reactants and products side. For example, iron and oxygen have four and six moles respectively.

(c) This sub-question was well answered with most candidates stating correctly the functions of the components of a typical cell such as nucleus, chloroplast and mitochondrion.

(d) Majority of the candidates demonstrated their knowledge in crop production by mentioning correctly cultural practices in crop production such as weeding, staking, mulching, shading, pest control, pruning etc.

(e) Many candidates were able to name correctly agencies in Ghana involved in food safety and quality assurance.

Question 3

(a) Explain why a tomato plant is likely to wilt if too much fertilizer is applied to it.

(b) (i) Give two differences between electrical insulators and electrical conductors.
(ii) State two effects of illegal electrical connections in the home.

(c) Explain each of the following terms as used to describe change of state of matter:
(i) condensation;
(ii) freezing.

(d) (i) State two diseases of the circulatory system in humans.
(ii) Mention two ways in which each of the diseases you have stated in (d) (i) can be prevented.

(a) This sub-question was poorly handled by the most candidates. Candidates were expected to apply their knowledge on osmosis. It is important for them to note that once two solutions of different concentrations come into contact water molecules will flow from low to higher concentrated solution. Hence application fertilizer makes the soil solution of higher concentration so water flow out of the plant by osmosis. The tomato plant plasmolyses and wilt.

(b) This sub-question was poorly answered by most candidates. The mention of electrical conductor and electrical insulator rule out conduction of heat to tally. Candidates were expected to compare presence of free electrons and ability to transport electrical current. Electrical conductor has electrons and conduct current whereas electrical insulator is weak in doing so. The second part of this question demanded effects of illegal electrical connections in the home. It was wrong for a candidate to state that it cause improper connection. This was a restate of the question. The following effects of illegal connections were correct responses:
- Overload of power supply
- Drop in voltage of electricity
- Leads to frequent power cuts
- Leads to electrocution/electric shock
- May cause fire outbreak
- May damage electrical appliance

(c) Performance on this sub-question was satisfactorily. It is important for candidates to note that condensation is the change from the gas state to the liquid state. It was not the other way round neither is it the change from gas state to liquid state without passing through the solid state. Candidates must not confuse condensation with sublimation. Also, candidates were expected to state that freezing was the change from liquid state to the
solid state. Addition of without passing through the gaseous state is another sublimation concept altogether.

(d) This sub-question was fairly well answered by most candidates. They wrongly assumed that diseases of circulatory system in humans included shock or heart failure. These were not disease but effects of a heart disease. Candidates must note that ‘cancer’ is a disease of the circulatory system. However, when a candidate writes lung cancer it was wrong because the disease becomes that of respiratory system and not circulatory system. Expected answers included: hypertension (high blood pressure) low blood pressure, piles (haemoroids), arteriosclerosis, and varicose veins. However, most candidates were able to mention correctly the ways in which diseases of the circulatory system could be prevented.

Question 4

(a) (i) What is a transistor?
(ii) Give two uses of a transistor.

(b) Mention the suitable solvent for each of the following solutes:
(i) grease;
(ii) ink stain;
(iii) starch;
(iv) cube sugar;
(v) oil paint;
(vi) iodine.

(c) (i) What is a respiratory organ?
(ii) Name two structures of the respiratory system of humans.

(d) (i) What is agricultural chain?
(ii) Name two types of agricultural chain.

(a) This is sub-question was poorly answered by majority of the candidates. Candidates must note that the definition of a transistor required basic technical words as underlined: A transistor is a three-terminal semiconductor device. Omission of any of the underlined results in a wrong definition. Also, the three terminal could be replaced with a base, emitter and collector. However, a few candidates correctly listed amplifier, switch, rectifier, tune radios, voltage regulator as uses of a transistor.

(b) This sub-question was fairly well answered. Majority of the candidates mentioned wrong solvents for the solutes:

i. Ink stain - Milk, alcohol, parazone, shaving cream, kerosene
ii. Starch - Alcohol, acetone
iii. Iodine - Alcohol, potassium iodide solution.
Many of the candidates encountered difficulty in explaining respiratory organ. It is inappropriate for candidates to state that respiratory organ is found in the respiratory system. It is important for candidates to note that respiratory system is an organ used by living organisms for gaseous exchange. However, few candidates were able to mention correctly trachea, lungs, alveolus, larynx, diagram and bronchus as structures of the respiratory system in humans.

This question was fairly well answered by most candidates. Candidates must note that an agricultural chain is a series of stages that are connected production of agricultural goods/services. The correct answer was dependant on the underlined. Types of agricultural chain included production, processing, supply and value.

**Question 5**

(a) (i) **What are stars?**
(ii) Arrange in order, starting from the sun, the first four planets in the solar system.

(b) **State**
(i) two differences between plants and animals;
(ii) two similarities between plants and animals.

(c) **Explain each of the following farming systems:**
(i) pastoral farming;
(ii) ecological farming.

(d) **State the properties of water in terms of**
(i) odour,
(ii) taste,
(iii) effect on litmus.

(a) Majority of the candidates encountered difficulty in this sub-question. In answering this question candidates should have taken into consideration other bodies behave like the stars so technical words choice should have distinguished the stars from other bodies. For example, if a candidate says ‘Stars are heavenly bodies’ one can assume rockets, satellites could be stars. Further qualification is that they burn to produce heat and light, so does rockets. It is important for candidates to state that stars are natural heavenly bodies that burn to produce heat and light. Arranging the first four planets in the solar system starting from the sun was well answered except that some candidates exceeded the required first four planets.

(b) This sub-question was fairly well answered by most candidates. They were able to state correctly the differences between plants and animals. On the similarities candidates were expected to state any two of the life processes. To say that both die or live is unacceptable.

(c) This sub-question was poorly answered by majority of the candidates. It is important for candidates to note that pastoral farming connotes a farmer keeping only animals and moving from place to place with them in search of food and
water. Ecological farming is one where chemicals or heavy machinery is not used and environment is protected.

(d) This sub-question was well answered with many candidates stating correctly the properties of water in terms of odour, taste and effect on litmus.

**Question 6**

(a) What are
   (i) annual plants?
   (ii) perennial plants?

(b) Mention one danger involved in each of the following activities in the laboratory:
   (i) eating or drinking water in the laboratory;
   (ii) washing hands with unknown liquid in a beaker;
   (iii) walking barefooted.

(c) (i) What is a digestive enzyme?
   (ii) Give two examples of digestive enzymes in humans.

(d) Give two differences between conduction and radiation of heat.

(a) This sub-question was poorly answered by most candidates. Candidates must note that an animal plant is not a plant that is cultivated yearly or grown once a year. This means man controlling its life cycle. The appropriate answer is that they are plants which grow in one year/season during which it produces fruit and seeds and than dies off. Also, to state that a perennial plant completes their life cycle in two years makes it biennial. A perennial plant completes its life cycle in more than two years.

(b) This sub-question was poorly answered by majority of the candidates. Candidates were expected to state answers that reflect particular incidents. Eating or drinking water in the laboratory may result in the drinking of poisonous substances. It is enough for candidates to write ‘It is dangerous’. Also, washing hands with unknown liquid in a beaker may result in burns/irritation/injury. For candidates to write ‘It is dangerous’ is inappropriate.

(c) This sub-question was fairly well answered. Candidates must note that digestive enzyme is not an enzyme but a chemical/biological catalyst that help in breaking down food substances in the body. Examples of digestive enzymes included salivary amylase, pancreatic amylase, ptyalin, proteases/pepsin/rennin/trysin.

(d) This sub-question was poorly answered. Candidates were expected to make each point correspond before scoring marks. For example, in comparison it is wrong to say A is black but B is not. Expected responses were as follows:
# DIFFERENCES

<table>
<thead>
<tr>
<th>CONDUCTION</th>
<th>RADIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Travels through a vacuum</td>
<td>- Black bodies radiate heat</td>
</tr>
<tr>
<td>- Does not depend on the colour if the body</td>
<td>- Travels in a material medium well</td>
</tr>
<tr>
<td>- Heat travels from one molecule to another</td>
<td>- Heat travel is by electromagnetic waves</td>
</tr>
</tbody>
</table>
INFORMATION COMMUNICATION AND TECHNOLOGY

1. GENERAL COMMENTS
The question set were within the scope of the syllabus and the standard of the paper was comparable to that of last years.

A few candidates performed excellently, especially those from schools that have ICT facilities and good ICT teachers. These candidates exhibited adequate knowledge in ICT at the level for which the questions were set. The performances of some schools were however, below average probably because candidates did not have ICT facilities and good ICT teachers.

2. SUMMARY OF CANDIDATES’ STRENGTHS
(1) There has been an improvement in the performance of candidates this year compared to that of last years. The compulsory questions, which involved the identification of a diagram on computer and its peripherals, were satisfactorily answered by many candidates.

(2) Functions of floppy disk, printer and scanner were correctly given by most candidates. Other questions were also well answered by few candidates. Candidates generally gave concise answers to questions and performed creditably which needs commendation.

(3) Adequate understanding of ICT terms was also demonstrated.

3. SUMMARY OF CANDIDATES’ WEAKNESSES
(1) Some candidates appeared not to have adequately prepared for the ICT examination. These candidates gave incoherent answers and demonstrated the lack of knowledge in ICT.

(2) Questions on spreadsheet were not satisfactorily answered by most candidates. It was obvious in some cases that some schools had no ICT facilities. Some candidates did not understand the questions due to their poor standard in English. Such candidates could not construct correct sentences and even copied wrongly words that were in the question paper.

4. SUGGESTED REMEDIES
(1) Schools must endeavour to acquire computers and employ qualified teachers to teach ICT. Candidates would perform well in ICT examinations when they have access to computers and are adequately taught by qualified ICT teachers.

(2) Teachers must lay emphasis on both practical and theory and treat all topics in the ICT syllabus.
(3) Candidates must improve their standard in English so that they understand questions and give correct spelling of words in their responses. Candidates must also be encouraged to read good and appropriate story books to improve their English.

Question 1
This was a compulsory question. Candidates were requested to identify the diagram of a computer and the accompanying peripherals indicated by alphabets, (a), (b), (c) etc. They were also to list five main components of a computer keyboard, give the processing cycle and list the steps in turning off a personal computer.

The identifications were correctly done by most candidates. Some also gave the five main components of a computer keyboard, the processing cycle and the steps involved in turning off a computer correctly.

Few had difficulty with the listing of the components of the keyboard while some mixed up the processing cycle stages and the steps involved in turning off a personal computer.

Question 2
Candidates were requested to: (a) state the functions of floppy disk, printer, scanner and uninterrupted power supply (UPS); (b) write the acronyms ALU and CPU in full.

Most candidates correctly stated the functions of floppy disk, printer and scanner, but only few of them could state the functions of UPS. The UPS is used to ensure constant supply of electric power to the computer system and also used to sustain power for some time when the mains goes off.

Some could also write ALU and CPU in full but few of them gave wrong spellings.
ALU: - Arithmetic Logic Unit;
CPU: - Central Processing Unit.

Question 3
Candidates were requested to (a) explain System software and Application software; (b) state the functions of the minimize, maximize and close buttons.

Most candidates could not explain the two types of software. System software is a set of programs/instructions that control and coordinate the resources and operations of the computer system.

Application software is a program that helps the user to accomplish specific tasks.

Most candidates stated correctly the functions of the minimize, maximize and close buttons.

Question 4
Candidates were to: (a) explain Internet fraud; (b) state three ways ICT can be used in basic education; (c) list three devices that may be used when connecting to the internet.
Few candidates could explain what internet fraud is. - Internet fraud is the use of internet to cheat or steal from other users.

Many candidates stated correctly three ways ICT can be used in Basic Education and also listed correctly the devices that may be used when connecting to the internet.

Some devices expected are: - Computer, Modem, Mobile phone, Telephone, Satelite, Router, I-pad etc. Few candidates wrongly included service providers as devices.

**Question 5**
This question was not popular and only few candidates attempted it. They were to explain the following spreadsheet terms: - Worksheet, Active cell, Range and Workbook.

The questions were not satisfactorily answered by many who attempted them. Expected solutions were:
* Worksheet - is the electronic sheet that contains rows and columns;
* Active cell - is the cell that is ready to receive data;
* Range - is a group of specified/selected adjacent cells;
* Workbook - is a spreadsheet file which consists of one or more worksheet(s).
1. **GENERAL COMMENTS**
   The standard of the paper compares favourably with those of the previous years. The questions were straightforward and within the level at the candidates. The performance of candidates showed a slight improvement over the previous years. Most of the candidates performed poorly on the sewing aspect of the paper.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**
   - Majority of the candidates were able to write their answers in sentences unlike the one-word answers as in the previous years.
   - Most of the candidates presented neat work. There were few cancellations and blank spaces.
   - There has been an improvement in the handwriting of the candidates.
   - There has also been a slight improvement in understanding of the questions by the candidates compared to the previous years.
   - Majority of the candidates gave straightforward answers to the questions.

3. **SUMMARY OF CANDIDATES’ WEAKNESSES**
   - Candidates performed poorly on the sewing aspect of the paper.
   - A few of the candidates could not express themselves well due to inability to read and understand the English Language.
   - Some of the candidates did not understand the questions due to inability to read the English Language.
   - Candidates were unable to explain technical terms.
   - Candidates’ spelling of words were poor.

4. **SUGGESTED REMEDIES**
   - Students should be encouraged to read books in order to improve upon their understanding and expressions in English.
   - Qualified teachers should be recruited to teach the subject.
   - In-service training programmes should be organised for teachers to equip them to teach the subject well.
   - Teachers should study and use the syllabus in planning the lessons well and incorporate practical work into the lessons.
5. **DETAILED COMMENTS**

**SECTION A - COMPULSORY QUESTION**

**QUESTION 1**

(a) Ama ate fried fish, kenkey and fresh pepper sauce. Classify what Ama ate into the functional groups of food.

On the whole, it was well done. It was answered by almost all the candidates. Some of them chose their own dishes. Instead of functional group, they stated the nutrients, i.e protein, carbohydrate, etc.

(b) The diagram below is a drawing of a mango.

![Mango Drawing](image)

(i) Enlarge the drawing in (b) in the box provided below.

(ii) Shade your drawing in (b)(i) in three tones.

It was attempted by almost all the candidates, but majority of them failed to draw the grid. The drawing and shading were well done by some candidates.

(iii) List two other methods of shading apart from the one used in (b)(ii).

Only a few candidates were able to state the other methods of shading. As usual some candidates stated irrelevant words and sentences.

The answer to the question is as follows:

Other Methods of Shading  
Stippling  
Shading with dots.

Smudging  
Shading and rubbing with the finger-mass shading.

Hatching  
When using a particular type of line to shade in a particular direction.
4. **Cross Hatching**  
   Using two particular lines, i.e horizontal and vertical cross each other in shading.

(c) (i) **State two reasons why investigations are carried out in the design process.**

The question was poorly answered by candidates who attempted it.

The correct answer is as follows:

To bring out needed information about design.  
To identify problem.  
To bring out needed information about material.  
To solve problem.  
To bring out needed information about tools.  
To bring out needed skills/techniques, etc.

(ii) **List three electrical appliances used in the home.**

It was well attempted by candidates, but some of them stated gas appliances.

The following is the correct answer.

**Electric appliances used in the home**

<table>
<thead>
<tr>
<th>Electric light</th>
<th>Cooker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>Toaster</td>
</tr>
<tr>
<td>Television</td>
<td>Rice Cooker</td>
</tr>
<tr>
<td>Blender</td>
<td>Pressing iron</td>
</tr>
<tr>
<td>Freezer</td>
<td>Refrigerator</td>
</tr>
<tr>
<td>Fan</td>
<td>Air-conditioner</td>
</tr>
</tbody>
</table>

**SECTION B - OPTION**

**QUESTION 2**

(a) **List six essential tools needed in the sewing box for a JHS student.**

It was attempted by almost all the candidates. Some of them did not know the difference between material and tools. Some stated words such as, thread, fabric, book, chalk, and also some cookery terms.

The answer to the question is as follows:

**Essential tools in the sewing box**

- Dressmaker’s/cutting out shears
- A pair of scissors
- Tape measure
(b) **State four points to consider when choosing a sewing machine.**

The question was poorly answered by those who attempted it. Some gave irrelevant answers to the question.

The following is the correct answer.

**Points to consider when choosing a sewing machine**
- Money available
- Facilities available/Locality
- Users skill
- Intended purpose
- Ease in cleaning
- Availability of spare parts
- Durability/Life span of equipment
- Space for storage
- Servicing facility available

(c) **State the function of each of the following parts of the sewing machine.**

It was very poorly answered by those who attempted it.

The answer to the question is as follows:

**Function of the parts of the sewing machine**

**Spool pin**
- Holds the reel of thread.
- Holds the reel of thread in position.

**Thread Guide**
- Guides the thread to enter the right part of the sewing machine.
- It supports the thread from one part of the sewing machine to other parts.
- It prevents the thread from twisting.
- It directs the spool thread from spool to needle.

**Take up Lever**
- It helps with the formation of stitches by moving thread up and down during sewing.
- It helps in the formation of stitches.
Stop motion screw
- It controls the movement of the needle.
- Used to stop the movement of the needle when winding thread on the bobbin.

(d) List three ways of caring for the sewing machine.

The question was poorly answered by candidates who attempted it.

Ways of caring for the sewing machine
- Dust before and after use.
- Oil regularly.
- Always keep machine covered when not in use.
- Store in a dry place.
- If electrically operated make sure that the plugs and flexes are in good condition.
- Never use the machine when any part of it is loose.
- Always carry machine properly and carefully.
- Avoid dropping it on the ground.
- Do not scratch the plain parts of the machine with sharp objects.
- Study the manual carefully, because it contains instructions on how to use and maintain the machine.

QUESTION 3
(a) Why is school canteen important? Give three reasons.

All the candidates who attempted the question had ideas, but they could not express themselves in English to the answer they gave.

The answer to the question is as follows:

Importance of School Canteen
- It serves as a place where food is bought and sold.
- Saves children from going out of the school premises in search of food.
- Food is subsidized for the school children.
- It enables the children to buy healthy food, as sellers are medically checked periodically.
- Children are not late from break.
- Children are assured of tasty foods.
- Children learn to socialize.
- Children eat on time.
- It helps to provide meals for children who do not eat before coming to school.
- It serves as a place whereby school children eat their snacks and meals.
- It enables the staff to know what foods the children are served.
(b) **State two important reasons for keeping the finger nails short and clean when cooking.**

The answer to the question was simple and straight forward, but candidates expression of English was a problem and for that reason, the question was not properly answered.

The following is the correct answer.

**Reasons for keeping the finger nails short and clean when cooking**
- To prevent food from being contaminated/To prevent germs entering the food from the nails.
- To prevent spread of diseases.
- To prevent food poisoning.
- Helps the cook to work faster.
- To prevent food spoilage.

(c) **In three sentences, explain why Ama always keeps the kitchen clean.**

Candidates had ideas about the question, but could not express themselves again in good English. Some gave irrelevant answers to the question.

The following is the correct answer to the question.

**Why Ama always keep the kitchen clean**
- To prevent insects, rodents/pests from entering the kitchen.
- To make working in the kitchen comfortable.
- To avoid food contamination.
- To enable the cook to work efficiently.
- To prevent odour.
- To prevent accident.
- To promote good sanitation.

(d) **Define Frying.**

It was well answered by those who attempted the question, but some stated that frying is done in a boiling liquid.

The answer to the question is as follows:

Frying is a quick method of cooking food in hot/heated oil.

(e) **Give six examples of food that can be fried.**

It was attempted by almost all the candidates with very good answers.

The following is the correct answer:
### Examples of foods that can be fried

<table>
<thead>
<tr>
<th>Food</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoyam</td>
<td>Massa</td>
</tr>
<tr>
<td>Plantain</td>
<td>Wagashie</td>
</tr>
<tr>
<td>Yam</td>
<td>Chicken</td>
</tr>
<tr>
<td>Fish</td>
<td>Kose</td>
</tr>
<tr>
<td>Meat/Beef</td>
<td>Pancake</td>
</tr>
<tr>
<td>Egg</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Tatale</td>
<td>Banfo-besi</td>
</tr>
<tr>
<td>Kaklo</td>
<td>Agbeliklaklo/Kakro</td>
</tr>
<tr>
<td>Cassava</td>
<td>Kulikuli</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Punkasa/Pinkaso</td>
</tr>
</tbody>
</table>

(f) **State one use of each of the following equipment.**

Majority of candidates attempted the question but a lot of them could not state the uses of the equipment. Some candidates stated that palette knife, perforated spoon, etc are used for cutting vegetables and for eating at table. If candidates were used to cookery practicals, they could have known the uses of the simple tools in the kitchen.

The following is the correct answer to the question.

**Uses of the following kitchen equipment**

**Palette knife**
- For spreading
- For turning
- For lifting
- For mixing

**Perforated Spoon**
- For draining
- For deep frying
- For removing food from oil

**Wooden Spoon**
- For creaming cake mixture
- For stirring sauces, stews
- For beating batters

**Strainer**
- For straining sauces, soups, purees
QUESTION 4

(a) What is a Fibre?

Only a few of those who attempted it gave the correct answer to the question.

The correct answer is as follows:

Fibre
- It is a soft tiny-like strand used to make fabric/yarns.
- It is the basic unit for making fabrics.

(b) List the two main classes of textile fibres.

It was well attempted by majority of candidates.

The following is the correct answer to the question.

Main classes of textile fibres
- Natural Fibre
- Artificial/Man-made Fibre

(c) Give two examples of each of the two classes of textile fibres you have listed in (b).

Some of the candidates did not know the difference of the two classes of textile fibres, and so gave wrong answers to the question.

The correct answer is as follows:

<table>
<thead>
<tr>
<th>Natural Fibres</th>
<th>Man-made/Artificial Fibres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Silk</td>
<td>1. Rayon</td>
</tr>
<tr>
<td>2. Wool</td>
<td>2. Nylon</td>
</tr>
<tr>
<td>3. Linen</td>
<td>3. Acrylic</td>
</tr>
<tr>
<td>5. Sisal</td>
<td>5. Terrylyne</td>
</tr>
<tr>
<td>6. Cotton</td>
<td></td>
</tr>
</tbody>
</table>

(d) State two reasons why cotton fibres are commonly used in Ghana.

It was poorly answered by those who attempted it.

The following is the correct answer to the question.

Reasons why cotton fabric are commonly used in Ghana

- They are cheap.
- They are absorbent.
- They are cool to wear in hot weather.
- Easy to launder/Washable/Easy wash.
- They are strong/durable.
(e) **What is a Menu?**

It was well answered by candidates who were familiar with the subject. Some candidates stated the definition of menu as well as the function. For example - Menu is a list of prepared dishes and it informs the customer what is available.

The answer to the question is as follows:

**Menu**
1. It is a list of dishes with a cost or price.
2. A collection of dishes.
3. A list of prepared dishes presented to a customer.

(f) **Write down three types of Menu.**

It was well answered by those who attempted it. Some candidates who were not sure of the answer stated, for example 1st Course, 2nd Course, 3rd Course, Breakfast, Lunch, Supper.

The answer is as follows:

**Type of Menu**
- Table d’hote
- A la carte
- Ethnic Menu
- Hospital Menu/Clinical Menu
- Special party Menu
- Menu for workers
- Menu for School Children

(g) **Explain each of the three type of Menu you have written in (f).**

Only few candidates were able to explain the type of menu correctly.

The correct answers are as follows

- **Table d’hote** - A set of menu/dishes forming a complete meal at a set price
- **A la carte** - A menu with all the dishes individually priced.
- **Special Party Menu** - A menu specially prepared to meet the taste of specific national or religious groups.
- **Hospital Menu** - A menu designed to meet the health needs of patients.
- Menu for workers - A menu designed to meet the different nutritional needs of workers.

- Menu for School Children - A menu designed to meet the growing needs of children.

(h) **Plan a two course meal for yourself.**

Majority attempted the question but could not plan a two course menu.

The answer to the question is as follows:

Main dish - Fish Palava sauce  
Accompaniment - Boil Yam  
Dessert - Fruit salad/cut pineapple

**Alternative**

Main dish - Chicken Joloff Rice  
Dessert - Cut orange
BASIC DESIGN AND TECHNOLOGY
PRE-TECHNICAL SKILLS 2

1. **GENERAL COMMENTS**
The questions were within the scope of the syllabus. The standard of the paper was comparable to that of the previous years. The performance of candidates compared with those of the previous years was very good and highly commendable.

2. **SUMMARY OF CANDIDATES’ STRENGTHS**
(1) Majority of the candidates attempted the compulsory question as demanded by the rubrics.
(2) Most candidates demonstrated very good draughtsmanship skills.
(3) Candidates presented proportional sketches in pictorial views.
(4) Some candidates responses indicated that they prepared adequately and had good knowledge of the subject matter.

3. **SUMMARY OF CANDIDATES’ WEAKNESSES**
(1) Candidates generally lacked the ability to analyse a given situation thoroughly.
(2) Majority of the candidates lacked the basic principles of orthographic projections.
(3) Candidates were not precise in the use of technical terms.
(4) Majority of the candidates exceeded the allowable tolerance measurement.
(5) Majority of the candidates lacked the skill of arranging the sequence of operations involved in the making of an artefact.

4. **SUGGESTED REMEDIES**
(1) Candidates should be given adequate exercises in orthographic projections to practice.
(2) Candidates should be directed to answer all sub-questions as demanded by the rubrics.
(3) Teachers should guide candidates to be creative and innovative in generating possible solutions.
(4) Candidates should be taken through practical exercises to improve their skills.
(5) Candidates should practice with the appropriate drawing instruments and equipment.
(6) Teachers should guide candidates on how to write specifications from a given brief.

5. **DETAILED COMMENTS**
**QUESTION 1**
(a) Ama ate fried fish, kenkey and fresh pepper sauce.
Copy and complete in the table below, what Ama ate into the functional groups of food.
<table>
<thead>
<tr>
<th>Food item</th>
<th>Functional group</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td></td>
</tr>
</tbody>
</table>

(b) The diagram below is a drawing of a mango

\[
\text{Food item Functional group}
\]

(i) Enlarge the drawing in (b) above on the drawing sheet provided.
(ii) Shade your drawing in (b) (i) in three tones.
(iii) List two other methods of shading apart from the one used in (b)(ii).

(c) (i) State two reasons why investigations are carried out in the design process.
(ii) List three electrical appliances used in the home.

Majority of the candidates could not provide adequate responses for the given food item and their corresponding functional groups. Candidates also could not differentiate between functional group of food and protein, others interchanged the functional group and the food item. Majority of the candidates could enlarge the given mango fruit, but could not shade in three different tones as demanded by the rubrics. Majority of the candidates listed the three electrical appliances used in the home. Few candidates could not state the reasons why investigations are carried out in the design process. examples are:
To find out more about the problem; To gather information; To identify materials; To examine existing artefact; To determine shape and form, etc. Candidates’ performance was good.
QUESTION 2

The figure below shows the pictorial view of a wooden block made from odum.

(a) (i) Draw full size the front elevation in the direction of arrow P.
(ii) List two finishes that can be applied on the wooden block.
(b) State one use each of the following in soft soldering:
(i) flux;
(ii) soldering bit.
(c) Make a freehand sketch of a pair of snips.
(d) The table below shows tools, their uses and ways of caring for them. Copy and complete the table.

<table>
<thead>
<tr>
<th>Tool</th>
<th>One use each</th>
<th>One way of caring for the tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Builders square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Hand file</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Rip saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Gauge rod</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Majority of the candidates drew the front elevation of the wooden block but not to the correct full scale. Candidates sketched the given block in isometric instead. Few candidates responded to the finishes applied on wood, examples; lacquer, oil paint, emulsion paint, vanish, wax polish, etc. Candidates could not state the uses of flux and soldering bit in soft soldering. The appropriate responses include; Flux is used to clean the surfaces of the work pieces to be joined, to protect the cleaned surface. Soldering bit provides heat to melt the solder. Candidates could not sketch in freehand the snips, candidates instead drew a pair of pliers. Majority of the candidates however filled in the table very well by providing one use and one way of caring for the given tool provided in the rubrics. Candidates’ performance in this question was generally fair.

QUESTION 3

(a) Explain each of the following terms as used in concrete:
   (i) fine aggregates;
   (ii) coarse aggregates.
(b) List three methods of pictorial drawing.
(c) (i) Make a freehand sketch of a pick-axe.
(ii) Label any two parts on the tool sketched in (c)(i).
(d) List two items made of cast iron.
(e) Draw the symbol for each of the following electronic components:
   (i) resistor;
   (ii) capacitor;
   (iii) a switch.
(f) The figure below shows a pictorial view of a coal-pot made from a metal plate.

![Coal-pot Diagram]

Arrange the following steps in a sequential order for making the coal-pot.

Steps:
(i) File pieces to the required sizes;
(ii) Mark-out the parts of the coal-pot;
(iii) Assemble the parts;
(iv) Measure the metal pieces to the required dimensions;
(v) Cut-out pieces.

This was a very popular question attempted by majority of the candidates. Most of the candidates defined and at the same time explained fine and coarse aggregates explicitly, provided the three methods of pictorial drawing as oblique; isometric and perspective drawing. Majority of the candidates could not sketch in freehand the pick-axe. Few candidates listed items made of cast iron and drew the symbols of a resistor, capacitor and a switch correctly. Most candidates could not arrange in sequential order the given steps for making the coal-pot.

The correct sequential order is:
(i) Measure the metal pieces to the required dimensions;
(ii) Mark-out the parts of the coal-pot;
(iii) Cut-out pieces;
(iv) File pieces to the required sizes;
(v) Assemble parts.

Candidates’ performance was very good.
QUESTION 4

(a) (i) State the difference between plumbing and levelling in walling.
(ii) List two tools used for plumbing and levelling in walling.
(b) List two examples each of a conductor and an insulator.
(c) State one purpose each for the following:
   (i) curing a brick;
   (ii) applying a piece of chalk on the face of a file.
(d) (i) Make a freehand sketch of the soldering iron used in sheet metalwork.
   (ii) Label any two parts on the tool sketched in (d)(i).
(e) The table below shows two materials to be glued together. Copy and complete the table

<table>
<thead>
<tr>
<th>Prepared material</th>
<th>Type of adhesive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Odum to odum</td>
<td></td>
</tr>
<tr>
<td>(ii) Formica to wawa</td>
<td></td>
</tr>
<tr>
<td>(iii) Veneer to odum</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the candidates found it difficult to state the difference between plumbing and levelling in walling. Plumbing is a process of checking the vertical alignment or straightness of a wall, whereas levelling is a process of checking the horizontal alignment or straightness of a wall. Most candidates listed masonry tools, specifically spirit gauge, plumb and straight line instead of line and pin, spirit level, plumb bob, etc. Candidates gave correct reasons for curing a block but applying a piece of chalk on the surface of a file posed great difficulty. Chalk is applied on the surface of a file to prevent pinning. Candidates could not produce reasonable sketches for the common soldering iron used at the workshop, rather candidates produced sketches for electrical soldering bit and not a solid soldering iron. Majority of the candidates were not able to list clearly the different adhesives used on different materials. This shows lack of an indepth knowledge on the topic adhesives and abrasives. The performance of the candidates in this question was poor.
BASIC DESIGN TECHNOLOGY
VISUAL ART

1. **GENERAL COMMENTS**
The standard of the paper compares favourably with that of the previous years. The questions were drawn from the prescribed syllabus. Unfortunately most candidates whose scripts were wrongly collated performed badly because they could not locate part of Question 1 and the whole of Question 2. The pages in the faulty scripts were collated as follows: Page 1, 2, 11, 12, 13, 14, 7, 8, 9, 10, 3, 4, 5, 6, 15, 16. After answering Question 1a and b(i) on page 2, they were confronted with question Question 6(d) and Question 7 on page 11 and this is a different section all together.

2. **A SUMMARY OF CANDIDATES’ WEAKNESSES**
The following are some weaknesses identified in candidates’ work:
   (1) Most teachers are still teaching only some aspects of the integrated subjects therefore candidates could not answer all aspect of the subject.
   (2) Some topics were not taught that made it difficult for candidates to answer questions set on them. For example, weaving and stitching is still taught as basketry therefore the fabric construction and leatherwork aspects are neglected.
   (3) Some candidates still spend valuable time to answer more than the stipulated number of questions instead of doing painstaking work in their specific chosen area of steady.
   (4) Some candidates could not define terms like origam, calligraphy, thonging, fitching, pairing, etc.
   (5) Some candidates demonstrated their inability at illustrating processes like pairing, fitching, thonging, etc.

3. **A SUMMARY OF CANDIDATES’ STRENGTHS**
The following are some strengths identified:
   (1) Few candidates could enlarge the given drawing using the grid and they shaded well to achieve solidity and three dimensional quality.
   (2) Some candidates were able to use their initials to develop logos and they showed signs of creativity and maturity.
   (3) Most candidates demonstrated their skill at filling in blank spaces with appropriate word to describe processes and techniques.
   (4) Some candidates whose scripts were well collated performed to a slightly higher standard.

4. **SUGGESTED REMEDIES**
The sections within the Basic Design Technology Visual Art should be taught as integrated subjects. There should be intensive in-service training programs organised to equip teachers to teach the subject well. Also the Visual Art curriculum in the Colleges of Education should be revised so that the teachers who come out of the colleges will be able to cope with the teaching of BDT Visual Art.
5. **DETAILED COMMENTS**

**SECTION A**

**QUESTION 1**

(a) Ama ate fried fish, kenkey and fresh pepper sauce. Classify what Ama ate into the functional groups of food.

(i) Fried fish - Body building
(ii) Kenkey - Energy giving
(iii) Pepper sauce - Protective/Protector/Protection

Most candidates performed well. They were able to determine the correct food group of the foods given. Those who performed badly did not know the difference between food groups and food nutrients. They listed proteins, carbohydrates, vitamins, etc as their answers.

(b) (i) The diagram below is the drawing of a mango

![Diagram of a mango]

Enlarge the drawing in (b) in the box provided below.

(ii) Shade your drawing in (b)(i) in three tones.
(iii) List two other methods of shading apart from the one you have used in (b)(i).

   **Stippling, smudging (mass) Hatching, Cross Hatching.**

Almost all candidates attempted this question. They produced the drawing. Some were a good representation of the image given and others were not. Only a small number of candidates drew the grid which is the usual procedure for enlarging a drawing. Though shading was generally poorly done, a few candidates could shade in three tones to give their drawing solidity.

(iii) Most candidates were not familiar with the different techniques of shading.

(b) (i) State two reasons why investigations are carried out in the design process.
To bring out needed information about:
- Available designs
- Tools and materials
- Skills and techniques

Most candidates were able to identify only one reason. Some had idea about the design process. They explained the word investigation out of context.

(ii) List three electrical appliances used in the home.
Radio, Television, Blender, Kettle, Microwave oven, Pressing iron, etc.]

A large number of candidates listed all three appliances. Some listed two and others got one correct. Some did not know the difference between gas and electrically operated appliance.

QUESTION 2
(a) State two uses of each of the following:
(i) Logo - Identification of a company, products, letterheads.
(ii) Poster - Advertisement, Education, Information
(iii) Cartoons - Social comment, Education, Entertainment
(iv) Illustration - Drawing to explain a text in a book. Picture to make a subject more meaningful or pleasing.
(v) Preliminary Sketches - A plan for executing a work. A guide for making a work. To give insight into a finished work.

Most candidates were familiar with the terms Logo, Poster, Cartoons. They were however not able to state the uses of illustration and preliminary sketches. It appears some candidates misread the question since they answered by defining the terms instead.

(b) (i) Use your initials to design a Logo in the box provided below.
(ii) State one difference between or Logo and a trade mark.

Logo identifies a company/an organisation but a trade mark identifies a product.

Some candidates used their initials and produced interesting works. Others did not know what initials are, they used the Logo of popular companies like M.T.N., TV 3, Viasat 1, Coca Cola, NIKE, etc in their designs. Also most candidates did not know the difference between Logo and trademark.

(c) (i) What is calligraphy?

- Skillful Penmanship/Handwriting
- The art of beautiful handwriting
(ii) Draw the capital ‘H’ in the boxes provided below using the following type faces: BLOCK, ROMAN, FREESTYLE, ITALICS.

(iii) List four elements of design.
- Dot, • Line, • Shape, • Texture, • Colour, • Form, • Space

(i) Candidates performed poorly. It appears they have no idea what calligraphy is.

(ii) Most candidates were able to construct the letter ‘H’ in block and Roman typeface. They however, found it difficult to render same in freestyle and italics.

(iii) Most candidates performed well by listing all four elements. However, some candidates still confuse elements with principles of design. They listed four principles of design. It is also surprising that some candidates listed ‘Volume’ as an element.

SECTION B
PART I
WEAVING AND STITCHING

QUESTION 3
(a) (i) What is weaving?
   It is the interlacing of yarns/strands of fibre, etc to form an article.

   (ii) What is stitching?
   A joining process by using needle and thread.

   Question 3 was a more popular question. Most candidates were able to define weaving as well as stitching. Other candidates had the idea but found it difficult to express themselves well.

(b) (i) In the box provided below, illustrate ‘pairing’.

   (ii) Write down four steps involved in the preparation of the palm branch into weavers.
   - cutting
   - pruning (removal of leaves)
   - splitting
   - peeling/cutting into sizes
   - smoothing

   It seems ‘pairing’ is a strange word to most candidates. They were unable to illustrate weaving with two weavers, some candidates attempted the question by making doodles/scrribles in the boxes.

(c) (i) What is fitching? It is an open or loose weaving technique.

   (ii) State one use of fitching.

   (iii) Write down one weave used at each of the following stages of weaving a basket.
   - The base: Randing, Pairing
   - The side: Randing, Pairing, Plaiting, Slowing, Waling
   - The edge: Wrapping, Binding, Braiding
Some candidates were able to list some of the steps the question demanded. ‘Fitching’ was strange to them. They could neither define on determine when or where it is used in basketry. They could also not determine the type of weave suitable for the base, side or the edge of a basket.

(d) (i) List two tools and two materials used in weaving and stitching of items.
Tools - needle, knife, bodkin, cutlass, plier, scraper, hammer.
Materials - paper, yarn, plastics, bambo, palm leaves/branches, wire, etc.

Candidates generally performed well. The problem here was whether the item is a tool of material. To some candidates, grouping of the item was the difficulty.

QUESTION 4
(a) Give two reasons why the subject weaving and stitching is studied as a vocation.
- It leads to occupations which provide jobs.
- It solves unemployment problems.
- Develops creative abilities and skills/products.
- Develops critical thinking and problem-solving skills.
- Helps to promote culture.

Fewer candidates attempted this question but they performed well.

(b) Identify four skills used in basketry.
(i) Weaving, joining, randing
(ii) Coiling, twining, pairing
(iii) Plaiting, shaping
(iv) Framing, knotting.

Candidates generally performed badly. It appears their skills in basketry processes/techniques is very limited.

(c) Identify the parts labelled in Fig. 1
(i) Needle  (ii) Bundled cords
(iii) Stitched mat  (iv) Raffia/wrapper

Most candidates could identify and label only two parts. It appears they are not familiar with the process the diagram represents.

(v) State the process used in binding cords for coiling and stitching in fig. 1.
- wrapping
(vi) List two articles made from the process used in fig. 1.
- doormat, place mat, bags, hats, baskets, drip mats

(vii) Which region in Ghana is best known for the production of coiled mats?
- Upper East

(d) State one characteristics and one of each of the materials for weaving and Stitching listed below.
- Bark of plantain
- Leather
- Corn husk
- Raffia palm

(e)(i-ii) What is tanning?
The processing of hides and skins of animals into leather.

Three pre-tanning processes are
- Liming, deliming, flaying, dehairing, curing, washing, fleshing, etc.

Candidates generally performed badly.

PART II
MODELING, CASTING AND CARVING

QUESTION 5
(i) What is modelling?
- An additive forming process using pliable or soft material, e.g clay
(ii) Give two reasons why clay is mostly used for modelling.
- It is easily available.
- It is soft and pliable
- It can easily be manipulated, i.e it can be cut, pulled, pressed, twisted.
- It is made permanent by firing.
(iii) In four steps, describe how to prepare clay using the wet method.
- soak
- pound
- remove unwanted materials
- wedge and knead
(iv) Complete the statement below
- The colour of fired clay is ................. Red or brown

Most candidates were able to define modelling. Others confused modelling with carving. They could not apply the characteristics and properties of clay to answer question 5(a)(ii). Most candidates could describe the preparation process of clay but they could not write down the colour of fired clay.
(b)  (i) What is paper maché?
- Pieces of paper soaked, pounded into pulp and mixed with a binder.

(ii) In four steps describe how an artist prepares papier maché for modelling
- Collect and tear paper into pieces
- Soak pieces of paper in a container
- Pound soaked paper into pulp
- Mix with adhesive, e.g cooked starch

Some few candidates did very well by describing two different methods but others had no idea what the question is all about.

**QUESTION 6**

(a) List five tools that are used in the modelling, carving and casting option.
   (i) Modelling - Spatula, wire-end tools, cutting wire, knife
   (ii) Carving - Adze, cutlass, knife, gouges, scrappers, mallet, chisel
   (iii) Casting - Modelling tools, chisel gouges

Candidates could pick tools from any of the three areas. Though candidates generally performed well in Question 6(a). Some of them just listed tools which have nothing to do with modelling, carving and casting.

(b) The following are steps in the process of designing and carving a three-dimensional item in clay. Re-arrange them in the correct order.

Candidates performed badly. It appears some of them have no idea about the design process. Those who knew the process could not apply the knowledge to answer the question.

(c) The passage describes the casting process. Complete the passage by filling each of the blank spaces with the appropriate word chosen from the list of words provided.

Candidates generally performed badly. They could not understand the passage.

(d) Describe one technique used to create sculpture in wood.
- Carving: Draw design on wood, cut away the wood bit by bit till the desired form is obtained. Finishing is done by texturing, varnishing, lacquering, polishing, etc. It is a subtractive method.

Most candidates did not understand the rubrics. They defined carving instead of describing the process.
PART III
CONSTRUCTION AND ASSEMBLAGE

QUESTION 7

(a) (i) State two reasons why Construction and Assemblage is important in the society.
- It may lead to occupation which will provide jobs.
- May help develop creativity.
- The products may help promote, preserve and transmit culture.
- Develop critical thinking and problem-solving skills.
- Promote recycling and the awareness of the use of waste materials in the environment.

Candidates generally answered this question well. Most of them were able to give two reasons and others gave one correct reason.

(ii) List five items that can be produced by Construction and Assemblage.
- dolls - mobiles - stabiles - toys
- boxes - containers - cages, etc.

Candidates performed well generally.

(b) In the table below draw and name the tools used for the following techniques:
- cutting, securing, drilling

Tools for ‘securing’ was a problem for most candidates. They could neither name or draw them.

(c) (i) What is Origami?
- The art of paper folding, i.e. the art of folding paper into different shapes.

(ii) What is meant by the term recycling?
- Converting waste material to reusable form (material) e.g. bottles, sheets of paper, plastics are processed for use again.

(iii) List three characteristics of paper
- Heavy or light in weight
- Smooth or rough
- Thick or thin
- Does not tear easily

Candidates had not idea what ‘Origami’ is. Most of them struggled with the definition of ‘recycling’. They could also write down only two characteristics of paper.
QUESTION 8

(a) In the table below, state one use of each of the tools listed.
   - Hacksaw: for cutting metal
   - Pair of scissors: cutting, trimming
   - Razor Blade: cutting, sharpening
   - Pliers: Gripping, pulling, holding, bending
   - Bodkin: Piercing, making holes, boring, splitting

Most candidates did not know what pliers are used for.

(b) (i) Give two uses of paper
   - For writing/drawing on books, newspaper, currency, magazine, recording information.
(ii) What is paper made of?
   - Paper is composed of fibres pressed into a compact web made from fabric, straw, wood, grasses, etc.

Candidates were able to give the uses of paper but could not tell what paper is made of.

(c) In the box provided below, draw an open book and indicate the following parts:
   (i) spine;
   (ii) for edge;
   (iii) head;
   (iv) text;
   (v) front cover.

Most candidates drew open books but others drew closed books. Candidates generally found it difficult to indicate spine and text.

(d) Give two reasons for re-binding a book.
   (i) to restore and preserve torn, soiled or damaged books.
   (ii) to restore important documents and reports.

Most candidates could give only one reason. Their second reason was a repeat of the first one.

(e) Identify five main steps to follow when making a jotter.

Most candidates described the steps for single-section and others used the side-sewing method of binding.
Candidates performed better in Question 8 and it was more popular than Question
PART IV
FABRIC AND LEATHER DECORATION

QUESTION 9
(a) (i) What is the main difference between fabric and leather?
- Fabric is cloth constructed by weaving, knitting, etc yarns while
  Leather is a natural material obtained by tanning hides and skins of
  animals.
(ii) What is resist dyeing?
- A method of dyeing fabrics in which certain parts of the fabric are
  prevented from absorbing the dye, e.g tie-dye, batik
(iii) List two synthetic dyes
- Vat, acid, direct, basic, dylon, jiffy, reactive, indanthrene, potassium
  permanganate.

Most candidates were able to state the main difference between fabric and leather. They were also able to describe resist dyeing but most of them could only give one synthetic dye. It is surprising that some of them did not understand ‘synthetic’. They listed dyes from plant sources.

(b) In the table given, different plants have been listed. Fill in the spaces provided for source, process of extraction of the dye and the colour obtained from them.
- Teak, tea, pear

Most candidates demonstrated their knowledge about teak and tea but had a problem with pear. They do not know what it is.

(c) The passage given describes the method of dyeing a fabric using hot water. Complete the passage by filling each of the blank spaces with the appropriate word chosen from the list of words provided below:
- immerse, water, strain, boil, starch, fabric, solution, bark, salt, wax bath.

Most candidates understood the passage and inserted the words in their right places. However, there were some candidates who could not read the passage and therefore inserted the words anyhow.

QUESTION 10
(a) (i) What is a thong?
- A long, thin strip of leather, plastic or rubber.
(ii) List two uses of a thong
- decoration, braiding, joining pieces of leather, stitching

(b) In three steps, draw how to thong the edges of a leather mat in the boxes below.

(c) State one characteristics of each of the following types of leather.
(i) Cowhide - Thick in the middle, it is smooth or grained.
  It can be split into two or more layers.
(ii) Sheep skin - It is light weight, fine - grained and soft.
  It is good quality leather.
(iii) **Snake skin** - Colourful, textured, patterned.

Candidates generally performed poorly. It appears they have not really studied the leather aspect of the subject.

(e)  
(i) **Using a leaf motif, draw an all-over pattern to repeat not less than six times in the box provided below.**
(ii) **Draw suitable textures at the background.**

(e) **State one use each of the following tools for fabric and leather decoration.**
(i) **pencil** - Drawing, sketching, marking out, designing making patterns, writing.  
(ii) **knife** - cutting, trimming, piercing.  
(iii) **bone folder** - pressing down after gluing  
(iv) **revolving punch** - making holes, cutting designs, stamping  
(v) **mallet** - hitting/pushing other tools forward to cut or carve,

Most candidates were able to draw the leaf motif and repeat it in an all-over pattern and to provide textures on the background. Some candidates did not answer the question. They drew their own motifs. Some were flowers, insects or abstract shapes and arranged them anyhow leaving the background bear.