

LANGUAGES

RESUME OF LANGUAGES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners observed that candidates' performance in the various subjects varied. The Chief Examiners for Literature-in-English 3, English Language 2, French 2, Dangme 1 and 2, Eve 1 and 2, Gonja 1 and 2, Literature-in-English 2, Dagbani 2, Fante 1 and 2, Dagaare 1, indicated that, there was an improvement in the performance of candidates. However, for Dagaare 2, Dagbani 1, Kasem 1 and 2, Ga 1 and 2, Akuapem Twi 1 and 2, Nzema 1 and 2, Asante Twi 1 and 2. The Chief Examiners reported that there was a decline in candidates' performance this year.

(2) SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners noted that candidates performed well in the following areas:

(j) **Adherence to Rubrics**

The Chief Examiners for English Language 2, Akwapim Twi 2, Asante Twi 2, Dagbani 1, Gonja 2, Nzema 1, French 2 and 3, Dagaare 1, Fante 2, Kasem 1, reported that a good number of candidates adhered to the rubrics of the papers.

Candidates demonstrated mastery over the features of the various forms of essays.

(k) **Good Organisation of Essays**

The Chief Examiners noted that a good number of candidates for English Language 2, Literature-in-English 2 and 3, Dangme 2, Asante Twi 1 and 2, Eve 1, Fante 1 and 2, Akuapem Twi 2, Kasem 1, Dagaare 1 and 2, Dagbani 1 and 2, presented well-organised essays.

(l) **Appropriate Use of Language and Clarity of Expression**

The Chief Examiners noted that the candidates for Dagaare 1 and 2, Dagbani 1 and 2, Ga 1 and 2, French 2 and Literature-in-English 2 and 3, English Language 2 and had improvement in expression. They reported that candidates used appropriate vocabulary to write acceptable sentences in their work.

(m) **Presentation of Comprehension Answers**

The Chief Examiners for Gonja 1, Dangme 1, Kasem 1, Ga 1, Akuapem Twi 1, Asante Twi 1, Fante 1, Dagbani 1 and English Language 2, commended candidates for their remarkable handling of questions on comprehension passages. They especially lauded candidates for the precise way in which they presented their answers.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses of candidates were identified by the Chief Examiners of the various languages.

(j) **Poor use of language**

The Chief Examiners for Nzema 1 and 2, Kasem 1 and 2 and Literature-in-English 3, Dangme 1 and 2, Fante 1 and 2, Eve 1 and 2 lamented that some candidates' responses were replete with poor grammar, spelling errors and faulty constructions. In the same way, the Chief Examiners

for Akuapem Twi1, Dangme 2, Dagbani 1and Ga 1and 2 expressed worry about the use of the spoken form of the language instead of the standard one by some candidates. They lamented that other candidates also misused certain personal pronouns in the Language.

(k) Poor Stock of Vocabulary

The Chief Examiners for French 2, Kasem1, Dagaare 1, Gonja 1, Nzema 2, Dangme 2, Dagbani 2, Eve 1 and 2, Fante 1 and 2 and Asante Twi 1 observed that candidates' stock of vocabulary was severely limited. This made it very difficult to understand some of the sentences they constructed. In the same way, the Chief Examiner for French 2 noted that some candidates misused masculine markers for feminine concepts in their essays.

(l) Poor skills in answering comprehension passages

It was a worry to the Chief Examiners for English Language 2, Dagbani 1 and 2, Ga 1 and 2, Dangme1 and 2, Nzema 1and 2, Kasem 1 and Literature-in-English 2 that some candidates lifted portions of the comprehension passages, which were irrelevant, as answers to some questions. In a similar way, the Chief Examiner for French 3 lamented that words that were similar in form to words in English were most of the time wrongly pronounced by candidates .

(4) **SUGGESTED REMEDIES**

The following remedies were recommended to address the weaknesses identified:

- (f) Students should be encouraged to read books and other literature in the various languages they are studying so that they can enrich their stock of vocabulary.Teachers should also discourage students from mixing languages when writing a particular language.
- (g) Students should be encouraged to embrace the practice of solving past questions and reading the Chief Examiners' Reports so as to acquaint themselves with the trends of questions and how to tackle them effectively.
- (h) Teachers should try and teach all aspects of the syllabus, conduct frequent word drills and other exercises to equip candidates with the necessary skills to enable them answer all aspects of the questions with ease.
- (i) Regular In-service training sessions should be organized for language teachers to update their knowledge in content and methodology especially on comprehension, essay and grammar.
- (j) Teachers should teach the rules of the language and also advise candidates to desist from copying whole comprehension passages or lifting part of same as answers to questions.Candidates should be made to know that copying out a question before proceeding to answer it will not give any additional mark.

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper was at the level required and the questions were within the scope of the syllabus. The standard of the paper is comparable to that of the previous year.

The performance was not encouraging as it fell below expectation although it was a slight improvement over last year's.

Whilst Section B (Comprehension) was handled fairly well by most candidates, the same cannot be said of Section A (Essay) and Section C (Summary).

2. SUMMARY OF CANDIDATES' STRENGTHS

A number of candidates exhibited features which are commendable. The following strengths of candidates were noted:

- (1) A good understanding of some of the questions.
- (2) A clear presentation of relevant features of contents of some of the essays.
- (3) Some candidates were able to use the appropriate register and vocabulary for their essays especially those who answered Question 3.
- (4) Adequate knowledge of the mandatory features of informal letters.
- (5) A good number of candidates understood the comprehension passage and therefore were able to answer most of the questions appropriately.
- (6) The use of short sentences and phrases in answering the comprehension questions.
- (7) Some candidates backed their facts with figures or statistics to substantiate their claims.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The general performance showed that many candidates have still not grasped the rudiments of English. The following weaknesses were observed:

- (1) Poor syntactic structures and faulty constructions or wrong use of tenses.
- (2) Poorly controlled sentences as a result of poor knowledge of punctuation marks.
- (3) Indiscriminate use of capital letters and wrong spelling of words.
- (4) Wrong application of subject-verb and pronoun antecedent agreements.
- (5) Majority of candidates seemed to be reproducing model essays from books or the internet.
- (6) Candidates scored low marks on expression and mechanical accuracy.

- (7) Many of them were not able to write full length essays resulting in less scores in all aspects of the essay – Content, Organisation, Expression and Mechanical Accuracy.
- (8) Article writing was a challenge for many candidates who attempted it.
- (9) Candidates' performance in the 'Summary' test was woeful. Many candidates continue to lift whole sentences from the passage as answers.
- (10) Candidates continue to write summary answers in phrases and subordinate clauses instead of sentences.
- (11) Some candidates did not pay particular attention to the wordings of the questions. In the summary test, some candidates wrote "Government" or "The government" instead of the subject "Governments".
- (12) Candidates did not know how to use dialogue in story-telling.

4. SUGGESTED REMEDIES

- (1) The teaching and learning of grammar should be taken seriously since it is the basis for good performance in all areas. Teachers should teach the grammar of the language in context, especially the parts of speech.
- (2) The correct use of tenses should be taught exhaustively and students made to use them appropriately in context.
- (3) Students should be given more lessons on the use of punctuation marks.
- (4) The reading culture must be inculcated in students in order to increase their vocabulary stock, enhance correct spelling and enable them to write complete sentences. Students should be made to do a lot of exercises in class.
- (5) Teachers should teach candidates how to answer summary questions using only simple sentences. Students should be helped to be able to differentiate between phrases, clauses and sentences in order to avoid the confusion of students as far as summary is concerned.
- (6) Creative writing skills should be developed in students so that they can write original essays instead of using model essays.
- (7) Students must be encouraged to write articles for publication in magazine.
- (8) Candidates should practice paragraph development to help them identify main ideas from supporting details.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend in another school telling him or her the valuable lessons you learnt during a recent excursion.

The candidates were required to write a letter to their friend in another school telling them the valuable lessons they learnt during a recent excursion. This was a popular question but almost all the candidates who attempted this question only gave a description of the excursion without discussing the lessons learnt from the excursion. They misunderstood what valuable lessons meant. Some candidates also wrote a lot of irrelevant things in the introduction – sometimes almost a full page. Even though many

of the candidates knew the features of informal letters, they were written incorrectly in some instances. Some wrote the subscription, “Yours faithfully” instead of “Yours sincerely” or “Yours ever”. The content of many of the candidates was only centred around certain specific places like the National Museum, Cape Coast Castle, Kakum National Park and Manhyia Palace so they were virtually repeating the same descriptions.

Question 2

Several articles have been published on the alarming rate of indiscipline among the youth of your country. Write your contribution.

The candidates were required to write an article suitable for publication in a national newspaper on the alarming rate of indiscipline among the youth in their country. The candidates were expected to discuss how alarming the nature of indiscipline among the youth in their country had become.

This was not a popular question for most candidates. The candidates who wrote it could not elaborate on how alarming the nature of indiscipline was among the youth in their country. Some candidates either omitted the formal features or wrote it as a speech with all its vocatives. Points raised by some candidates were cogent enough. Generally, paragraphing was poor and uncontrolled sentences created a lot of problems for most candidates.

Question 3

Cases of malaria have been on the increase in recent times in your country. Write a letter to the Minister of Health discussing your observation and suggesting at least three ways of curbing the disease.

The candidates were required to write a letter to the Minister of Health discussing their observation on the increase in cases of malaria in their country in recent times and suggesting at least three ways of curbing the disease. There were two parts to the question: the candidates’ observation and suggestions on how to curb the disease. This was a favourite question because of the familiarity of the subject matter. The candidates

who attempted it did fairly well. However, some ignored the observation part of the question. Some candidates did not discuss the problem of the cases of malaria but only dwelt on the measures to curb the disease.

The recipient’s address was written wrongly in most cases. For example, the designation was either omitted or “The Ministry of Health” was written first.

Majority of candidates used the appropriate register (Health Language) and some backed their facts with statistics which was very good.

Question 4

You have been awarded a scholarship by a local company. Write a speech you would deliver at the presentation ceremony stating the benefits of the scholarship.

The candidate had been awarded a scholarship by a local company and was required to write a speech he/she would deliver at the presentation ceremony. He/she was expected to state the benefits of the scholarship.

This was not a popular question. No candidate answered this question.

Question 5

Write a story which ends with the statement: Better late than never.

The candidates were required to write a story that ends with the expression: Better late than never. The story was to be real or imaginary. They were expected to give an account of events or tell a story.

Majority of the candidates seemed to be reproducing a model essay that they had access to. They all wrote about an old man who had two sons and a daughter. They sent money and letters regularly to him. The letters were read by a kind Postmaster. He later died and a rude young Postmaster took over and refused to help the old man. He was advised by a Headmaster to be literate which he did.

A few candidates who wrote something original also failed to end it with the expression, “Better late than never”.

They could not give a good plot. Some stories did not have a beginning, a climax and a conclusion. The effective use of dialogue was completely missing.

Question 6

This was a comprehension test. The passage was not difficult. Generally, some candidates scored high marks. Their answers revealed their ability to understand what they read. They grasped the subject matter of the passage and as a result identified the answers. However, many candidates made grammatical errors. For example: Question (a) Funke and the writer were *classmates*. Question (b) The writer thinks Funke was *brilliance*.

- Most candidates got Question (c) wrong. They did not understand why the writer put ‘noble’ in inverted commas.
- Answers to Question (f) were mostly wrong. Most of them could not infer from the passage to answer this question.
- Question (g) “Simile” was wrongly spelt by many candidates.
- Question (h) majority of candidates got (i) *Noun clause* correct but failed to answer (ii) *Complement of the verb ‘was’* correctly.
- Majority could not supply all the correct synonyms for Question (i) the vocabulary section. Some wrote two or more answers and in most cases one was wrong which rendered the entire answer wrong. For example, confident – bold, brave, optimistic, hopeful. Struggling – battling, fighting.

Some of the meanings given to the words were out of context.

- The performance in this section was average.

Question 7

The question tested the candidates’ ability to sift relevant material from the passage and present it in a concise form using their own words as far as possible. Many candidates lifted lengthy portions of the passages and wrote them as answers. For example, Question 7(b):

Government must improve the road network.

Government must support Agricultural Research Institutes.

- Those who wrote answers containing extraneous materials, grammatical and expressional errors were penalized.
- Some candidates wrote incomplete answers. For example, Question 7(a): The high cost of transportation Question 7(b) Provision of storage facilities
- Candidates failed to score good marks here following their failure to understand the two different questions. Many did not take the root of using ‘Governments...’ candidates used ‘Government ...’ or ‘The Government...’.

LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper is comparable to that of the previous year. Candidates' performance was not encouraging as has been in recent years.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few of the candidates seemed to have a good knowledge of the texts.
- (2) Some candidates managed to quote important portions of the texts to support their points.
- (3) Remarkably, some candidates engaged more in the discussion of key points in the texts than mere narration.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor grammatical and structural sentences abound in most of the responses.
- (2) Most candidates showed little or no knowledge of the texts.
- (3) Some candidates over reliance on commentaries of the texts was evident in their responses as they wrote very similar introductions and conclusions.
- (4) Ideas were presented haphazardly by some candidates and this marred their work.

4. SUGGESTED REMEDIES

- (1) Teachers must adequately involve candidates in class discussions of the novels to help candidates bring out their own ideas and interpretations of the novels.
- (2) Teachers need to urge candidates to read the selected texts as required; give candidates reading assignments and have a reading session in class.
- (3) Each point/idea presented in their responses must be adequately supported with textual evidence.

5. DETAILED COMMENTS

Question 1

Examine three instances of gender discrimination in the novel.

Candidates were required to state the theme of the novel; female resilience (Adah) in the face of male domination, explain gender discrimination and discuss such occurrences in the novel.

This was a popular question among the candidates and a number of them were able to deliver as expected while others did not make any reference to the novel but focused on general female discrimination in an African setting.

Question 2

Comment on the implications of Adah's decision to live with Francis in the United Kingdom.

Candidates were supposed to state the theme of the novel (as in 1) give a brief description of the main characters: Adah and Francis and discuss the purpose and implications of the visit.

Most candidates who answered the question indulged in mere narration but left out the implications of the visit and Adah facing the reality of a woman's place while in the UK and the true character of Francis.

Question 3

Discuss the meeting of Nii and Linda at the Hajj Camp

Candidates were expected to state the theme of the novel; indigenous intolerance of immigrants, identify the character traits of Nii and Linda and give a description of the setting of the Hajj Camp. A discussion of the meeting and its implications were required, for example, the meeting igniting the spirit of Pan-Africanism in those present at the scene and it being a fitting farewell for two friends who respect each other.

This question was quite unpopular among candidates. And the few who answered the question did not fully describe the scene and events.

Question 4

Consider Mama Orojo as a woman of faith and courage.

As required, candidates were to state the theme (as in 3) of the novel, describe the physical qualities of Mama Orojo and more importantly, her faith and courage in business and the society.

Most candidates answered this question and focused more on Mama's active role in church as an evangelist than her strong will to take risks in her business and the good of others. For example, she saves Paleo's daughter from the fire and travels to Koforidua to search for the corpse of Nii's wife. This omission by candidates prevented them from enjoying the full marks for this question.

Question 5

Comment on the character of Dr. Bledsoe.

Racial segregation in America and its effects on the narrator was required to be discussed by the candidates as a major theme in the novel. The physical attributes of Dr. Bledsoe and his relation to the narrator needed to be identified.

A discussion on the aspects of his character (E.g. arrogant, authoritative and selfish) was to be given a lot of attention as this is the focus of the question.

Candidates were able to answer this question well by employing the ways of identifying a character's make up; what he says, what others say about him and what he does and where he goes.

Question 6

Consider the narrator's experiences at Liberty Paint.

Candidates were supposed to state the theme (as in 5), identify the character of the narrator and describe his experiences and their effect on the story. Candidates were expected to discuss the experiences at Liberty Paint (plant), basement of building No. 2 and the accident (fight).

This question was fairly attempted and most candidates failed to discuss the experience at the basement of building No. 2 and the fight between Brockway and the narrator. All these experiences are very important.

Question 7

Compare Wuthering Heights to Thrush Cross Grange in the novel.

The interplay of love and revenge is a major theme in the novel which candidates were expected to state in discussing how this is revealed through the comparison of Wuthering Heights and Thrush Cross Grange.

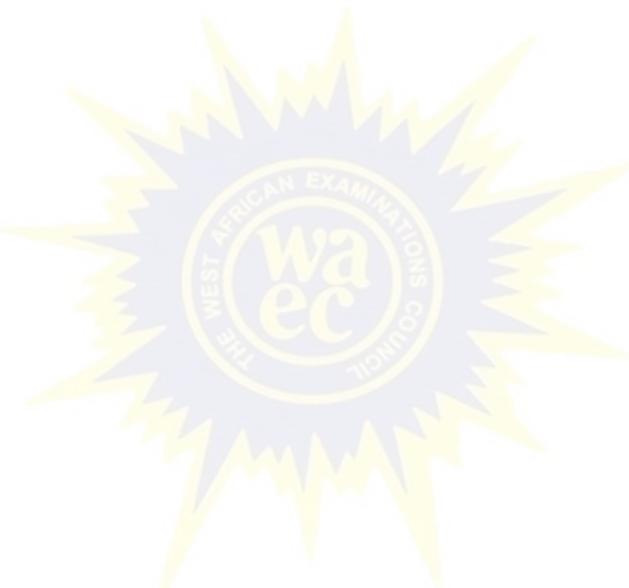
Scene identification of the two settings was what candidates focused most on but the question also demanded the identification of the occupants of the two places as well as the links between the places. This led to some candidates scoring only half of the full marks.

Question 8

Examine the role of Nelly in the development of the plot

Candidates were required to state the theme (as in 7) of the novel, describe the physical attributes of Nelly and the roles (narrator, counsellor, confidant and guardian) she plays in the advancement of the plot.

Most candidates who answered this question wrote extensively on her role as a narrator and little or no mention of the other roles.



LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

The standard of the paper is comparable to that of previous years. Candidates' performance is not remarkably good.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A number of the candidates displayed some level of knowledge and understanding of the texts.
- (2) The demands of the various questions appeared to have been generally understood.
- (3) Attention was focussed more on attempting to answer questions than on irrelevant introductions on writers' background and other published work.
- (4) Candidates scoring high marks also demonstrated a skilful use of the language, good knowledge of texts and clarity of thought.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Blind reliance on commentaries without significantly making contact with the texts.
- (2) Churning out some wrong or inconsistent answers verbatim.
- (3) Some candidates producing answers that were not related to the texts, or producing their own versions of the scene.
- (4) Candidates indulged in overgeneralisation where specific references to the texts were required.
- (5) Some candidates being unable to identify the genres and referring to them in a mutually inclusive manner.
- (6) General unpreparedness, leading to the presentation of answers that could have been memorised and written under loose supervision.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to reason and write independently of others in the examination halls.
- (2) Candidates could avoid writing profiles of authors that have no bearing on questions asked.
- (3) Where texts have film or video versions, candidates should stay off 'extraneous scenes' that are not found in the texts.
- (4) For all texts studied, candidates should be able to identify themes, characters and literacy terms and briefly elaborate on them.

- (5) Where questions on texts have contemporary relevance, candidates should not be over tempted to avoid specific references to the relevant parts of the texts.

5. **DETAILED COMMENTS**

Question 1

Discuss the view that Yoko represents women's struggle for power in a male dominated society.

Candidates were expected to state the theme of the struggle for leadership involving the succession to power, identify the character traits of Yoko and focus on her struggles in becoming chief, being a chief and her death. They were further expected to discuss Yoko's exercise of leadership and she being a victim of male conspiracy.

Candidates appeared not to have selected the text for study as there was little or no record of candidates answering this question.

Question 2

Show how the chiefdom of Mende is undermined by conspirators from within

Candidates were expected to state the relevant theme of the play and recognise the setting of Mende land. Also, candidates were to identify the conspirators; Lamboi and Musa and discuss the conspiracy and how it destabilized the chiefdom. For example, the conspiracy is responsible for the demise of the latest rulers of Mende chiefdom, Gbanya and Yoko.

Similar to question one, candidates appeared not to have selected the text for study.

Question 3

What does Sidi bring out in Baroka and Lakunle?

The question required a statement of the theme of the conflict between tradition and modernisation and a description of the character traits of Sidi, Baroka and Lakunle. The main point of the question demanded candidates show how Sidi's interactions with them (Baroka and Lakunle) bring out, for example, Baroka's autocratic behaviours and Lakunle's absurd romantic love.

Most candidates wrote character sketches of Baroka and Lakunle without discussing what aspects must have been influenced or triggered by their interactions with Sidi.

A few good answers put Sidi at the centre of the discussion.

Question 4

Examine the relationship between Sadiku and Sidi in the play.

The candidates were expected to state the theme upon which the relationship between Sidi and Sadiku is anchored. Their physical qualities should have been described. Based on this, the Sidi and Sadiku relationship would have been seen as that of two traditional women; for example, the first younger and the second old. Then their perspectives on Lakunle would have been better understood; for example, Baroka's trickery as well as his antagonism toward Lakunle.

A few candidates took this balanced view. However, the majority rather narrated a story of the relationship without reference to what impact both characters had on the theme.

Question 5

Comment on the relationship between Jimmy and Alison in the play.

A statement of the theme of class differences and their effects on social relations like marriage was required in order to account for the nature of the relationship between Jimmy and Alison. Followed by character identification of both of them. The main focus then should have been on their main encounters which bring out the theme of class differences; how they met and got married, life as husband and wife and their reconciliation after the separation.

A few good candidates were solid on details but lost marks for not contextualising the relation on class differences and who and what Jimmy and Alison are.

Question 6

Comment on the view that the affair between Jimmy and Helena is borne out of anger.

Candidates were supposed to state the theme of class differences and their effects on social relations while taking a stance after identifying the character of Jimmy and Helena.

The question was not contested with contrary views. Candidates agreed the relationship between Jimmy and Helena was the result of Jimmy's acrimonious relationship with Alison and Helena's intervention led to her encouraging Alison to leave.

Candidates had a fair knowledge of the text and the demands of the question. However, they merely narrated the relationship without commenting on its genesis in anger while others also failed to state the theme and physical attributes of Jimmy and Helena.

Question 7

Assess the contribution of Rose to the development of the plot.

Candidates were required to state the theme of racism as a basis for Rose's contribution to the plot, explain what plot is and discuss the character traits of Rose by highlighting the ones that aide in telling the story right.

Though a popular question, most candidates could not provide enough details to show how Rose navigated her life through racism outside and the struggle to keep a family intact.

Question 8

What do you learn about African-American life in the play?

This question was restrictive as it referred to African-American life in the play. A statement of the theme (as in 7) was expected as well as a brief identification of the main characters' life in a foreign land.

Most candidates who answered this question omitted the discussion of African-American speech habits while others digressed by referring to events outside the play.

Question 9

Discuss the theme of love in the poem “Raider of the Treasure Trove”

This was the favourite poem as it attracted, possibly the most answers. Candidates were expected to state the effects of rage as an important theme but most candidates only centred on love.

Since in the poem, love thrives where there is no rage, candidates were credited for their interpretation. Just a few paid attention to what the poet said about rages' origin in perception and the role the mind played in this.

Question 10

What leadership issues are discussed in Niyi Osundare’s *The Leader and the Led*?

Candidates were expected to state the theme of leadership and responsibility and discuss the issues of leadership as raised by the animals in the poem. For example, authoritarianism and annihilation by the antelope and the impala against the lion and the hyena respectfully.

This question produced some of the worst and some of the best answers while the worst discussed general leadership issues without referencing the poem, the best highlighted on only the ones raised in poem.

Question 11

What is the poet’s attitude to nature in “Binsey Poplars”?

The question required a statement of the theme, i.e., man's destruction of nature through the felling of trees and demonstrates how the poet feels about both the trees and their being felled. For example, his emotional attachment evoked by the phrase, 'My aspens dear'.

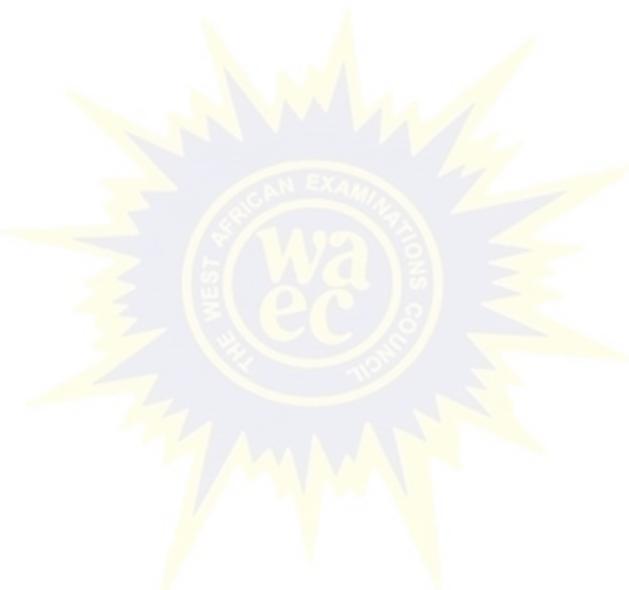
A lot of candidates answered this question because of its topicality hence some of them merely wrote about environmental degradation without any reference to the poem.

Question 12

Comment on the poet's use of setting in *Bats*.

Candidates were required to state the theme of oppositeness in nature symbolised by the swallows and bats respectively and human biases regarding the choices we make. They were also expected to explain 'setting' as a literary term signifying place and time.

The explanation of setting was adequately done by the majority of candidates who answered this question. Others, however, failed to provide details of time and place referred to in the poem in order to fully appreciate the poet's thoughts.



FRENCH 2

1. GENERAL COMMENTS

Generally, the standard of questions set was comparable with that of previous year. The questions set were within the syllabus and also within the reach of the candidates. The question covered real life issues such as flooding and its attendant effects on life and property, movement of people from one place/residence to another, problems in schools, etc. The diction of the questions was straightforward and so there were no ambiguities. The verbs of action used in the questions were appropriate in avoiding deviations by candidates. However, performance this year dropped.

2. SUMMARY OF CANDIDATES' STRENGTHS

The following strengths were observed in the candidates' works this year:

- Most of the candidates followed the rubrics by answering one question from each section. They also respected the rubrics on the length of their composition, i.e. number of words was within the required limit.
- In grammar, a few of the candidates performed very well in most of the aspects. They used the correct articles, correct gender and number, etc.
- Some of the candidates were able to tackle the question with “expliquer pourquoi” very well. Question 3 especially, which demanded an explanation of why one chose a particular profession and why, was well answered by a few who attempted it.
- They also used the tenses correctly.
- A few of the good candidates were able to organise and present their essays in an orderly manner. They had titles for their essays and developed their points sequentially. They wrote the format of the letters correctly.
- Paragraphing was well done because each point with its analysis was in a separate paragraph.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Some weaknesses were also observed. These include:

- A few of the candidates deviated. This showed that they did not understand the question. For example, in question 1, some of them wrote about their town/villages instead of the capital of a monument.
- A few of the candidates did not obey the rubrics. Some of them answered the 2 questions from the same section. This resulted in them losing half of the total mark for the paper.
- Another challenge was spelling. Most of the French words were wrongly spelt.
- Most of them omitted some accents and those who used them, did so wrongly.
- Others wrote the essays in English.
- A few of them also copied the comprehension passages as answers.

- Some of them had challenges with Subject-Verb Agreement. They used singular verbs for plural subjects and the vice versa.

4. SUGGESTED REMEDIES

- First of all, candidates must make sure they understand clearly what the question demands before attempting them. They should not take any word of the question for granted.
- Candidates should learn to satisfy the demands of the paper by answering the number of question from the right sections.
- Candidates should be encouraged to read a lot of literature in French to enrich their stock of vocabulary and improve upon their spelling.
- They should practise essay writing frequently. These should be marked and outcomes discussed in class.
- Spelling drills should be organised regularly for the candidates so they can improve upon their spelling skills.

5. DETAILED COMMENTS

Question 1

Faites une description d'un monument de votre ville.

This question demanded that the candidates describe a monument at/in their town or village. Information needed included: name of the monument, where it was, why and when it was built, which purpose it serves, etc.

This question was attempted by most of the candidates. A few answered it well, covering most of the required areas. However, a few of them deviated. These candidates only wrote about their towns. It means they concentrated on *votre ville* and left the real issue.

Question 2

Racontez une histoire pour illustrer ce proverbe, ‘Comme on fait son lit, on se couche’

This question required story telling. The question expected the candidates to write a story depicting the saying, ‘As you lay your bed, so you lie on it’ or ‘Life is what you make it’.

Two skills were demanded here: understanding of the proverb and creativity. This question seemed to be challenging. No wonder many candidates avoided it. The few who attempted it, wrote stories with good subject matters but the themes were not what the topic demanded.

Question 3

Vous voulez exercer un métier après vos études. Expliquez pourquoi vous préférez ce métier.

The demand here was for the candidate to write about their chosen career and give reasons for their choice. This is a straightforward question. The few candidates who did not misunderstand *métier* did quite well. Some were able to state their preferred profession or career. They were also able to give reasons for their choice. Some of the reasons were money, help to their communities, respect, etc. The majority, however, wrote on matières – subjects studied in school and therefore deviated.

Question 4

Cette année, l'abondance des pluies a causé des dégâts graves dans votre quartier. Dans une lettre, parlez de la situation à votre sœur à l'étranger.

This question requested of the candidates to write a letter to their sister abroad about destructions caused by heavy rains back home. This was a friendly letter, and so the features such as informal expressions, simple sentences, etc, were expected.

A few candidates had problems in the date. They put the article *le* in front of the figure instead of putting in front of the day, where the two were present. An example is, *mardi, le 02 novembre, 2021* instead of *le mardi, 02 novembre, 2021*. Some candidates also started the days of the week and the months of the year with capital letters instead of the lower case letters.

Most candidates who wrote on this topic fared well. They provided the essential information such as, death, houses destroyed, roads cut; farms destroyed, kiosks carried away, missing people and livestock, etc.

Question 5

Vous venez de déménager. Ecrivez une lettre à votre ami(e) pour l'inviter à passer quelques jours avec vous et dites pourquoi.

In answering this question, candidates were to write to their friend inviting them to spend some days with them at a new apartment they just moved into. They were expected to state the reasons for the invitation.

Many candidates answered this question. However, they only concentrated on the invitation. They ignored the change of settlement/residence and the reasons for the invitation. This made their essay one-sided, resulting in loss of marks for content.

Question 6

Vous êtes capitaine de l'équipe de votre école mais vous, les joueurs, vous vous plaignez. Ecrivez une lettre au directeur de l'école pour lui expliquer votre mécontentement.

The demand of this question was for the candidates to write a letter in their capacity as the captain of their school football team to the head of the school explaining why the team members were unhappy, displeased and complaining. The letter was to be an official/formal one, and therefore demanded the features of an official letter. These include, formal expressions, no pleasantries, etc,

This question was avoided by many candidates, making it the least popular and therefore least answered. It appears those who had issues with their school heads concerning negative attitude towards sports generally were those who attempted this question. They, thus, saw this as an opportunity to lash it out at their headmasters/headmistresses. Their responses were real, genuine and practical.

However, some who took the letter as a personal one only talked about their individual “suffering” during a particular match. Some candidates did not realise that the letter was to be official. They, therefore, used *tu* instead of *vous* for the addressee. Some candidates only mentioned the problems without suggestions for solution.

FRENCH 3

1. GENERAL COMMENTS

This year's paper had the same standard as that of the previous year. The questions were clear with no ambiguity; they were all within the scope of the syllabus and at the level of the candidates. The paper had 3 component; Listening Comprehension, Reading Test and Conversation. Performance was generally not encouraging though a few candidates did well.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Candidates knew what was expected of them. They were aware of the various components of the oral examination i.e. Listening Comprehension, Reading and Conversation.
- Most of the candidates showed that they had read at least one of the prescribed literary texts from which questions were asked during the Conversation stage.
- A few of them showed mastery of the spoken French.
- Some of them read the passages fluently, observing the necessary pauses.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates could not sustain a simple conversation in French. Apart from saying their name and age, they could not go any further. It was obvious that they were not used to speaking French.
- Some candidates seem not to have read any of the prescribed literary texts while some have only read one or two stories in the 'La belle Fleure et d'autres histoires'. This meant they could answer only one or two questions in the second part of the conversation.
- As for the exposition aspect of the conversation where candidates were required to talk on a topic, some had to be prompted to continue to talk.
- Words that are similar to words in English were most of the time wrongly pronounced.

4. SUGGESTED REMEDIES

- It is very essential for teachers to prepare candidates adequately for this exercise. To do this, they should take candidates through orals tests regularly. Practice makes perfect.
- The study of the prescribed literary text must start from form 1. The stories could be used for written as well as listening comprehension passages in class.
- Students should be trained to listen to spoken French and answer simple questions on what they have heard in French. This could start with very short texts.
- Students should be encouraged to speak French frequently especially, on issues concerning them and their immediate surroundings.
- Reading aloud must be encouraged. Students could form reading groups and read to one another.

This should be supervised by the teachers.

- Teachers of French should make use of the audio-visual facilities at CREF to enable the students to get used to the oral aspect of the language.

5. **DETAILED COMMENTS**

1) Listening Comprehension Questions

Candidates were supposed to listen to a passage and answer ten questions on the passage read.

The Multiple-Choice Questions were clear and simple so, most of the candidates chose the correct options. This showed that the candidates followed the story so could understand the questions and answered correctly.

The true or false questions were also answered correctly by the majority of the candidates. However, where candidates were to provide their own answers, most of them found it difficult.

2) Reading

Candidates were required to read a short text. Candidates were judged on the pronunciation of twenty tested words and fluency.

The two texts for the exercise were quite short, simple and interesting.

The tested words were quite familiar. They were also tested on their ability to liaise two words. Most candidates could not do the liaison.

The following tested words were wrongly pronounced:

Marchandent was pronounced (maRfādā) instead of [marfād]

Souvent was pronounced (suvent) instead of [suvā]

Moment was pronounced (moment) instead of [mōmā]

Se précipitent was pronounced (səprespitā) instead of [səpresipit]

Zoo was pronounced (zu) instead of [zo]

façon was pronounced (fakōn) instead of [fasō]

3) Conversation

Candidates were supposed to engage in a conversation with the examiner, then answer five questions on one of the prescribed literary texts after which they were to do a brief exposition on a simple topic. Most candidates were able to answer questions pertaining to their name, age, address, hobbies, favorite dish, their family, etc. However, when it had to do with description and narration, some candidates were found wanting. Thus, the exposition aspect of the exercise was difficult for some of the candidates.

Some candidates had not read any of the two prescribed texts and therefore did not answer any of the questions on literature.

ARABIC 2

1. GENERAL COMMENTS

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

2. PERFORMANCE OF THE CANDIDATES

Candidates' performance in this year's examination fell below as compared with that of the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

The chief examiner noted that some of the candidates were well versed in the following topics:

- (i) Candidates' performance in the composition aspect of the paper was good, as they were able to answer the questions properly.
- (ii) Candidates showed mastery with the Arabian literature better than the Nigerian literature, as they showed proper understanding in answering questions regarding Arabian literature.
- (iii) In the essay writing, candidates showed understanding of the question and also exhibited a level of mastery in Arabic vocabulary

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates had challenges in spelling of some basic Arabic words in their essays.
- (ii) A number of candidates had challenges in placement of some Arabic vowels in their right positions,
- (iii) Some candidates did not know the difference between vowels and consonants, thereby using them interchangeably.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Teachers should concentrate on the spelling aspect of Arabic words in order to improve the spelling abilities of their candidates,
- (ii) Teachers should make candidates understand the difference between Arabic vowels and consonants so that they can be able to position Arabic letters well,
- (iii) Candidates should be taught how to place Arabic vowels in writing, E.g. 'Alif', 'ya' and 'wa'.

6. DETAILED COMMENTS

Question 1

This question was popular amongst candidates. Candidates' performance was good. They showed proper understanding in answering the question. Some candidates performed excellently in answering the question.

Question 2

This question was unpopular. In the A section, Candidates could not answer the question well. The wording of the question did not include words of common usage, therefore candidates did not perform well as they faced difficulty in understanding some ancient Arabic words in the question.

The second part of the question (B) was not tackled at all due to lack of understanding in the Nigerian Literature.

Question 3

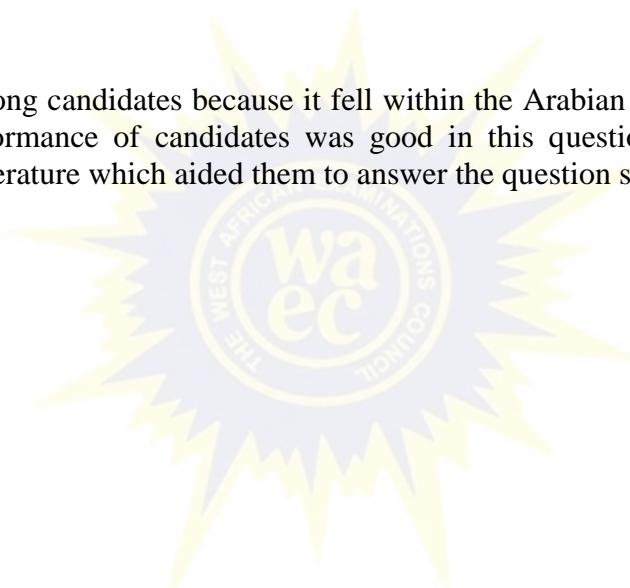
This was a common choice amongst candidates, because it falls within the Arabic literature, it is about the life of a poet. Candidates' performance was good in general but some performed extremely well.

Question 4

This question was not a common one, it is about Nigerian Arabic literature which is difficult for Ghanaian candidates. The candidates did not perform well in this question due to lack of information on Nigerian literature. They seemed not to understand the question, let alone answer it, therefore resulting in poor performance

Question 5

The question was popular among candidates because it fell within the Arabian literature, which is common to Ghanaian students. The performance of candidates was good in this question because they had adequate information on the Arabian literature which aided them to answer the question satisfactorily.



DAGAARE 1

1. GENERAL COMMENTS

The standard of this year's paper was comparable to those of the previous years. All the questions were within the scope of the syllabus. Generally, there was a slight improvement in candidates' performance this year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (a) Good Orthography: Most candidates portrayed good spelling, word division, and use of punctuation skills. Most candidates also used capital and small letters appropriately. They also used full stops and other punctuation marks as expected.
- (b) Good Organization: The organization of answers of many candidates was good. Most candidates gave every question a new page. They also gave the composition appropriate paragraphs and presented their ideas and answers in an orderly manner in most sections.
- (c) Adequate Preparation: The answers of most candidates showed a good knowledge of adequate preparation. Their answers in most cases were brief and straight to the point. In the composition, candidates tried to write the given number of words. Most of them actually wrote the required number of words. A few of them however, could not meet the five hundred words (500) requirement.

3. SUMMARY OF CANDIDATES' WEAKNESS

- (a) Generally, candidates displayed the usual situation of poor grammar and presentation of loose and wobbling sentences in some situations.
- (b) In a few instances, some candidates wrote more than the one essay topic they were required to write on. Others reproduced too long write-ups.
- (c) Some candidates used wrong tenses and in some cases mixed up the tenses in an inappropriate manner. This trend was not different from the situation in the previous years.

4. SUGGESTED REMEDIES

- (a) Teachers should give students a lot of class exercises including dictation and encourage students to read extensively to improve on their orthography.
- (b) Students should be taken through a lot of past questions so that they can be conversant with the rubrics to prevent them from answering more questions than required.
- (c) Teachers should spend more time on the tenses in the language so that candidates can use them appropriately.

5. DETAILED COMMENTS

Question 1

Sège yelyagesegeraa kyaare yélé ata mine naŋ na tőŋ wanęg gbemeelę baalon. Wuli faalon ata gbemeelę baalon naŋ taa ko noba. Bɔ sobie ayi te naŋ na tőŋ tu a ŋme a yélé ama fere.

It was a very popular question where candidates were expected to discuss three ways through which HIV/AIDS is spread, three effects of it and suggest two ways by which it could be prevented. This was an expository essay and many candidates displayed the features of it.

Most candidates discussed the causes of HIV/AIDS to include unprotected sex, oral sex, rape, hard kissing, prostitution, unsafe blood transfusion and use of unsterilized sharp equipment. On the effects of HIV/AIDS, candidates discussed some effects such as, frequent diarrhoea, fever and severe headache, weakness of the body, social stigma, skin diseases, and death. Some suggested ways through which HIV/AIDS could be prevented were discussed by candidates to include: use of condoms, avoidance of oral sex, avoidance of hard kissing, stopping prostitution, giving tough punishment for rapists, use of sterilized equipment, screening of blood before use, voluntary testing of status and been faithful to one's sexual partner. They concluded well by affirming that HIV/AIDS is real and incurable. Performance on this question was good.

Question 2

Sège senselon naj baara ne ... o da e la wulubu naj soma zaa.

This was a narrative essay where candidates were required to write a story which ends with the expression; "it was very interesting and it taught me a moral lesson". Candidates were expected to give a detailed narration of a story, stating the characters and their roles. The story should be chronologically or sequentially narrated. Again, the story could have an introduction, the body and the conclusion. Most candidates who answered this question gave a title of the story, stating the location of the story, time and date of the incident. They also stated the characters involved in the story and the incidents that help to make the story interesting or exciting. They also brought out the moral lesson learnt from the story. Some candidates ended up by expressing their impression and linking it with the expression as required.

Generally, performance on this question was encouraging.

Question 3

Sège leté ba naj na de ej daworo gane poɔ kyaare yélé anaare mine naj na baj wanen nannyinkpeene. Wuli sobie anaare te naj na tōj tu ka a yélé ama vúú kpinni.

It was an article writing meant to be published in a newspaper and candidates were expected to state and discuss the features as such. A good introduction confirming the rampant incidence of armed robbery in the country and the need to eliminate it from society was suitable. Candidates were expected to state some of the causes of armed robbery as; poverty, crave for money without recourse to the source, peer influence, crave for luxurious things, drug abuse, craving to become rich overnight, over ambition and lapses in national security. On the part of remedies or solutions, candidates were expected to give points like creation of jobs, severe punishment for culprits, equipping the police services, formation of community watch-dog committees, arresting people keeping illegal weapons, personal security and safety consciousness as some of the measures to curb the situation. Candidates who answered this question omitted some essential features of an article such as the title, writer's address, address of the editor, and candidate's full name. They could not also get the solutions to the armed robbery cases correctly. Most of the candidates however concluded by stating that if the aforementioned measures are adhered to, the incidence of armed robbery will reduce drastically.

Performance on this question was below average.

Question 4

Fo ne fo sakuubitaaba gaa la a paalon lambori kaṇa naj be Ghana poɔ zannoo yeltarre nimipèle ejɛ. Bigri fo teeron kyaare ne a sori ḥa yɛ naj tu ko fo bakore/kyɛnɛ.

This was another expository essay and candidates were expected to explain or describe a trip that they embarked on, giving the date or day of the trip, place and purpose of the trip. They were also expected to indicate the preparations made towards the trip, experiences gained and what they saw on the way to and from the trip. Candidates were also expected to talk about how they were ushered in, entertained and places of interest they were taken through. They could also talk about how they finally departed from the place.

It was one of the unfamiliar questions and many candidates avoided it. Those who answered this question performed poorly. Some of the candidates misconstrued the question and ended up writing a letter to their friends thereby deviating and scoring zero for content.

Performance on this question was average.

Question 5 Translation

Candidates were asked to translate an English version of a passage into Dagaare. The passage generally was within the level of the candidates but most candidates lacked the skills of translation and thus performed poorly. A few of the candidates performed well in this question. Candidates were expected to break the entire passage into main ideas- fifteen ideas (15) in all within the context of the whole passage, using appropriate registers. The major problem was that, some candidates could not get the equivalence for English words like vision and dreams. Other candidates also ended up doing word for word translation. Performance on this question was below average.

Question 6 Comprehension

This was a comprehension passage. Candidates were asked to read a short passage in Dagaare and answer ten (10) questions that followed. The questions were based on facts, meanings, grammar, summary and giving a short title to the passage read. Generally, candidates' performance on this question was averagely good. Most candidates who answered this question, scored higher marks. A few of them however did not portray the skills of comprehending the entire passage and thus ended up copying parts of the passage as their answers. Hence, they scored low marks.

Performance was generally good.

Question 7

- (a) **Bigri nyɔ-ɛremɛ voonebidaare boɔloo.**
- (b) **Sège nyɔ-ɛremɛ voonebidaare ayi Dagaare poɔ.**
- (c) **Wuli a voonebidaare ama ayi fo naŋ sège a (b) poɔ areziiri yɛlɛ poɔ.**

The question (a) part required candidates to explain the articulation of nasal consonants in Dagaare.

Candidates were expected to explain nasal consonant production as; “a type of consonant produced with a lower velum in the mouth allowing air to come out through the nose, while the air is blocked from the mouth”.

The second part of the question, (b) expected candidates to identify any two examples of nasal consonants in Dagaare. Candidates were expected to write any two of the following as /m/, /n/, /ŋ/.

The third aspect of the question -(c) asked candidates to show the two examples of nasal consonants in words initial, medial and final positions as in the following.

/m/ - maa, boma, zomm

/n/ - noba, voone, bon

/ŋ/ - ŋa, aŋa, naŋ

Most students who answered this question scored higher marks.

Question 8

- (a) **Bigri a voonebinyanje ama naŋ tu:**
 - (i) /e/;
 - (ii) /ɔ/;
 - (iii) /i/;
 - (iv) /u/.
- (b) **Sège a yelbie ama asen lɛ ba naŋ na boɔle a:**
 - (i) **pore**
 - (ii) **bore**
 - (iii) **bieo**
 - (iv) **bɔɛ**

(c) Sège voonebie na nañ yere noore ane anañ nañ fuolo noore (b) poc.

Here, the part (a) required candidates to explain the three parameters of some given vowels in Dagaare. The (b) part required candidates to transcribe some five given words. In fact, this aspect of the question was one of the most unpopular parts of all the questions and many candidates scored very low marks in this question.

The part (c) asked candidates to identify two rounded and two spread vowels in the question (b) part above.

(i) Two examples of rounded vowels » /i/, /e/.

(ii) Two examples of spread vowels /u/, /o/.

Question 9

(a) Yeljmaa la boŋ?

(b) Sège yeljmaa paree ata Dagaare poc.

(c) Boŋ taaba yeljmaara la a ama sɔɔmaa nañ tɔɔne a pareej?

(i) A yi-velaa na are peele la a sakuri.

(ii) A dɔɔ na nañ su a kpar-sɔglaa la a sakuri neŋkpon paalaa.

(iii) A pɔge kyene la wieoun wieoun.

(iv) Te wuo la a gama na zaa nañ da be a daga poc zaamej.

(v) O da kyεŋεε melε pie kye ta be.

The (a) part of the question required candidates to explain what a phrase is and give three (3) examples of phrases in the (b) part. In (a), candidates were to write ‘Yeljmaa la yelbie nañ kyɔŋ tu taa velaa zaa a kɔkɔre mereŋ kye ba taa tege nañ kyaane. In (b) the expected answers were: yuori yeljmaa, bigruu yeljmaa ane eroŋ yeljmaa.

The final part the question required candidates to identify the types of phrases in some given sentences and they were;

(i) Bigruu yeljmaa

(ii) Yuori yeljmaa

(iii) Eronwuluu yeŋlmaa

(iv) Aroozie yeljmaa

(v) Eroŋ yeljmaa

It was one of the most popular questions and many candidates answered and scored very good marks.

Question 10

(a) Yelgboli la boŋ?

(b) Gyεle yelgboli tontonne ata.

(c) Sège yeldemannewulli ayi ayi kyaare a kaña zaa.

The (a) part of the question demanded that candidates should define a simple sentence and give three functions of a simple sentence in (b). They were then expected to give two (2) examples each for the functions listed in (b) as your answers for (c).

Candidates were expected to define a simple sentence as “Yelgboli la yelbie naa tu taa velaj zaa a kɔkɔre mereŋ kye taa teeronj yeni. In (b), they could indicate that a simple sentence function as a statement, a command or question. Examples include

- a. O gεrε la – statement
- b. Wa kye – command

- c. Yεŋ ka fo be? - question

Performance was encouraging.

DAGAARE 2

1. GENERAL COMMENTS

The standard of this year's paper was comparable to those of the previous years. The questions covered all aspects of the syllabus. Candidates' performance however, dipped this year as they started with the new set of Literature texts.

2. SUMMARY OF CANDIDATES' STRENGTHS

- a) Candidates provided short and precise answers to questions that demanded same.
- b) A good number of the candidates provided very good answers to the prose and poetry questions.
- c) Candidates' spelling had also improved significantly.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- a) Some candidates answered more than the required number of questions.
- b) Some candidates stated/ listed points when they were expected to discuss.
- c) Some candidates still answered questions on the old set of Literature books instead of the new sets.
- d) Some candidates defined a proverb instead of a riddle in question one.

4. SUGGESTED REMEDIES:

- a) Candidates are admonished to read instructions carefully before answering questions.
- b) Teachers should solve more WASSCE past questions with candidates so that they can be conversant with the demands of the questions.
- c) Teachers should spend more time on the poetry aspect of the paper.
- d) Candidates should be taken through the new set of Literature books and poems thoroughly.

5. DETAILED COMMENTS

Question 1

- a. **Løba la boŋ?**
- b. **Sège løba anuu ane a iribu**
- c. **Gyele løba tɔna ayi.**

Candidates were expected to define a riddle and give five riddles with their responses. They were also expected to discuss two importance of riddles. Many candidates attempted this question. The majority of them gave the riddles and their responses correctly; however, some rather gave the definition of proverbs as riddles which was a deviation. Others also gave examples of proverbs instead of riddles. On question c, some candidates only stated the importance of riddles but failed to discuss them as required. The performance on this question was average.

Question 2

- a. **Sège koŋkombie tætæ ayi, ka kajà zaa maŋ ta peglə pie.**

- b. Manne a koñkombie na fo nañ sège na tège.**
- c. Boñ saña ka ba mañ koñ koñkombie Dagapaalon? Yen la ka ba mañ koñ koñkombie? Bonso ka ba mañ koñ koñkombie?**

In answering the above question, candidates were expected to write down two different dirges. They were then expected to explain the meaning of the dirges they had written. Again, they were to state when and where dirges are sung, and why we sing dirges.

Few candidates attempted this question. They could neither write nor explain the meaning of dirges correctly. They however stated the place and why dirges are sung correctly. Others too did not understand the question, and rather gave the differences between dirges for a man, a woman and a child. Performance was below average.

Question 3

- a. Gyale a senselon paabo.**
- b. Manne yele kyaare gcołon paree teetee anaare nañ be a senselon poc.**

Candidates were expected to discuss the plot of the novel, ‘Pareyel’ and explain four literary devices in the novel. In discussing the plot, they could talk about the introduction, how events unfolded in the story and the climax. Finally, they were expected to state how the novel ended, that is, whether as a tragedy or a comedy. They could then explain four literary devices that were used to enrich the novel. Few candidates answered this question as required. Others could not write about the plot of the novel but were able to explain the literary devices correctly. Few candidates also wrote the literary devices but could not explain them. So, they did not get full marks for the sub-question. Performance was average.

Question 4

- a. Kaa iri deedeekaraa boñyeni a gyale o yel-erre anaare mine o nañ e a senselon.**
- b. Gyale a yelnyogre nimizes a senselon**

Candidates were to choose the main character in the novel, Pareyel, and discuss four roles that he or she played in the story. They were also expected to discuss the main theme of the story. Those who answered this question did well by identifying the main character as Pareyel and discussing the roles he played. Others too chose minor characters and did not score high marks. They also identified several themes in the novel but failed to discuss them.

Question 5

Sège yele kyaare ne a deedeenema bama nañ tu tontonne a deebaj poc

- a. Baalayeli**
- b. Nantaalë**
- c. Kompeere**

Candidates were expected to write about four roles played by the above characters. The first two are major characters and the last is a minor character. Here, candidates were expected to write short notes on each of the characters indicating the roles they played in the development of the play. Few candidates answered this question. They stated the roles played by the two major characters but could not get those of the minor character. Others just quoted what they said in the story as their roles.

Performance on this question was average.

Question 6

“Fo ba kyere fomeña ana so a biiri yele yele.”

- a. Nembuo la yeli a yele ama ko aŋ?**

- b. Bon saŋa la ka o da yeli a yɛlɛ ama? Yen la ka o da yeli a yɛlɛ ama?**
- c. Manne yɛlɛ naŋ da e a yelluŋ ŋa puoriŋ.**

This is a context question where candidates were expected to state the speaker and the addressee. Then, they were to state the time and the place where the statement was made. They were also expected to discuss what happened after the statement was made. Again, almost all the candidates who attempted this question answered it well. But a few of them too misplaced the characters and could not also discuss what happened afterwards.

Performance was above average.

Question 7 Taayɛlɛ

- a. Manne a yelwiiraa ŋa yelnyɔgre nimizeere mine ayi**
- b. Gycle a yelwiiraa wuobu.**

Candidates were to select two main themes from the poem and explain them. They were also to discuss the structure of the poem. Many candidates answered this question. The majority of them were able to explain the theme and discuss the structure of the poem. However, a few candidates rather discussed different poems, which was a complete deviation. Performance on this question was encouraging.

Question 8

“Pɔnter Tegɛɛ Maal Tuu”.

- a. Gycle a yelwiiraa segrɛ enkyere.**
- b. Kaa iri gɔloŋ parɛɛ ata a yelwiiraa pɔɔ kye manne lɛ a segrɛ naŋ de a toŋ ne toma a yelwiiraa pɔɔ.**

Candidates were expected to discuss the mood of the poet and also select three different types of literary devices and explain how the poet used them to develop the poem. Only few candidates attempted this question. They mistook the mood as the theme and could not also get the literary devices correctly. Some also just listed the literary devices without explaining them. Performance on this question was below average.

DAGBANI I

1. GENERAL COMMENTS:

The standard of the paper is comparable to that of the previous year. The questions set covered all aspects of the syllabus. The essay topics and the comprehension passage were within the scope of the candidates. Candidates' performance has improved slightly this year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- a) Good Orthography: Spelling of words and word division of candidates was relatively good. Candidates also used punctuation marks appropriately.
- b) Good Organization: Most candidates managed to organize their answers very well. Every new question was given a new page. In answering the composition, appropriate paragraphs were given by the candidates. Candidates also presented their answers in orderly manner.
- c) Adequate Preparation: Answers provided by many of the candidates is an indication that they prepared adequately for the paper. Some candidates demonstrated good knowledge of the language from the way they used idiomatic expressions and proverbs in their essays.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- a) Few candidates who could not write the essay resorted to lifting or copying portions of the comprehension passage as their essays.
- b) Some candidates failed to write full-length essays as required.
- c) Paragraphing was a challenge to some candidates. The ideas in some paragraphs were not coherent.
- d) Responses given by most candidates who attempted questions 7 and 8 gave an indication that they had no knowledge of the phonology of the Dagbani Language.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- a) Teachers should help students to do more exercises on essay writing and comprehension.
- b) Students should be trained to write longer essays to meet the required number of words.
- c) Teachers should pay attention to the teaching of grammar and phonology to help students overcome their weaknesses in these areas.
- d) Students should be taken through past questions to enable them to get the demands of the questions in the examination.

5. DETAILED COMMENTS:

Question 1

Sabimi wuhi HIV/Eesi ni gbahiri niriba shem soya balibu ata ka wuhi di barina ni nye sheli balibu ata. Lahi wuhimi soya ayi sheŋa ti ni yen doli tuhi nyaj dɔri yoli ƙo.

In this question, candidates were expected to discuss three ways through which HIV/AIDS is spread, three effects of its spread and suggest two ways by which it could be prevented.

The candidate could introduce the topic by affirming that HIV/AIDS is real and incurable. In the body, the candidates were expected to discuss the various ways through which HIV/AIDS is spread to include unprotected sex, prostitution, hard kissing and oral sex among others. They could also discuss the effects of HIV/AIDS which include severe headache, weakness of the body, skin diseases and frequent diarrhea. On how the disease could be prevented, candidates were expected to give points like the use of condoms, avoidance of oral sex, hard kissing and prostitution, and the use of sterilized sharp instruments.

In conclusion candidates could state that when the preventive measures are well adhered to HIV/AIDS could be prevented to a large extent.

Almost all the candidates who attempted this question handled it fairly well. A few candidates however failed to arrange their ideas coherently. Performance was above average.

Question 2

Sabimi salinli din naara: “Di daa nyela yem sheli din nyayisa”.

In this question the candidate was required to write a story that ends: “It was very interesting and it taught me a moral lesson.

The story is supposed to have a suitable introduction, body and a good conclusion. It should also state the day, date, time and place of the story. The story should also be chronologically presented stating all the characters and the roles they play in the story.

The majority of the candidates avoided this question. The few who answered it wrote very interesting stories. However, almost all the candidates who answered the question ended their stories without stating any moral lessons learnt from the stories.

Performance was however average

Question 3

Sabimi gbañ n-niñ lahibali chuyu ni n-wuhi din tahiri ñmendintoli na, ka Wuhi soya anahi sheña ti ni yen doli n-tuhi nyañ li.

The demands of the question was that candidates should write an article to be published in a newspaper on four causes of armed robbery and suggest four ways of curbing it.

A good essay on this topic should contain an introduction wherein the candidate affirms the rampant incidence of armed robbery in the country and the need to control or eliminate it from the society. The body should discuss causes of armed robbery and the remedies or solutions.

Candidates were expected to state some of the causes of armed robbery as; poverty, crave for money without recourse to the source, peer influence, crave for luxurious things, drug abuse, craving to become rich overnight, over ambition and lapses in national security. On the part of remedies or solutions, candidates were expected to give points like creation of jobs, severe punishment for culprits, equipping the police services, formation of community watch-dog committees, arresting people keeping illegal weapons, personal security and safety consciousness as some of the measures to curb the situation. Candidates who answered this question omitted some essential matter as needed as answers.

The candidate should give a good conclusion stating that if the remedies listed are adhered to the incidence of armed robbery will go down drastically.

A large number of candidates attempted this question but it was poorly handled. The challenge of the candidates is that they have no knowledge of the right procedure to follow in writing articles for publication as they failed to indicate the title, the writer's address and the candidate's full name.

Performance was below average.

Question 4

A mini a taba ban be shikuru du'yini ni n-go n-chaj Ghana yay'sheli ni yi ti bañ nimaani ka bøhim bañsim pahi. Buyisima n-wuhi a taba yi chandi maa ni daa be shem.

Candidates were asked to explain his/her opinion about an educational trip his/her class made to another region in Ghana.

By way of introduction, the candidate could state the date, place and purpose of the trip.

In the body, candidates were expected to discuss the preparations made towards the trip. These may include writing of letters for permission and feeding arrangements. They could also talk about the need for the excursion and the experiences gained through the trip.

A good number of candidates attempted this question. They were able to express themselves well using the simple past tense to narrate the sequence of events in a chronological order.

To conclude, candidates were able to state their impression about the trip.

Performance on this question was good.

Question 5 - Translation

A passage in English Language containing fifteen ideas was to be translated into Dagbani. This question challenged most candidates because they lack the skills of translation.

A few candidates managed to translate it into ten to fifteen ideas but the majority translated it into six to ten ideas. Some candidates even did word for word translation which must be discouraged.

Performance in this question was discouraging.

Question 6 – Comprehension

This was a comprehension passage followed by ten (10) questions and candidates were required to read the passage and answer the questions on it. Many candidates performed fairly well in the questions. However, question “c” posed a challenge to the candidates as most of them could not identify the “adverbial clause of time” demanded by the question. This is an indication of the candidates’ poor knowledge of grammar.

Question 7 – Phonology

- (a) **Buyisimi wuhi kɔnsonanti nyɛkpurisi ni booni yirina shɛm.**
- (b) **Sabimi kɔnsonanti nyɛkpurisi dibaayi sɔŋ.**
- (c) **Wuhimi kɔnsonanti nyɛkpurisi ayi maa ni kpəri dooni bachinima ni shɛm.**

In part (a) of question 7, candidates were expected to explain how nasal consonants are produced. In response a candidate is expected to state that in the production of nasal consonants, the air flow from the lungs is blocked with the lips or tongue and the sounds are released through the nose. In (b) candidates were to write two examples of nasal consonants. /m/ and /ŋ/ are some of the expected responses. Then in (c) candidates were asked to demonstrate the distribution of the two sounds in words. Responses such as the following could be given by the candidates:

Sound	Word Initial	Word Medial	Word Final
/m/	<u>maliga</u>	dama	mam
/ŋ/	ŋam	daŋa	kpan

Question 8 – Phonology, Sounds

- (a) Buyisimi wuhi vaawuli kumsi sheňa ḥan do gburri ḥɔ:

- (i) /e:/
- (ii) /ɔ:/
- (iii) /i:/
- (iv) /u:/

(b) Maalimi sabi bachinma ḥan do gburri ḥo, kamani bē ni sabiri ḥa shem fonologi ni:

- (i) lehu:
- (ii) tuhi:
- (iii) kɔli
- (iv) sɔyiso:

(c) Sabimi vaawuli sheja ḥan mulindi noli mini ḥan bi mulindi noli.

Part (a) of this question demanded that candidates should give the technical description of the vowels listed in (i) to (iv). For example;

- i. /e/- tooni, zuyusaa biela vaawuli din bolibu bi mulindi noli.
- ii. /ɔ/- nyaanja, zuyusaa biela vaawuli din bolibu mulindi noli.
- iii. /i/- tooni, zuyusaa vaawluli din bolibu bi mulindi noli
- iv. /u/- nyaanja, zuyusaa vaawuli din bolibu mulindi noli

In (b), four words were given and candidates were tasked to transcribe them as follows:

- | | | | |
|-------|--------|---|----------|
| (i) | lehu | - | [lehu] |
| (ii) | tuhi | - | [tuhi] |
| (iii) | kɔli | - | [kɔli] |
| (iv) | sɔyiso | - | [sɔyiso] |

In part (c), candidates were asked to write down rounded and unrounded vowels.

- (i) Rounded vowels: /u/, /o/, /ɔ/.
- (ii) Unrounded vowels: /a/, /i/, /e/, /ɛ/

A large number of candidates answered (a) and (c) parts of this question very well. Most of the candidates avoided the (b) part of the question. General performance on this question was average.

Question 9

- (a) Bo n-lee nye yeltɔyŋmasɔyu?
- (b) Sabimi yeltɔyŋmasɔyu balibu dibaayi sɔŋ.
- (c) Wuhimi yeltɔyŋmasɔri ḥan gbuna ni booibooi maa ni nye balshɛja yeltɔya ḥan doya ḥo puuni.

- (i) Yil'vielli din pa shikuru la zuyu.
- (ii) Do'so ḥun ye liiga sabinli maa n-nye karimba palo maa.
- (iii) Paya maa chani yɔm pam.
- (iv) Ti sa va buku sheja ḥan zaa daa be adaka la ni sɔhila.
- (v) O chanila kilomita pia poi ka naan yi paai ni.

In part (a) of this question, candidates were expected to define a phrase. Part (b) tasked the candidates to write down three types of phrases. In part (c), candidates were to identify the types of adjectives underlined in given sentences.

Most of the candidates were able to answer parts (a) and (b) of the question satisfactorily. Many of them could not however answer the last part correctly. Performance was encouraging in this question.

Question 10

- (a) **Bɔ n-lee nye yeltɔy'gaṇa?**
- (b) **Sabimi kahigi yeltɔy'gaṇa tuma ata.**
- (c) **Bɔmi shəhiranima dibaayi yi n-ti di tuma maa zay'yini kam.**

The demand of part (a) of this question was that the candidates should define a simple sentence. Part (b) requested the candidates to discuss three functions of a simple sentence and the last part (c) tasked them to give two examples under each function.

Below are the expected responses:

(a) Yeltɔy'gaṇa ni nye sheli:

- Yeltɔv'gaṇa nyela yeltɔy'sheli din gbubi yem yini.
- Yeltɔv'gaṇa nyela yeltɔy'sheli din mal Yeltɔvñmasumajà zav'yini ko.

(b) Yeltɔv'gaṇa tuma:

- i) Yeltɔv'gaṇa tiri lahibali.
- ii) Yeltɔv'gaṇa bɔhiri bɔhigu.
- iii) Yeltɔv'gana zaani zaligu.

(c) Shəhiranima:

i) Lahibali:

- N chanila Naya.
- Baako da bua.

ii) Bɔhigu:

- Ya ka a chana?
- Dini ka a pii? iii) Zaligu:
- Daami gamli ŋɔ yo.
- Yisi zani.



DAGBANI 2

1. GENERAL COMMENTS:

The standard of this year's paper is comparable to that of previous years. The general performance was however slightly better than last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- i. A good number of candidates understood the demands of the paper. They therefore answered them according to the dictates of the paper.
- ii. Most of the candidates did independent work. As such they did not copy or lift materials from other sources to support their work.
- iii. The question on riddles was well handled. Many of the candidates had clear understanding of the riddles. They stated good examples of the riddles and provided responses to such riddles. They went further to acknowledge the fact that the riddles are normally said to prepare the grounds for story-telling.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Many of the candidates had issues plotting the happenings in the story. They were also unable to state the four (4) literary devices in the story.
- (ii) Some of the candidates did not understand the "theme" of the question on "Bɔ pini mbɔŋo?" as a result, they were unable to state the two themes of the question.
- (iii) The handwriting of a small number of candidates was very poor. As such it was difficult to read and understand their point built up.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (i) Language teachers are strongly advised to intensify the teaching of Literary Appreciation. Students should be encouraged to pay attention and take their lessons seriously. This will go a long way to address the problem.
- (ii) Students with very bad handwriting should be identified and given serious orientation.
- (iii) Students should be taken through literacy very well.

5. DETAILED COMMENTS

1. (a) Bɔ n-lee nye salinlɔha?

(b) Sabimi salinlɔha anu sɔŋ ka bɔ labisibu n-ti ŋa zaa.

(c) Sabimi wuhi salinlɔha tuma ayi n-ti Dagbamba.

Candidates were expected to define a riddle and give five riddles with their responses. They were also expected to discuss two importance of riddles. Many candidates who answered this question wrote down the riddles and gave their responses appropriately.

Others also indicated that riddles precede stories and went ahead to give examples. On the importance of riddles, a good number of the candidates gave good answers, however, a few only state the importance without explaining them. The performance on this question was encouraging.

2. (a) **Sabimi kuyila ayi din kulisi nye pia n-sɔŋ.**

(b) **Sabimi kahigi kuyila ayi shɛŋa a ni sabi sɔŋ la ni nye shɛŋa.**

(c) **Saha dini, ya polo ni daliri dini zuyu ka bɛ yiini kuyila Dagbaŋ?**

Candidates were expected to write two dirges of not more than ten lines each and explain them.

They were also expected to state when and where dirges are sung, and why they are sung.

Candidates who answered this question wrote the two dirges but could not get their meanings correctly. They however stated the place and why dirges are sung correctly. Others too did not understand the question, and rather gave the differences between dirges and ordinary songs.

Performance was average.

3. (a) **Sabimi wuhi lahabali maa nijsim ni pe shɛm (pulotu).**

(b) **Sabima n-yeli Litiricha baŋsim biɛlima dibaanahi shɛŋa yɛla ŋan be lahabali maa ni.**

Candidates were expected to discuss the plot of the novel and explain four literary devices in the novel. In discussing the plot, they could talk about the introduction, how events unfolded in the story and the climax. Finally, they were expected to state how the novel ended, that is, whether as a tragedy or a comedy. They could then explain four literary devices that were used to enrich the novel. Few candidates answered this question as required. Others could not write about the plot but were able to explain the literary devices correctly. Few candidates also wrote the literary devices but could not explain them. So, they did not get full marks for the sub-question. Performance was average.

4. (a) **Wuhimi lahabali maa puuni jɛnda ni nye so ka sabi n-wuhi o nijsim anahi shɛŋa ŋan be lahabli maa ni.**

Candidates were to choose the main character in the novel and discuss four roles that he or she played in the story. They were also expected to discuss the main theme of the story. This question seems difficult for most candidates as only a handful of them attempted it.

They identified the main character and the roles he played in the novel. Others also chose minor characters as their major character. Identifying the theme of the novel was also a difficult task for candidates as they could not get the theme correctly. Performance on this question was below average.

5. Sabimi lahabali ŋmahi n-jendi kperikperitiba ŋɔ ka wuhi bɛ yino kam tuma kperigu maa ni:

(a) **Amina**

(b) **Kabisidabiya**

(c) **Bɔndirima.**

Candidates were expected to write about four roles played by the above characters. The first two are major characters and the last is a minor character. Here, candidates were expected to write short notes on each of the characters indicating the roles they played in the development of the play. Few candidates answered this question. They stated the roles played by the two major characters but could not get those of the minor character. Others just quoted what they said in the story as their roles.

Performance on this question was average.

6. “N Duuma n-Dana bia m bi baŋ a yeltɔya maa gburri ni nye shɛli. Yeltɔymuni n-ŋɔ ŋmari yɛma pam”. This was a quotation from the passage.

- (a) **Duni daa lee yeli yeltɔyili ɳɔ? Duni ka o daa lee yeli yeltɔyili maa?**
- (b) **Saha dini ni ya polo ka o daa lee yeli yeltɔyili maa?**
- (c) **Sabimi wuhi din kam daa niŋ yeltɔyili maa nyaanja.**

This is a context question where candidates were expected to state the speaker and the addressee. Then, they were to state the time and the place where the statement was made. They were also expected to discuss what happened after the statement was made. Again, almost all the candidates who attempted this question answered it well. But a few of them too misplaced the characters and could not also discuss what happened afterwards.

7. “Bɔ pini m-Bɔŋɔ?”

- (a) **Sabimi “Bɔ pini m-bɔŋɔ?” yeltɔykpana ayi ni nye shɛnja n-sɔŋ ka wuhi yeltɔykpana maa biehigu yeltɔytaymalisi maa ni**
- (b) **Sabimi wuhi yeltɔytaymalisi “Bɔ pini m-bɔŋɔ?” biehigu bee di tuya ni nye shɛm.**

Candidates were to select two main themes from the poem and explain them. They were also to discuss the structure of the poem. Few candidates answered this question. They were not able to state the themes of the poem correctly. They also wrote down some words as the structure of the poem and got no point for that.

Performance on this question was abysmal.

8.“Duni n-lee nye ma?”

- (a) **Sabimi wuhi sasabiri maa halli yeltɔytaymalisi maa ni.**
- (b) **Piimi Litiricha baŋsim ata ɳan be yeltɔytaymalisi maa ni ka wuhi ɳa tuma.**

Candidates were expected to discuss the mood of the poet. They were also expected to identify three literary devices and discuss how they are used to develop the poem. The question was partially handled. All the candidates who answered this question stated the mood of the writer and listed some literary devices from the poem. They neither discussed the mood nor showed how the literary devices contributed to the development of the poem.

Performance was below average.

DANGME 1

1. GENERAL COMMENTS

The standard of the paper was the same as that of previous years' and the performance fell slightly below that of last year.

2. SUMMARY OF CANDIDATES STRENGTHS

- In general, candidates grasped the fundamental skills of essay writing.
- They exhibited maturity in the presentation of ideas in their essays writing.
- Candidates ensured good paragraphing.
- Some candidates understood some linguistic issues such as transcription of words and the description of the vowels in Dangme.
- Showing improvement in their orthography.

3. SUMMARY OF CANDIDATES WEAKNESSES

- Some candidates displayed the usual trend of spelling errors.
- Problems of dialectal expressions instead of the standard Dangme.
- Most candidates were also guilty of not properly punctuating their sentences.
- Some candidates copied some portion of the passage as essay.
- Few candidates deviated in their essay writings.

4. SUGGESTED REMEDIES

- Teachers should teach all the aspects of the language especially reading, spelling, phonology, morphology and grammar.
- Teachers should encourage candidates to speak the language during the lesson.
- Intensive and extensive reading should also be taught to enrich students' overall language.
- More exercise should be given to candidates, mark and discuss with candidates.

5. DETAILED COMMENTS

Questions 1

Ngmaa ke tsoo blɔ hi ete a nɔnɛ a guɔ ke naa HIV/AIDS hiɔ o, kone o tsoo nyagba hi ete ne hiɔ neɔ ke baa.

Enɛ o se o, moo tsoo blɔ hi enyɔ a nɔ ne a maa gu ke ku hiɔ ne o nya. (*Discuss three ways through which HIV/AIDS is spread, three effects of its spread and suggest two ways by which it could be prevented*)

Candidates were expected with these responses.

- a. Ways through which HIV/AIDS is spread;
 - i. Sharp objects
 - ii. Unprotected sex

iii. Hard kissing

b. Effects:

- i. Fewer
- ii. Weakness
- iii. Severe headache.

c. Prevention:

- i. Use of condoms
- ii. Avoid sharing sharp object.
- iii. Avoid oral sex

Candidates established the fact that HIV/AIDS was a real and incurable disease. They were able to outline the causes such as unprotected sex, hard kissing, unsafe blood transfusion, use of unsterilized sharp objects etc. The effects on affected persons were also traced as followed, having frequent diarrhea, severe headache, fever, skin rashes, societal discrimination and finally death. The following were given as preventive measures; use of condom, avoidance of both oral and anal sex, use of sterilized sharp instruments and other equipment, blood should thoroughly be screened before administered to patients and voluntary testing of status need to remain faithful to partners and keeping to only one partner etc.

The question was well answered but few candidates dwelled much on the causes and effects. On the whole, candidates did well and scored good marks.

Question 2

Ngmaa nyazia kone o gbe nya ke “E ji nikasemi ngøngøe ko ne ye he be no jee gbleegbleegblee”.

(Write a story that ends: It was very interesting and it taught me a moral lesson)

Candidates were expected to give the;

- i. introduction (title of the story)
- ii. body (content of the story)
- iii. conclusion (lesson learnt)

Most of the candidates discussed in detail, the causes of the incidents ;which include disobedience, telling lies, laziness and other undesirable activities such as pilfering which landed them in various troubles and unwarranted consequences like humiliation, punishments etc.

Many of the candidates concluded their compositions by pointing the morals lessons they learnt from their stories such as; it does not pay to be greedy, the benefits of being kind or generous, the reward for humility and respect, one reaps what one sows etc. the performance of the candidates was good.

Question 3

Ngmaa se womi ya ha oposite peeli ketsø nihi ne ke ju mi baa, kone o tsø blø hi eywies a no ne a maa gu ke tsi yakayaka ni peemi ne o nya.

(Write an article to be published in a newspaper on four causes of armed robbery and suggest for ways of curbing it.)

Candidates were expected to give the writer's address; the recipient's address a formal salutation and a heading. There should also be a validation, a signature and full name of the writer. Give brief formal introductory letter seeking permission for the publication of the article.

Candidates outlined some of the causes as; peer influence, crave for luxurious things, lapses in the national security system, etc.

Candidates gave solutions to curb the menace as follows: The creation of job opportunities, severe punishment for culprits, police should be well equipped and well trained to cope with the situation, formation of neighborhood watch-dog committees etc. The question was fairly answered except that a few candidates failed to write the introductory note which affected their scoring. The performance was average.

Question 4

Nge se nō bi ɔmε pee sisłami kε ya Ghana kpokpa ngua a kake nō. Ngmaa kε ha ohuehi kεde me bɔnε o na jame a sisłamio ha.

(Your class made an educational trip to another region in Ghana. Explain your opinion about the trip to your friends).

Candidates were expected to discuss preparations made towards the trip which should include; permission letter to visit the place, transport and feeding arrangements, the trip and their expression concerning the trip. Most candidates did well on this question. Their write-ups include purpose of the trip, place of visit, date and time of departure, experiences on their way as they journeyed to their destination. Teachers and ushers led them to an interesting place, learned new things that have bearings on some topics they learnt at school and their expression concerning the trip which most of them were happy.

Even though majority of the candidates performed quite satisfactorily on this question, some also struggled with the orthography.

Question 5: Translation

Candidates were required to translate an English version of a passage into Dangme. The passage was within the level of the candidates but most candidates lacked the skills of translation and hence performed below expectation. They needed to break down the entire passage into main ideas and translate them within the context of the whole passage using appropriate registers and good grammar in their renditions. Unfortunately, many of them did literal or word-for-word translation and in some cases, word lifting instead of a text-based translation.

Question 6: comprehension

This aspect of the paper sought to test candidate's ability to read and extract meaning from given texts. Candidates were asked to read the passage of prose in Dangme and answer ten (10) on it. The questions were based on stated facts, inference, meaning and grammar and summary and a suitable title for the passage. Generally, candidate's performance on this question fell below expectation because majority of them did not demonstrate skills of understanding of the entire passage. Candidates seem to have performed well only on the content-based questions rather than the inferential questions.

Question 7

- a. Moo kale bɔ nε a peeo gugwɔ mi pelɔku ɔmε ha

(Describe how nasal consonants are made in Dangme)

Nasal consonants in speech production are made when the velum is lowered to block the oral cavity thereby allowing the air from the larynx or lungs to pass through the nasal cavity for the relevant articulators to come together to produce the particular nasal consonant. Most candidates performed poorly in this aspect of the question.

- b. Ngmaa gugwɔ mi pelɔku hi enyo nge Dangme mi.

(Write down any two nasal consonants in Dangme)

Candidates did well on the second parts which asked candidates to write down two nasal consonants./n/, /m/, /ng/, /ngm/,

- c. Moo tsɔɔ gugwɔ mi pɛləku enyɔ ɔme a dahe hi nge Dangme munyu ngu hi a mi.(Show the distribution of the two nasal consonants in Dangme words).

Candidates were able to show the distribution of specified ones.

/n/ nane, mane,
/ng/ mongo , nga etc

Question 8

- a. Moo kale pɛlinenyɛɛse ɔme. /e/,/ɔ/,/i/,/u/.

(**Describe the following vowels, /e/,/ɔ/,/i/,/u/**)

Candidates were asked to describe the vowels using or following a criteria, that orality or nasality of the vowels, front or back, spread or close and voicing in their descriptions. For examples

/e/ Nya-mi, hekpepelɔ, gbajaanga-fa jejeeeje
/ɔ/ Nya-mi, se pɛlɔ, lokotoobli-fa jejeeeje etc.

- b. Ngmaa munyu ngu ne ɔme nge a fonetiki tse mi blɔ no.

(**Write the phonetic transcriptions of the following words**)

(i.)Tsoɔomi,-[t/ɔ:mi],
(ii.)Jɔjɔɛ,-[dzɔdʒɔɛ]

A few candidates were able to employ the right symbols for their transcriptions while a good majority either transcribed the word wrongly or did not use the appropriate transcription symbol.

- c. Ngmaa hɛkpe ke sepeli ɔme nge munyu ngu hi ne o tsake me ngmaa me a mi.(*Write down the front and back vowels in the transcribed words.*)

The question was misunderstood by most candidates. Instead of picking the vowels in the transcribed words as ‘hlɔmi’ rather stating /ɔ/ as back vowel and /i/ as front vowel, most candidates wrote down all the front and back vowels of Dangme and so performed quite poorly on this aspect of the question.

Question 9

- a. Meni ji munyukpɔfa? (*What is a phrase?*)

- b. Ngmaa munyukpɔfa slɔoto ete nge Dangme mi.

(**Write down any three types of phrase in Dangme**)

- c. Moo tsɔɔ munyu kpɔfa hi ne a poo a sisi nge munyu zaa me a mi ɔme a biehi.

(**Identify the underlined phrases in the given sentences.**)

This question was relatively the most popular of all the questions in this section. Candidates were asked to define a phrase in the language. For example, a phrase is a small group of words standing together as a conceptual unit, with a head and typically forming a component of a clause. Most candidates made good attempts at this and proceeded to identify the different types of phrases in Dangme such the “Peemimunyukpɔfa (verb phrases).

Biɛmunyukpɔfa(*noun phrase*), Miblɛkemimunyukpɔfa (*Adverb phrase*), kalemimunyukpɔfa (*Adjective phrase*) and the Ngwɔhebiɛmunyukpɔfa (*postpositional phrase* etc. Most candidates performed appreciably on this question.

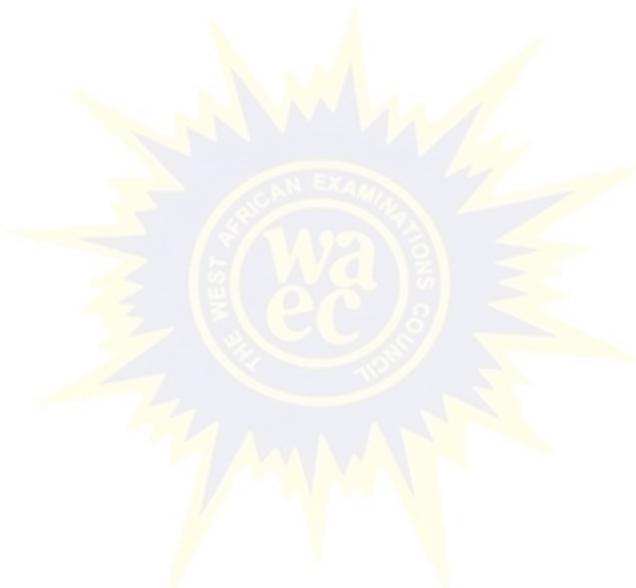
Question 10.

- a. Meni ji munyu za kpokploo?(**What is a simple sentence?**)
- b. Moo sese munyu za kpokploo enitsumi ete he (**Discuss any three functions of a simple sentence**)
- c. Mo ha nɔhyenihɛ enyɔɔnyɔ ha munyu za kpokploo nitsumi ɔmɛ.
(Give two examples each for the functions)

A simple sentence is the sentence consisting of only one clause with a single subject and predicate. Most candidates performed abysmally in this aspect.

The (b) and (c) parts which asked candidates to discuss the functions of a simple sentence appeared to pose the most difficult challenge to majority of the candidates. For example a simple sentence can be used for a command (fami), interrogation(bimi), etc as in the following examples “Fami” (command) “Ba hie ɔ!” (Comehere!) “Bimi” O ma aba lo? (Interrogation-will you come?) Etc.

Even though the entire question looked strange and unfamiliar to most candidates, the few who attempted it did well on it.



DANGME 2

SECTION A

1. GENERAL COMMENTS

The standard of this year's paper compared favorably with those of the previous years. The general performance of the candidates was a little above average.

2. SUMMARY OF CANDIDATES' STRENGTH

Improvement noted in candidates' answers which should be encouraged.

- i. Some candidates demonstrated a good understanding of the questions and answered them quite appropriately.
- ii. Some candidates were able to discuss the points as demanded by some of the questions.
- iii. Most candidates exhibited their strength in the area of customs and institutions.
- iv. Some candidates exhibited some level of maturity in their use of language such as appropriate use of proverbs, idioms and other figures of speech.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- i. Writing short notes on three characters were poorly handled by some candidates.
- ii. Some candidates expressed themselves in spoken and dialectal forms instead of the standard Dangme.
- iii. Some candidates answered two questions from one section leaving out a section unanswered.
- iv. Generally candidates performed poorly in the poetry section. They did not appreciate the poem with the features such as number of stanza, lines, diction.
- v. The mood of the poet was also not discussed.

4. SUGGESTED REMEDIES:

- i. Teachers should teach all aspects of the language especially poetry where candidates often perform poorly.
- ii. Candidates should read the rubrics well before answering the questions.
- iii. Teachers should motivate students to read more Dangme books.
- iv. More class exercises should be given to students. Exercises should be marked and discussed to enable students overcome their weaknesses.

- v. Teachers should teach students techniques of answering questions.
- vi. Teachers should teach the students the standard Dangme as against the dialectal ones.

5. DETAILED COMMENTS

Question 1

- a. Mεni ji ajo aloo amaanoṣaa?(*what is a riddles*)

The question requires candidates to define “riddle” “Ajo ji Dangme fiεmi o me a kpεti kake ne koo adebo ni hi a he ne hie bimi ke heto”.

(It is a play-game concerning nature and natural occurrences involving questions and answers) This question was popular with candidates. Some candidates defined and even gave examples.

- b. Requires candidates to give five riddles and their responses. E.g.:

- i. zum-zum-zum

Response: Agbelike e nge zu mi se zu se we he.

- ii. I yaa ekpe, I ma e da

response: Pa yami buε

Most candidates gave correct riddles and their responses.

- iii. Moo sese ajo aloo amaanoṣaa anitsumi enyo pe he.

(Candidates are expected to discuss two functions of riddles.)

It develops listening skills. One has to pay attention to enable one to be giving the correct responses.

Most candidates only put down the point without discussing it.

Question 2

- a. Moo ngma yana gbi munomuno enyo ne ke e pi loo a he hie kulaa a, eko fee e ko ne hee za nyɔngma.
(Write two dirges of not less than 10 lines each)

Expected response (An example of a dirge)

Agoo! Agoo! Agoo!
Bubuubui, Bubuubui, Bubuubui,
Bukuu nu pu
Ne momo du bɔ
Wa nyangma halɔ
Laa wɔ pu
Ne hwɔ maa ye ye ke ye bime
Wa nya ngma ma bɔwɔ
Nyee baoo! Nyee ba.

- b. Moo sese yana gbi enyɔ ne o ngmaa mea he (**Discuss the two dirges you have written**)
Kekleekle , o e wo ma a tue nɔ” Agoo, Agoo, Agoo.
“Bubuubui” tsɔɔ he numi loo bɔyemi
“wa nyangma ehalo laa wɔ pu
Hwɔ maa ye ye ke bime

(Agoo, Agoo, Agoo This creating awareness or asking permission.

- It shows that the person is lamenting “Bubuubui”
- Its shows a window lamenting the death of a husband. Etc.
- The few candidates who answered this question could not discussed the dirges fully,

- c. Show when a dirge is sung, where it is sung and the functions of a dirge.
- i. During the death of a loved one.
 - ii. At the funeral grounds.

The few candidates who attempted this question generally performed poorly in ‘a’ and ‘b’ but answered the ‘c’ section correctly.

Question 3

- a. **Discuss the plot of the story**

Its rising action, birth of Ajesiwɔ, mother’s death, death of the caretaker aunt.

- Conflicts – Challenges he had with the armed robbers
- Climax – Ajesiwɔ in prison
- Falling action / resolution – Ajesiwɔ released from prison. He finally settled, got married, returned home after several years to meet his aged father.

Majority of candidates who answered this question were able to narrate the story systematically. A few however mixed up the events.

- b. **Identify and discuss four literary devices used in the story.**

Candidates were required to identify four different literary devices used in the story and discuss how effectively they have been used.

Candidates were able to identify the literary devices. They failed to discuss how effectively the literary devices have been used. Few of them put down one type of the literary devices. E.g. Four different type of proverbs from the book. Some also wrote some literary devices which were not from the book. Some did not discuss the literary device as the question demanded.

Question 4

- a. **Identify the major character in the story and discuss four (4) roles that he played in the story)**

Candidates were able to identify the main character in the story. i.e. Ajesiwɔ

Candidates were also able to discuss the four roles he played.

- i. He looked after the father at a very tender age.
- ii. His journey with Nuertey
- iii. He became the child of armed robbers
- iv. Armed robber was against his wishes

b. Discuss the main theme of the story

Candidates were to discuss the main theme of the story with references from the story.

Respect is key to success .It was the respect he showed at the prison that made the warders made an appeal on his case and he was released from prison.

Most candidates were able to state the theme in the story but failed to discuss the theme.

Question 5

Discuss the following characters and discuss the roles they played in the drama.

- a. Ozigi
- b. Nomo Badε
- c. Maade

This question was popular with the candidates. For (a) and (b) candidates did a good job on characterization skills pointing out the roles played by the character with references to the story. There was another character in the novel by named Maade; same as in the Drama. Some candidates wrote Maade in the novel instead of the one in the drama. Where same names appear in both novel and drama, students should make aware of their roles. Their performance was satisfactorily.

Question 6

“Nenje, ye nyanjla. Ncnj I ngj hlae ma de kjkj ji, kije be mi nj I yanaAliningjpu c mi kjbasi pic c, Alinikpj we e kujsipo, nj e ma de ke e ngjmunyutue! (This is a quote from the drama).

a. Meno tu munyu noo? (Who made this statement and was it addressed to)

- Expected Response”
- | | |
|-----|--|
| i. | Gblee tse |
| ii. | E tu munyu o ha Nene Bade ke ma a tsuo |

- i. The statement was made by Gblee tse, it was addressed to Nene Bade and the people gathered under the tree).

Majority of candidates were able to identify the speaker and the address.

b. When and where was the statement made When Kcli was found

Majority of the candidates gave the correct response.

c. Discuss the outcome of the statement made.

Maade was permitted to speak. Maade made a request that they should allow Ozigi to talk to Alini. Ozigi called Alini for the first time but Alini never responded.

Ozigi swore an oath and called Alini again. Alini embraced Ozigi and they started conversing. Everybody was happy.

Most candidates were able to give the correct responses. A few however only said that Maade was permitted to speak. That response alone was not enough. The performance was averagely.

Question 7

a. Identify two (2) themes and explain each of them

Expected response:

Nobody knows how he / she came into this world

You are likely to have happy as well as sad days)

When you a child you have to behave like a child) any two of the above are acceptable. Majority of the candidates only put down the theme without explaining them.

b. Discuss the structure of the poem.

Expected response: Candidates are required to write on

- i. Number of stanzas and lines in each stanza
- ii. Sentence structure i.e. short or long sentences – simple compound or complex sentences.
- iii. Diction – language use
- iv. Literacy devices- idioms, personification, rhyming, simile etc.

Majority of candidates who answered this question perform poorly. They did not follow the structure of the poetry.

Question 8

a. Discuss the mood of the poet

Expected response

(The poet is in a sad mood)

The poet is lamenting over the death of a bread winner in Na Adongo's home.

Once again candidates who answered this question only put down the point without discussing it.

b. Identify three different literacy devices and show how the poet used them to enhance the meaning of the poem.

Expected response:

- i. (idiom): The death of a bread winner.
- ii. (metaphor) Black cloth and black headkerchief used as symbol of death.

Most candidates who answered this question were able to identify the literary devices. They however failed to show the effective use of the devices. Some also defined the names of the literary device mentioned.

EUE 1

1. GENERAL COMMENTS

The standard of this year's paper is comparable with those of the previous years and there was an improvement on candidates' performance.

2. SUMMARY OF CANDIDATES' STRENGTHS

- i. Displayed some level of maturity in their language use particularly in composition.
- ii. Their answers were clear and met the demands of the questions.
- iii. Performing well in lexis and structure.
- iv. Constructing their sentences well.
- v. Organizing ideas in coherent manner.
- vi. Showing improvement in their orthography.
- vii. Using expressions appropriately.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses were noted in the following areas:

- i. Orthography (word division, spelling and punctuation). Some candidates struggled with the orthography.
- ii. Passage lifting to answer questions, especially in comprehension.
- iii. Some candidates deviated in the content of their essays.
- iv. Some candidates were not able to give appropriate heading to the given passage.
- v. Some candidates were not able to write good stories.

4. SUGGESTED REMEDIES

- i. Teachers should give more exercises to their students, mark and discuss the mistakes with them.
- ii. Candidates should read intensively on eve literature books. This will help them to increase their stock of vocabulary to improve their expressions.
- iii. Teachers should teach all the aspects of the language.
- iv. Candidates should study the language as they do with the other subjects.
- v. Parents and teachers should help candidates to develop interest in the language.

5. DETAILED COMMENTS

Question 1

Fo nu tso mɔ etɔ adewo siwo dzi ðikanàku dɔléle tona kakana kple e\$e nugblé\$e etɔ !u, eye nàdqo ada!u le mɔ eve siwo dzi woato atsi enu la !u.'

(Discuss three ways through which HIV/AIDS is spread, three effects of its spread and suggest two ways by which it could be prevented)

A suitable introduction is needed eg how the disease came into the country; it is real and incurable, etc.

Candidates were expected with these responses;

a) The mode of transmission:

- i. unprotected sex.
- ii. oral sex.
- iii. hard kissing.

b) Its effects:

- i. frequent diarrhea.
- ii. fever
- iii. social discrimination.

c) Preventive measures:

- i. use of condoms.
- ii. avoidance of oral sex.
- iii. abstinence

Candidates did well to discuss some of the points suggested under mode of transmission, effects and preventive measures.

Their conclusions were not, however, good but the performance was satisfactorily.

Question 2

'Dlo !utinya ade si awu nu be: Enye nufiame blibo ade nam.'

(Write a story that should end with the sentence 'It was very interesting and taught me a moral lesson').

Expected responses:

- a) Introduction; location, occasion, date, source of the story.
- b) Body; detailed narration of the story.
- c) Conclusion; moral lesson in the story.

Candidates outlined the source of the story with date, location and the occasion.

They stated the title of the story, then the characters and their roles and a detailed narration of the story – beginning, climax and resolution, incidents that make the story interesting, etc. Candidates finally stated the moral lesson in the story and how it was linked to the topic as the conclusion.

The question was not popular. The few candidates who attempted it, performed below average. They wrote stories that projected no moral lessons and their conclusions were not relevant.

Question 3

'Tso nyadu si woade nyadzodzogbalè me la tso nu ene adewo siwo hea adzodada vanε kple mɔ ene siwo dzi woato ade adzodada dà la !u.'

(Write an article to be published in a newspaper on four causes of armed-robery and suggest four ways to curb it.)

Candidates were expected to give the writer's address; the recipient's address a formal salutation and a heading. There should also be a validation, a signature and full name of the writer. Give brief formal introductory letter seeking permission for the publication of the article.

In the introduction, candidates affirmed that armed-robbery is rampant in the country and there is the need to bring it under control.

Candidates discussed four causes of armed-robbery e.g. poverty, youth unemployment, get-rich quick attitude of the youth, peer influence, drug abuse, exposure to foreign films/videos on violence and robbery, misuse of fire ammunitions.

Four remedies were discussed in their essays; creation of job opportunities within the public and private sectors, educating the youth on social values, severe punishment for culprits, equipping the security services with the necessary logistics to combat crime, installation of CCTV Cameras at vantage points in the country, formation of neighborhood watch-dog committees, etc.

The question was popular and candidates who attempted did well but a few did not organize their work well.

Question 4

'Miewo tsadidji nusɔsr> ađe le dukoa \$e nuto găđeka me. %o nu tso nute\$e siwo nèkpo le tsadidja me la !u.'

(Your class made an educational trip to another region in Ghana. Narrate your experiences to your friends.)

This question is on an excursion and it should be introduced by stating the date of the trip and destination.

The body of the presentation should highlight the preparation made for the trip, transport and feeding arrangements, start of the journey and scenes .This should be followed by arrival at the destination and interesting places visited.

A conclusion should then be drawn on the return journey and opinion about the trip.

Candidates outlined the purpose of the trip, place of visit, date and time of departure, experiences on the trip. Teachers and tour guides led them to interesting places, students learned new things that have bearings on some topics they learnt at school and their expression concerning the trip which most of them were happy with the trip.

Even though majority of the candidates performed quite satisfactorily on this question, some also struggled in organizing ideas in coherent manner.

Question 5 Translation

Candidates were to translate a given passage in English into the Eve. Candidates were expected to read the passage for understanding, breaking it into ideas and then translate the ideas.

These ideas should be well linked for good coherence. Most candidates, however, did word translation, thus losing meaning in the receptor language. The passage was within the level of the candidates but most candidates lacked the skills of translation and hence performed below expectation.

Question 6 Comprehension

This was a given passage in the Eve followed by questions on recall, inference, grammar, meaning and summary. The right approach is to read the passage and the questions first, understand them before attempting to answer the questions. The questions should be answered in full and correct tenses. Passages should not be lifted as answers to the questions.

Some of the candidates appeared not to have understood the passage; hence they lifted passages to answer the re-call and inference questions. Questions on grammar were also not properly answered. The performance was low.

Question 7 Phonology

a. 'Đo ale si wɔwɔ xaxagbedidji !ɔtimetɔwoe.'

(Describe how nasal consonants are produced.)

'Le wo wɔwɔ me la, ademegbekpa (akplati) la mimina de ayi`ɔ !u ses=e hexea nu me mɔ hafi wɔyɔa gbedidji la toa !ɔti me. @idjigoeawo nyea zi le wo wɔwɔ me.(In their production the back of the tongue is pressed against the soft palate, thus closing the mouth cavity. A significant feature is the vibration of the vocal cords in their release.)

Most of the candidates were unable to adequately describe the production of the nasal consonants.

b. ‘Dlo Euegbe \$e xaxagbedjì! òtimetò eve da qì.’

(*Write down two nasal consonants in Eve.*)

‘Dòtime xaxagbedjì siwo le Euegbe mee nye (*The nasal sounds in Eve are*): /n/, /m/, /ny/, //. (Any two)

c. ‘Fia ale si xaxagbedjì! eveawo dometòde sia qe tua nyawo qoe la.’

(*Demonstrate how the two nasal consonants chosen are used in word structure.*)

Wozà wo le mò et> nu le nyawo tutuò le Euegbea me ale:

- i. abe nya gomedzegbedjìwo ene.
- ii. abe nya titinagbedjìwo ene.
- iii. abe nya nuuwugbedjìwo ene.

Kpòde!uwo: /m/ - mo – amo – ahom

/n/ - nu – nunana, etc.

They are used as initials, medial and finals in word structure in the language (Eve). Examples are as above.

A majority of the candidates demonstrated a good knowledge of the nasal consonants and their use in word structure. The performance was satisfactory.

Question 8 Phonology

a) ‘Dò ablòdegbedjì! siwo gbɔna la dometòde sia qe.’

(*Describe each of the following vowels.*)

/e/ /i/ /ɔ/ /u/

Wo dòdò: (description) e.g.

- i. /e/ - numiamia vie ablòdegbedjì! adè!gògbe teqedzi!uto.
- ii. /ɔ/ - nuyinogo ablòdegbedjì! ademegbe teqeanyimeto, etc.

b) “Gbugbɔ nya siwo gbɔna la !lòdè yɔyɔ nu.”

(*Transcribe the following words.*)

i. dəwɔ\$e /dəwɔɸə/

ii. anyito /ajito/

c) “Dlo ablòdegbedjì! nuyinogoto kple manyenuyinogoto siwo le nya siwo negbugbɔ ‘lɔ me la da qì wòtɔexwotɔxèe.

(*Write down the rounded and unrounded vowels in each of the words transcribed in (b) above.*)

E.g. dəwɔ\$e – nuyinogo ablòdegbedjì! - /ɔ/

(rounded vowel)

Manyenuyinogoto ablòdegbedjì! - /e/

(unrounded vowel)

Candidates were unable to answer this question satisfactorily. It appears they have little knowledge of vowel description, word transcription and vowel types in the language.

Question 9: Grammar

a) ‘Nu kae nye nyakɔsɔkɔsɔ?’(What is a phrase?)

‘Nyakəsəkəsə nye nya alo nyawo \$e\$u\$o\$o sisi nɔ\$e le kă le nyagbe \$e tutuo me (*A phrase is a word or a group of words which has a place in sentence structure (SPCA(Z))*)

- b) **‘Tlə nyakəsəkəsə \$e ha et> da dì.**

(*Write down three examples of phrases.*)

Krɔðe!uwo (e.g): i) **‘kɔnyà nyakəsəkəsə**(noun phrase)

ii) **‘dɔwɔnyà nyakəsəkəsə**(verb phrase)

Question 10 Grammar

- a. **“Nu kae nye nyagbe kpokploé”?**

(*What is a simple sentence?*)

(The simple sentence is always expounded by a free clause. It must necessarily have a verb. It may have a subject. It may have one or two complements. It may be prefixed or suffixed by a number of adjuncts as may be required.)

- b. **‘Dzro nyagbe kpokploea \$e wɔ\$e etɔ me.’**

(*Discuss three functions of the simple sentence.*)

i. **Nyatakaname (Informative) – Ekaa nya ta na ame alo ñea nya me na ame.**

ii. **Nyabiabia (Interrogative) – Etea !u toa nyabiabia \$e mɔnu, wua nu kple nyakui ‘a’ alo biabianyakui bubu eye biabiadzesi (?) wua enu le nu!ɔ!lɔ me.**

- c. **“Tsɔ nyagbe eve ño kpe wɔðeawo dometɔðe sia ñe dzi.”**

(*Illustrate with two examples for each.*)

Krɔðe!uwo (e.g)

i. **Nyatakaname— Dɔnɔ la haya.**

Tsi dza etsɔ

ii. **Nyabiabia – Tsi la fa?**

Ède suku egbea?

Candidates have good knowledge on the simple sentence in the language. The performance was very good.

EUE 2

SECTION A

1. GENERAL COMMENTS

The standard of the paper was good as compared to those of the previous years but the performance fell slightly below as compared to last year's performance.

2. SUMMARY OF CANDIDATE'S STRENGTHS

- i. Students gave a good account of themselves in the Oral Literature.
- iii. Candidates proved their skills in answering 'Adzo' (riddles).
- iv. In written literature, candidates narrated to prove their extensive reading skills.
- v. Candidates adhered to the rubrics, which enable them to answer the required questions.

3. SUMMARY OF CANDIDATE'S WEAKNESSES

- i. Very few candidates attempted the question on dirges.
- ii. Some candidates could not state the stages of storytelling but rather listed some characteristics.
- iii. Most candidates performed poorly in the poetry where candidates were to identify literary devices.
- iv. Short notes on characters were also poorly handled by some candidates.

4. SUGGESTED REMEDIES

- i. Candidates are advised to follow the syllabus to the latter and cover details to enable them answer the questions correctly.
- ii. Teachers are advised to teach students all aspects of the language.
- iii. Teachers should give more exercise on written literature, mark and discuss with candidates.
- iv. Most of literature lesson should be dramatized which will enable learning to take place effectively.

5. DETAILED COMMENTS

Question 1:

This question was very popular with candidates. The rubrics emphasized the following:

a. Nu kae nye adzo? (*What is a riddle?*)

- i. A riddle must be a question in disguise. (i.e. "Adzo nye nyabiabia le edokuisi").

- ii. A riddle must be answered by the listener,(i.e.“*Adzotolakple adzogɔmedelawo wɔa dɔasileasimee*”).
- iii. A riddle must serve as a source of entertainment.(ie *Adzonye modzakadenu*”)

b. Dlo adzo atɔ eye nàde qesia de gɔme.

(*Write down five riddles and give their responses*).

- i. **Riddle:** ‘Edu vo de me gli’ (*Done with eating, resting against the wall*).

Answer: ‘Akpledati’ - Banku stirring stick.

- ii. Riddle:‘Treeveletsi` gɔ’(*Two calabashes are situated on a river*)

Answer: No - The breast.

c. Dzro nu sita adzo le vevie la dometɔ eve me.

(*Discuss two importance of riddles*).

Candidates did very well in supplying the five riddles expected and giving convincing responses for each riddle. Interesting examples included:

All of these attracted high scores marks for candidates.

Question 2

This highly unpopular question on Customs and Institutions demanded that candidates responded to the following:

- a. **ŋlo avihɛ alo konyifaha eve siwo dometɔ de sia de manɔ kpui wu fliewoola.** (*Write down two dirges of not less than ten lines each*).
- b. **Doe ha si nèŋlo lɔ la dometɔ de sia de gɔme.** (*Explain each of the songs you have written.*)
- c. **Gblɔ xeyi, tef*e kple susu siwo ta Eueawo dzia avihewo doa.**
(*State the time, place, and reasons why dirges are sung*).

Few candidates attempted this question and they were able to provide a dirge.

They provided a dirge and explained each line as expected.

Showed when a dirge is sung, where it is sung and the functions of a dirge.

Examples;

- i. during a death of love one.
- ii. at the funeral grounds.

The few candidates who attempted this question generally performed poorly in ‘a’ and ‘b’ but answered the ‘c’ section correctly.

Question 3

- a) **Fonu tso ŋutinya la ſe zɔzɔme ɲu.** (*Discuss the plot of the story*)
- b) **Fonu tso gbedanu ovovo siwo le` ŋutinyaa me la dometɔ ene ɲu.**

(Discuss four literary devices used in the story).

In terms of plot in 3(a), a small number of candidates did well. An infusion of the chronological movement of events was evident in their work. They traced the genesis of the story from the narrator's view point, where the main character, **Agbezuge**, was introduced to readers as a slave-teenager in the home of the wealthy merchant, Hoto Desu. The main character then travelled the reader through history to where the Ashanti-Ewe war exploits got him, a very young boy abandoned in the wilderness by his fleeing parents.

The plethora of trouble she faced landed him eventually in the house of a rich man called Hoto Desu.

The ‘*rising action*’, ‘*climax*’, ‘*denouement* or *resolution*’ which are pillars of a story’s plot were conspicuously missing in candidates’ answers, because they failed to follow the chronology of events.

Those who conjectured some of the devices in the form of **Iododo**, (*proverb*), **adagana**, (*metaphor*) and the likes, only itemized them and went no further. The performance was satisfactory.

Question 4

- a) **De dzesi nuwɔla vevitɔ le ŋutinya me eye nàdzro efe wɔna votavota eneme.** (*Identify the main character in the novel and discuss four different roles he played*).
b) **Dzro nyati vevi si leŋutinya la me la me.**
(*Discuss the major theme in the novel*)

Almost all candidates were apt in marking Agbezuge as the chief character in the novel to satisfy requirements. In equal terms, there was little difficulty pointing out what the theme of the story. ‘*Nu vɔ fe fetue nye ku*, (to wit: *The wages of sin is death*.) ‘*Agbenɔxevi metsia fu mato o*’ (to wit: *There is always light at the end of every tunnel*) and similar such statements were correctly placed in focus.

Notwithstanding the easy identification of theme in **Agbezuge fe!utinya**, one major challenge with candidates was how to relate the theme to the flow of the story plot. For instance, placing “*The wages of sin is death*”, as a theme in context, one could hardly find in the answers given the actions that directly or indirectly caused the misfortunes in the lives of a character, which the perpetrator should suffer punishment or death for it. Candidates’ responses were too shallow in content and shape.

Question 5

This question on the drama book, **O Anyigba!** was very popular with candidates. It sought to let students commit to doing a characterization sketch on the following:

- a) **Kɔdzo Dzakle**,
b) **Tɔgbui Dzeko**,
c) **Ama**.

Many scored the full complement of marks assigned for two major characters, **Kɔdzo Dzakle** and **Tɔgbui Dzeko**. They did not miss out on giving detailed description of Dzakle’s hardworking qualities and Dzeko’s fatherly role as an in-law to Kɔdzo Dzakle who was married to his daughter, **Agbesisi**

A lot was done to satisfy the demands of questions (a) and (b) to prove that candidates read the text and were very familiar with characters that moved the tempo of the events.

Most candidates scored very high marks.

Question 6

A very unpopular context question demanding that candidates addressed the following:

- i. Who made the statement and to whom was it made?)
- ii. When and where was the statement made?)
- iii. Discuss the outcome of the conversation)

Expected responses;

- i. Kokutse, the speaker
- ii. Kpetsu, the interlocutor.
 - a. This conversation occurred in Kodzo Dzakle's house upon his arrival with the wife Agbesisi to Gbedzikɔ \$e, their farm village after a short holidays in their hometown. They were received by a welcoming party who stayed behind. Candidates were not able to supply the answer for (6b).
 - b. Since candidates missed out on the answer for (6b), they automatically could not supply the outcome of the conversation in (6c). The performance was low.

Question 7

The demands of this question on Poetry include:

- a. He nyati vevi eve de go tso Egbenyaε me.
(State two important themes in the poem, 'Egbenyaε').
- b. Dzro hakpanya la fe tutudo me
(Discuss the structure of the poem).

The themes of "Nyate\$etoto" (*Speaking the truth*) (*Being a faithful witness*) as in Q(1a) were easily identified by the few who attempted this question.

After stating the themes, candidates had difficulty throwing some light on how the poet employed them in developing his poem. For instance, on the theme of 'nyate\$etoto', one expected further clarification on the theme.

Her explanation such as, "Ele be nu sia nu si nàkpɔ alo nàse la, nàgblɔetututu."

Candidates did not perform well in (b).

Question 8

Question 8 tested the knowledge on mood and literary devices in the poem, 'Atsia\$u'. The questions include:

- i. Discuss the mood of the poet in 'Atsiafu'
- ii. Select three literary devices from the poem and show how the poet used them.

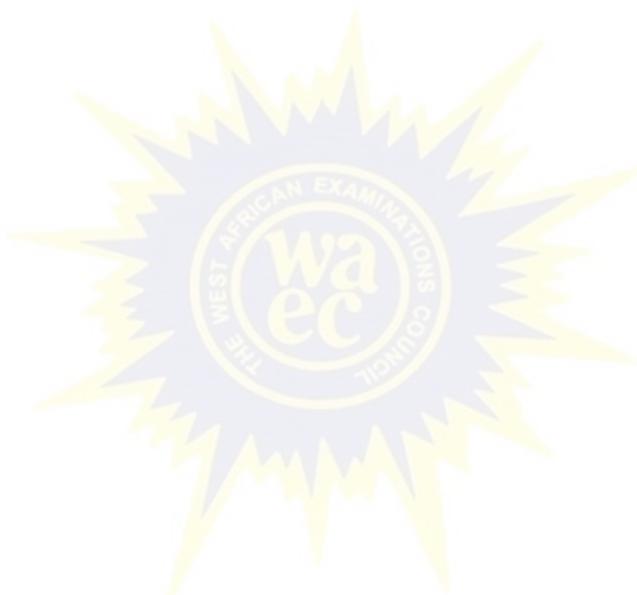
Candidates were sharp to state the mood of 'dzidzɔkpo\$kpɔ', (joy) or

Nudzedzekpo\$kpɔ' (pleasure) as the mood of the poet.

- i. Candidates did not explicate on how the poet expressed his mood in Q8 (a). For example, in this poem, we see 'Atsia\$u', (*the Sea*) being personified as a mother who is happy any time

her ‘wayward children’ returned home from their so journ.

- ii. The literary devices **in Q8(b)** which sought to let candidates discuss how they were used by the poet seemed too difficult for candidates to do. Even so, those who rightly mentioned **gbetɔdonu** (*personification*) and **nusɔnu** (*metaphor*) stopped at that without going any further.



FANTE 1

1) GENERAL COMMENTS

The standard of the paper was comparable to that of the previous year. All the questions were within the scope of the syllabus. The level of candidates' performance however fell below that of the previous year.

2) SUMMARY OF CANDIDATES' STRENGTHS

- 1) The use of language of most candidates was very appreciable. They used informal language, appropriate registers and literary devices where and when necessary. These made their language rich and interesting to read.
Candidates wrote very good introduction, expressed their ideas in good paragraphs as well as giving good conclusions.
- 2) Most candidates complied with the required length of the composition i.e. 500 words or more.
- 3) Candidates' ability to translate the passage intelligibly is highly commended. Their performance in translation this year measured up to the required standard.

3) SUMMARY OF CANDIDATES' WEAKNESSES

- 1) Mechanical Accuracy was generally poor. Many of the candidates scored zero under Mechanical Accuracy.
- 2) Poor Fante orthography. Candidates exhibited weaknesses in Fante orthography making their presentations incomprehensible.
- 3) Candidates' performance in phonology and syntax components revealed a huge deficit in the teaching and learning of the subject.
- 4) Wrong use of possessive, negation and pronouns were very rampant. Candidates interchanging Twi pronouns with Fante e.g. using 'yen' in Twi for 'hen' in Fante, 'won' in Twi for 'hon' in Fante.

There was a mass failure in the comprehension.

4) SUGGESTED REMEDIES

- 1) Teachers should give students a lot of education on how to read and understand the rubrics and demands of questions, so that they can answer questions appropriately, because the understanding of the questions was a problem to the candidates as they deviated from what was required in the paper.
- 2) Teachers should intensify the teaching of the grammar and the orthography of the Fante Language. In this regard, students should be given regular exercises which should be promptly marked and discussed.

- 3) Students should be encouraged to take the reading of Fante books very seriously. They must read more passages, write more essays and speak the language more. Teachers should desist from banning students from speaking Fante Language on school campuses.

5) DETAILED COMMENTS

Question 1

Discuss three ways through which HIV/AIDS is spread, three effects of its spread and suggest two ways by which it could be prevented.

This question was relatively the most popular of all the questions. Candidates were able to establish the fact that HIV/AIDS is real and an incurable disease. They were able to outline the causes such as unprotected sex, unsafe blood transfusion, use of unsterilized sharp blades and knives, barbering and shaving equipment. The effects on affected persons were also traced as having frequent diarrhoea, severe headache, fever, weakness of the body, skin rashes, social discrimination and finally death. The following were given as preventive measures- use of condom, avoidance of both oral and anal sex, use of sterilized sharp instruments and other equipment, thoroughly screening blood before administering to patients, voluntary testing of status and the need to remain faithful to partners and keeping to only one partner etc.

This particular question was the toast of many candidates. As such they went all out to exhibit most of the features and content expected of them. In short, the performance was very good. However, a few started with Fante and continued the rest of the essays in English.

Question 2 Narration

Write a story that ends: “it was very interesting and it taught me a moral lesson.”

This is a narrative which requires the candidate to write a story with an interesting ending which is loaded with moral lessons.

Here, the candidate needed a good introduction stating the location, date and time as well as source of the story. The title of story and the main characters involved were also necessary. Finally, they needed to talk about the flow of the story i.e. beginning, climax and the resolution. Actions that accompanied the narration and incidents making the story quite interesting, moral lessons and conclusion.

The candidates who attempted this question were able to write good stories and ending with good moral lessons. Candidates were very creative in their story making and were able to make the mark. Most of them were able to end their stories with the appropriate expression.

Orthography was generally poor leading to many candidates scoring low marks in Mechanical Accuracy.

Question 3 Article

Write an article to be published in a newspaper on four causes of armed-robbery and suggest four ways of curbing it.

This question required candidates to give a heading and a good introduction confirming the rampant incidence of armed-robbery in the country and the need to control or eliminate it from the society. They were also expected to outline some of the causes of armed-robbery such as peer influence, the crave for luxurious things eg cars, magnificent buildings without necessarily working for them, drug abuse, lapses in the national security system, craving to become rich over-night etc.

Candidates could also give the creation of job opportunities, harsh or severe punishment for culprits, police to be well equipped and well trained to cope with the situation, formation of neighborhood watch-dog committees and arresting people keeping illegal weapons, placing CCTV cameras on highways and at vantage points etc as remedies to the menace.

Very few candidates attempted this question. The general weakness in orthography run through all the answered scripts.

Question 4 Narration

Your class made an educational trip to another Region in Ghana. Explain your opinion or experience about the trip to your friends.

The paper required that candidates write a heading and give relevant introduction stating date, day, place, purpose of the trip. Preparation made towards the trip, the trip itself, experiences or encounters and suitable conclusion expressing their impression about the trip.

Few candidates attempted this question. They wrote very good essays and shared their experiences and lessons gained during the trip with their friends.

Their only flaw was that, they all wrote friendly letters.

Question 5 Translation

Candidates were required to translate a given passage from English to Fante. This was a compulsory question.

Candidates were able to translate the passage appropriately and coherently.

However, many errors were made under Mechanical Accuracy and that prevented most of the candidates from scoring the maximum marks.

Some candidates also reproduced certain English words and put them back in quotation marks. E.g. mma ‘prematurely’ ‘expose’ wo diaso and ‘vision’ ama nkorfo ‘you don’t know’.

Question 6 Comprehension

Candidates were required to read a given passage and answer questions on it.

Only a few candidates demonstrated a good understanding of the comprehension passage. The majority of the candidates were unable to answer the questions well because of their inability to read and understand the demands of the questions.

Some candidates lifted portions of the passage to answer the questions anyhow.

Some of the candidates also copied down the questions all over again before providing very long answers which were also irrelevant.

In fact, there was a mass failure with the comprehension passage.

Question 7

(a) Explain how nasal consonants are made

(b) Write two nasal consonants in Fante.

(c) Show the distribution of each of the two nasal consonants selected in

This question tested candidates on how nasal consonants are produced, the types of nasal consonants and their distribution in words.

Only a few candidates attempted this question. They were able to describe the process and gave good examples. The candidates did very well on the distribution. They also gave appropriate examples.

Nasal consonants are made when the velum is lowered to block the oral cavity thereby allowing the air from the larynx or lungs to pass through the nasal cavity for the relevant articulators to come together to produce the sound.

b) Examples of nasal consonants in Fante are,

/ m/, /n/, / ŋ/, / ny /

Question 8

(a) Describe the underlisted vowels.

i / e / ii / ɔ / iii / i / iv / u /

(b). Transcribe the words listed below

i ebusua ii akokɔ iii okura iv apɔnkye

(c) Write rounded and spread vowels from each of the words listed in

The question demands that candidates describe the four given vowels and transcribe the given words. They were also to identify rounded and spread vowels in the words given.

Most of the candidates were able to do a very good work. They were able to describe the given vowels, transcribe the words correctly and were also able to identify the opened and closed vowels in the words given.

The transcription was however poorly done and most of the candidates did not put the transcribed words into parenthesis.

b) To transcribe the given words i.e.

- i. ebusua[ebusua]
- ii. akokɔ [akɔkɔ]
- iii. okura [okura]
- iv. apɔnkye [apɔnkyI]

c) To identify the rounded and unrounded vowels in the words in (b) ie

word. rounded unrounded

/ ɔ , v, o, u / / a , ε, I /

Question 9

(a) What is a phrase?

(b) Write three types of phrases in Fante.

(c) Identify the types of phrases underlined in the sentences below

- i. Dan feefew no ben skuul no.
- ii. Banyin no a ɔhye atar tuntum no ye Kyerekyerenyi panyin fofor.
- iii. Basia no nantsew hahaahar.
- iv. Yegyegyee mbuuksu a ɔwɔ adaka no mu no ndeda.

Candidates were asked to explain or give the definition of a phrase, write three of the types of phrases we have in Fante and identify the types of phrases that have been underlined in the given sentences.

Quite a very good number of candidates answered this question and scored very good marks for it. On the whole, candidates who attempted this question performed averagely well.

Majority of the candidates who attempted this question couldn't mention the types of phrases we have in Fante and therefore could not identify the types of phrases that were underlined in the sentences. They are "verb phrases, (nyee asemfua) noun phrase, (edzin asemfua) Adverb phrase, (nyee tamsi asemfua)" etc.

Question 10

(a) What is a simple sentence?

(b) Discuss three functions of a simple sentence.

(c) Give two examples each of the three functions of a simple sentence.

The question demanded that the candidates explain or give the definition of a simple sentence. They were also to discuss the three functions of a simple sentence and give two examples each to illustrate each function.

Candidates who tackled this question did very well on it. They were able to provide the definition and state with examples the three functions of a simple sentence – used as statement (asenka), for interrogation (asembisa), command (nye), etc. Candidates who demonstrated understanding of this question had appreciable scores.



FANTE 2

1. GENERAL COMMENTS

There was no difference between the standard of paper compared with that of 2020. The paper tested the various aspects of the language as was prescribed in the syllabus.

The candidate's performance was good. They excelled in the question on riddles and their responses thus making it a slight improvement over the previous year's performance.

2. SUMMARY OF CANDIDATES' STRENGTHS

- 1) Many of the candidates showed their strength in Question 1 of the paper and their responses clearly attested to the fact that they were well versed in oral literature. Similarly, with regard to the written literature, candidates who tackled the questions on characterization and structure of the prose did so well that, some ended up scoring between 16 – 18 out of 20.
- 2) Some of the candidates impressed the examiners by giving out matured and coherent responses to the questions.
- 3) Very few of the candidates were able to give accurate responses to the questions on poetry.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- 1) Most candidates could not answer the question on dirge. They could not compose a dirge. Very few, about 2% out of the total number of candidates, answered the question on dirge. They could not bring out clearly the messages the dirge they had written projected.
- 2) Instead of bringing out the functions of the main character for question 1, the students ended up writing on characterization.
- 3) The question on poetry appreciation was poorly answered.

4. SUGGESTED REMEDIES

- 1) The culture of reading should be encouraged and intensified in schools. The students should be encouraged to purchase the set books to read and discuss accordingly.
- 2) Candidates should be encouraged to read and give a gist of the literature books they read in a form of summary. This can be done as a project work in groups.
- 3) A mechanism should be devised to ensure that the issue on literary devices is well addressed through constant reading, teaching and testing especially the written literature aspects.
- 4) They should also discuss the project works after marking and correct them where necessary.
- 5) It is important that candidates read the questions painstakingly before attempting to answer them.
- 6) Teachers must teach their students the difference between major and minor characters in a story.

DETAILED COMMENTS

ORAL LITERATURE/CUSTOMS AND INSTITUTIONS

Question 1

- a) *Ebenadze nye ebisaa? (What is riddle?)*
- b) *Kyerew ebisaa enum na ma emu biara nyiano (Write five (5) riddles and give their expected responses)*
- c) *Kyerew dwuma ahorow ebien a ebisaa dzi. (Discuss two (2) functions of riddle)*

This question required the candidate to give the definition of a riddle, give five examples of riddles and discuss two functions of riddles.

A riddle is generally a question devised so as to require clever or unexpected thinking for its answer.

(Ebisaa ye Mfantsefo hɔn agor no mu kor a nyimpa beenu na no mboree dzi. ɔye asembisa na ne nyian.

Some examples of riddles are;

- i. Adze bi wɔ hɔ, no ho no wodzi, no mu no wonndzi, no mu no wodzi. ɔye ebenadze.
Nyiano: **Abe**
 - ii. Bankye ne dasefo nye woana? Nyiano: **Ogyaeo**
 - iii. Nyimpa baahen na wodzi gua? Nyiano: **Beenu**
 - iv. Adze bi wɔ hɔ esoma no a ɔnnkɔ, se erokɔ a nna odzi w'ekyir. ɔye ebenadze? Nyiano:
Sunsum.
 - v. Adze bi wɔ hɔ se ɔrodo mu a, ɔnkra mbom se ɔsan nékyir ba a nna orikyiakyia. ɔye ebenadze? Nyiano: **Bosoom.**
- Riddles help mankind in many ways. Some of which are:
- i. *It serves as a means of entertainment.* (ɔma nyimpa enyi gye)
 - ii. *It enhances deep thinking.* (Obue adwen mu)
 - iii. *It brings togetherness.* (ɔdze nkabɔmu ba).

This question was the most attempted question by candidates. Almost all the candidates who wrote on riddles were able to produce riddles with their corresponding answers. However, a few wrote on Puzzles (Aborome) instead of riddles (Ebisaa). This clearly shows that some of the candidates did not know the difference between Riddles and Puzzles.

Question 2

- a. *Kyerew Sukwadwom ebien a no mu biara wɔ beye nsensanee du.*
(Write two dirges of not less than 10 lines each).
- b. *Kyerekyere sukwadwom ahorow ebien no mu biara ase.*
(Explain /discuss the two (2) dirges you have written).
- c. *Ber bɛn, henfa na ebenadze ntsi na Mfantsefo twa Kwadwom?*
(When is a dirge sung, where is it sung and the functions of a dirge).

An example of a dirge:

- a. Egya ei, obi mbɔhwɛ me o
Obi mbɔhwɛ me o, muruwu oɛ
Asaber, Eko nana, na ɔbaa no den?
Na tsir aben na berebo pasaa yi?
Egya abasatseaa a adɔyɛ wɔ mu
Adze akye oɛ Na igyaa hen den nye yi?
Asaber kotoku, ekɔ a mona hen dɛnkyembo
Na yennya gya a, yeawe no amon
Asaber, wo mba bɔwe ananse
Na okura dze, ɔbɔpɔn (abowa kɛse) a.

(The dirge depicts a child who has lost the father. He/she is lamenting on who will be there to feed them in his absence).

- i. Ber ben the wotwa kwadwom: (When is a dirge sung).
Response: wotwa kwadwom ber a obi no dɔfo anaa n'adzeadze nyina ahwer no nkwa. (A dirge is sung when the death of a person/a dear one is announced or when a breadwinner dies)
- ii. Henfa na wotwa kwadwom. (Where it is sung) Wotwa kwadwom wɔ eyiadze./Wɔ owufo no ne fie.
(A dirge is sung at the funeral grounds or the home of the dead).
- iii. Ebənadze ntsi na Mfantsefo twa kwadwom? (Functions of a dirge). Wotwa kwadwom dze tonton owufo anaa dze kaa owufo bi no ndwuma pa. Wotwa kwadwom ber a obi enyi abɔ.

(A dirge is used to praise the good deeds of the dead, to remember him/her and to lament over the death).

The very few candidates who answered the question on dirge did so well but orthography nearly marred the beauty of their written dirges.

(PROSE)

Question 3

- a. Kyerɛw kwan a ɔkyerɛwfo no faa do hyehyɛɛ dwumadzi ahorow a ɔwɔNyame Bekyerɛ mu. Fi ahyɛse kesi n'ewiei.
(Discuss the plot of the story).
- b. Fa kasasu ahorow anan biara a ɔwɔ akenkansɛm no mu na kyerɛkyerɛ mu.
(Identify and discuss four (4) literary devices used in the story (prose

Many candidates answered this question. However, the question was badly handled by some candidates. They could not arrange the events chronologically and sequentially and also some important points were left out. This is how the story unfolds;

- i. The birth of Maame Aba Ata, her family, Maame Aba Ata as a trader, the accident and the result of the accident.
- ii. Amba as an orphan, her going to stay with Okyeame Kum, her marriage and what came out of the marriage.

- iii. The life of Panyin and Kakra, Panyin relocating to Sekondi, what he did at Sekondi, the lotto he won and finally, his return home.

The literary devices used include;

- i. Kasambirenyi (*Idiomatic expression*)
Awofo no bɔɔ fa (The parents died)
- ii. Be (Proverb)
Edzi mpowa mpowa ye sen edzi-turududu (*One should always think about the future*)
- iii. Ntotoho (Simile)
Papa Kodwo a ɔaben de tubo (*Papa Kodwo is well versed in his profession*)
- iv. Senyimpa (Personification)
Egya wu tsirmuɔdzennyi abefaa no kɔ (*Death, the wicked one has taken him away*) here, death is used as a human being and etc.

Question 4

- a. **Kyerew otsiban a ɔwɔ akenkansɛm no mu na kyerɛkyerɛ dwuma ahorow anan a odzii no mu.**
(Identify the major character in the story and discuss four (4) roles he played in the story).
- b. **Kyerew asentsitsir a Nyame Bekyere dze to gua.**
(Discuss the moral lessons learnt from the story).

This was a popular question. Indeed, most of the candidates attempted it. The only lapses discovered was that very few candidates got confused with the main character thus some stating one of the minor characters as the major character. They also wrote on the character instead of the roles played by the main character and so ended up losing marks in that segment. That notwithstanding, the overall performance in this area was satisfactory.

DRAMA

Question 5

Kyerew agodzifo a wɔka do yi biara ho asem na kyerɛ dwuma a hɔn mu biara dzii.
(Write the roles played by each of the following chahracters in the Drama book).

- (a) Okura
- (b) Taferew
- (c) Mfa

Most of the candidates who answered this question were not able to write on the role the characters played in the book, rather they talked about how they know them in their daily lives.

Question 6

*Mpanyimfo, seɔpanyin a ɔtse egua mu wɔ me tsirmsum bi a, ɔno minnyim.
Yebaa nhymamu yi ase yi, ɔmmfree me de mo so menka biribi? Naaso onyim de mo ho ye har papaapa.*

a. Woana kaa asem yi na ɔkaa kyerɛ woana?

(Who made this statement and to whom was the statement made)

Expected Response

i. Taferew na ɔkaa asem no.

ii. ɔkaa kyerɛe nhyiamufo no/ɔkaa kyerɛe Okusi.

(Taferew made the statement to the members at the meeting/Taferew made the statement to Okusi)

b. Ber bɛn na henfa na ɔkasafø no kaa asem yi?

(On which occasion was the statement made and where was the statement made)

Expected Response

i. Ber a ɔhwɛ a wɔmfra no ma ɔnkasa no na ɔkaa no nhyiamu no ase

(When he was not given the chance to contribute to the discussion at the meeting)

c. Hɔn nkitalodzi yi, no nsunsuando kesii dɛn?

(What was the outcome of the statement made).

Expected Response

Okowiee de Taferew nyaa kwan kyerɛe n'adwen.

(He had the chance to contribute to the discussion)

Though candidates who attempted this question did so well, they could not bring out the outcome of the statement made as expected.

Question 7 ḌMAN NDAAMBA

(a) Kyerɛw asəntsitsir ebien a awensɛm no da no edzi na kyerɛkyerɛ mu.

(Identify two (2) themes of the poem and explain each of them.)

(b) Kyerɛw awensɛm no ne nhyehyɛɛ.

(Discuss the structure of the poem)

Candidates were asked to state two main themes of the poem and also discuss the structure of the poem.

Some themes that can be identified in the poem are:

- i. The development of a nation depends on us (Ḍman bɛye yie a ogyina emi nye ɔwo do).
- ii. Rising up for one's nation (Soer gyina pintsinn ma wo man).

In terms of structure, the candidates were expected to state that, the poem is made up of three (3) stanzas with each having fourteen (14) lines. Literary devices used include:

- Be (proverbs) – Dua kor gye ehun a obu
- Sɛ-nyimpa (personification) – Akataasia feefew a ema ɔman da.
- Kasambirenyi (Idioms) - Akaekyir hɔn ano aannwow
- Ntotoho (Simile) - De mbre nhyiren tonton hanyinii no.

Question 8 ME MAN SOER

(a) Kyerɛw tsebea a nna ɔwemfo no wɔ mu

(Write the mood of the poet)

(b) Hwehwɛ kasasu ahorow ebiasa fi awensɛm no mu na kyerɛ biara no dwuma a odzi.

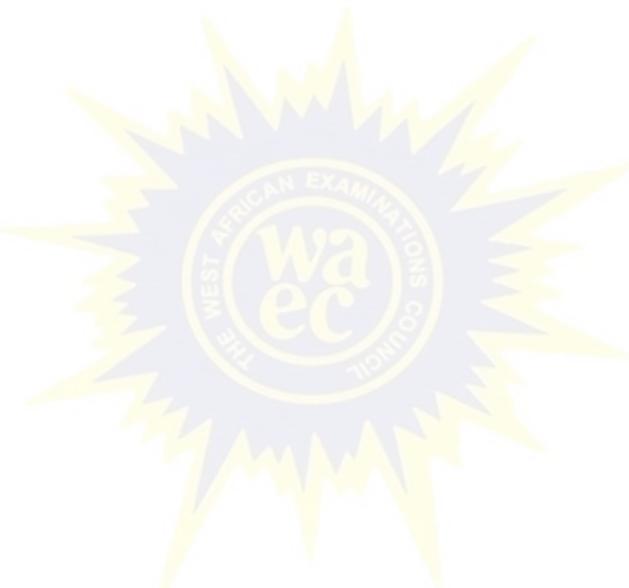
(Identify three (3) literary devices and show how each one of them is used to enhance the poem)

Here, the candidate was tasked to state the mood portrayed by the poet, identify two (2) poetic devices employed by the poet and explain how they are used to enhance the beauty of the narration.

It could be seen that; *the poet was in a serious distressed mood.*

Some poetic devices used include, Personification (Senyimpa)- *Me ManBɔrbɔr, adze resee na soer* and metaphor (ngyinahɔma). *Okyere de hɔn egypadze ahorow resee.*

The majority of the candidates who answered this question did well especially with the mood of the poet but failed to give examples of the literary devices (Kasasu) from the poem. They rather defined the devices they had written. Those who could give the devices with examples too could not talk about how they are used in the poem.



GA 1

SECTION A

1. GENERAL COMMENTS

The standard of the paper is comparable to that of the previous year. There was a slight improvement in performance this year.

2. SUMMARY OF CANDIDATES' STRENGTH

- i. Most candidates did well by trying to answer all the required questions.
- ii. Candidates gave detailed narrations using good grammar, idiomatic expressions and well-thought out points.
- iii. Candidates were able to organize their answers in a very good manner.
- iv. Ideas and arguments were presented in a coherent manner.

3. SUMMARY OF CANDIDATES'WEAKNESSES.

- i. Wrong spellings, word boundary and use of punctuation marks continue to pose a serious challenge to most candidates.
- ii. Some used lower case to begin all their sentences and in some cases, did not end their sentences with a full stop. This made it difficult to determine where a sentence began or ended.
- iii. Some candidates failed to read and understand the rubrics before attempting to answer.
- iv. Some candidates also copied the whole comprehension passage or lifted portions of it to form their essays.
- v. Few candidates were not able to give appropriate topic to the passage questions.

4. SUGGESTED REMEDIES

- i. Teachers should teach all aspects of the language.
- ii. Candidates should read intensively in the language.
- iii. Teachers should give students more practice in the use of punctuation marks.
- iv. Teachers should lay more emphasis during comprehension lesson.
- v. Teachers should organize spelling bee for the candidates to enable them to overcome their struggling with the orthography.

5. DETAILED COMMENTS:

Question 1

Dmaa sane ko ni otsoo gbei sr̄toi ete n̄ ni atsoo anaa HIV/AIDS ke naagbai ete ni eke baamo ina eko l̄e n̄o. Ts̄ōmo gbei enȳ n̄ ni abaa nȳ ats̄o ke ku naagba nee naa. (*Discuss three ways through which HIV/AIDS is spread, three effects of its spread, and suggest two ways by which it could be prevented.*)

Candidates were expected with these responses:

- d) The mode of transmission:

- i. Unprotected sex.
 - ii. Oral sex.
 - iii. Hard kissing.
- e) Its effects:
- i. Frequent diarrhoea.
 - ii. Fever.
 - iii. Social discrimination.
- f) Preventive measures:
- i. use of condoms.
 - ii. avoidance of oral sex.
 - iii. Abstinence.

Candidates discussed unprotected sex, oral and anal sex, hard kissing, rape, prostitution, unsafe blood transfusion as the means of transmission. The effects on affected persons were also traced as followed, having frequent diarrhoea, severe headache, fever, skin rashes, societal discrimination and finally death. They suggested the use of condoms, sterilization of sharp objects and safe blood transfusion etc. as the means to prevent the spread of HIV/AIDS.

Candidates answered this question well but few candidates focused more on the spread than effects and preventive measures. The performance on this question was very good.

Question 2

Dmaa adesa ko ni gbeo naa ke: ‘Eji nikasemø ni yø miisheeë waa’.

(*Write a story that ends “It was very interesting and it taught me a moral lesson.*)

Candidates were expected to give the;

- i. introduction (title of the story)
- ii. body (content of the story)
- iii. conclusion (lesson learnt)

Most of the candidates discussed in details, the causes of the incidents; which includes disobedience, telling lies, laziness and other undesirable activities such as pilfering which landed them in various troubles and unwarranted consequences like humiliation, punishments etc.

Candidates who answered this question did very well but others also failed to indicate the moral lessons from the story.

Question 3

Dmaa wolo ni akëbaayaa dafitswaa wolo mli ni otsøo nibii ejwe ni haa mei køloø awuiyeli hiketswaa ojo le.Tsoomø gbei srøtoi ejwe nø ni abaanye atsø keku ojofoi anitsumø nee naa.(*Write an article to be published in a news paper on four causes of armed robbery in the country and the need to control or eliminate it from the society.*)

Candidates were expected to give the writer's address; the recipient's address a formal salutation and a heading. There should also be a validation, a signature and full name of the writer. Give brief formal introductory letter seeking permission for the publication of the article.

In the introduction, candidates should have affirmed that armed-robbery is rampant in the country and there is the need to bring it under control.

Candidates should have discussed four causes of armed-robbery e.g. poverty, youth unemployment, get-rich quick attitude of the youth, peer influence, drug abuse, exposure to foreign films/videos on violence and robbery, misuse of fire ammunitions.

These were the remedies that they should have discussed in their essays; creation of job opportunities within the public and private sectors, educating the youth on social values, severe punishment for culprits, equipping the security services with the necessary logistics to combat crime, installation of CCTV Cameras at vantage points in the country, formation of neighborhood watch-dog committees, etc.

The question was not popular and no candidates attempted it.

Question 4

Mei ni oke yoo afi kome no bii tee nikasemoo gbefaa ko ye Ghana maj kpokpai lee kome no. Dmaa osusumoo ye neke gbefaa nee he otsoo onaneme le. (*Your classmates went on educational trip to another region in Ghana. Explain your opinion about the trip to your friends.*)

This question should be introduced by stating the date of the trip and destination.

The body of the presentation should highlight the preparation made for the trip, transport and feeding arrangements, start of the journey and scenes. This should be followed by arrival at the destination and interesting places visited.

A conclusion should then be drawn on the return journey and opinion about the trip.

Candidates outlined the purpose of the trip, place of visit, date and time of departure, experiences on the trip. Teachers and ushers led them to interesting place, learned new things that have bearings on some topics they learnt at school and their expression concerning the trip which most of them were happy.

Even though majority of the candidates performed quite satisfactorily on this question, some also struggled in organizing ideas in coherent manner.

Question 5 Translation

Candidates were given a passage in English to translate into Ga. They were expected to follow the structure of the passage. These ideas should be well linked for good coherence. However, many candidates followed this structure but some also did literal translation. Candidates' performance was below average.

Question 6

Candidates were given a passage of standard length, and were required to read and answer ten questions on it. The questions were based on facts, inference, grammar and summary. The right approach is to read the passage and understand it before attempting to answer the questions. The questions should be answered in full and correct tenses. Passages should not be lifted as answers to the questions.

Some candidates appeared not to have understood the passage; hence, they lifted passages to answer the re-call and inference questions. Questions on grammar were not properly answered. The Candidates' performance was average.

Question 7

- a. **Tsəcəs tsəcəs ni cə gugnɔkənɔnɔnti. (Explain how nasal consonants are produced).**

In their production, the back of the tongue is pressed against the soft palate, thus closing the mouth cavity. A significant feature is the vibration of the vocal cords in their release. Most of the candidates were unable to adequately describe the production of the nasal consonants.

- b. **Candidates were expected to give any two of the nasal consonants: (Write down two nasal consonants in Ga.) /m,n,ŋ,ŋm/ .**

- c. **(Demonstrate how the two nasal consonants chosen are use in word structure.)**

- i. initial;
/m/- mama, ma
n/- nii, naa
- ii. middle
/m/-mama , ameo
/n/- shina, nana

Question 8

- a. **Wiemɔ vaoliinɛ ahe. (Discuss these vowels).**

Candidates were expected to discuss the vowels given.

- i. /e/
- ii. /ɛ/
- iii. /i/
- iv. /u/

Candidates discussed the production and/or distribution of the vowel sounds. Candidates gave better answers for the vowel distribution than they did for the production of the vowels.

- b. **Dmaa wiemɔ neɛ yɛ fɔnetiki mli. Transcribe these words.**

- i. tsəcəs
- ii. shəmə
- iii. miishɛ
- iv. sramɔ

Candidates appeared not to be conversant with the phonetic symbols especially /t/, these are represented in the Ga orthography by “ts. shw. se” respectively.

- c. **Nmalamɔ vaolii ni abɔ naabu tako ke nɔni naabu lɔɔ yɛ(b)lɛ mli. From the words in (b), indicate rounded and spread vowels.**

Candidates were expected to identify spread and rounded vowels in the words in (b).

Candidates were able to identify (ɔ) as the rounded vowel, and /ɛ, i, a/ as the spread vowels.

Question 9

Məni ji sanekuku? What is a phrase? Candidates were expected to, define phrase – a group of words that can be replaced with a single word. A group of words, all from the same word class, or from different word classes, with one of them being the headword.

- a. **N̄malamō sanekuku henc̄ i etε. (Give three phrase types.)**

Candidates were expected to give three phrase types:

- i. noun phrase (gbēi sanekuku)
- ii. verb phrase (feemɔ̄wiemɔ̄ sanekuku)

- b. **Tsɔ̄mɔ̄ sanekuku henc̄ ni afo shishi yε niŋmaa ni baa neε mli lε. (underlined phrases in the following sentences, indicate the phrase type.)**

Candidates were expected to indicate the phrase type underlined in each of the given sentences

- i. feemɔ̄ wiemɔ̄ sanekuku (verb phrase)
- ii. gbēi sanekuku (noun phrase)

Question 10

- a. **Məni ji sanemuu ganee? (What is a simple sentence):**

A sentence with only one verb.

- b. **Tsɔ̄mɔ̄ sane muuganeenitsumɔ̄ietε. (Indicate three functions of a simple sentence.) Candidates were expected to indicate three functions of a simple sentence:**

- i. **to question, (bimɔ̄)**
- ii. **to command.(famɔ̄)**

- c. **Ha nitsumɔ̄ lε eko fεε eko nɔ̄kwemɔ̄ nii enyɔ̄nyɔ̄nyɔ̄. For each function, give two examples. Candidates were expected to give two examples for each of the three functions given in 10b.**

- i. **Question -(məni ba?)**
- ii. **Command- (ba biε)**

This question was answered satisfactorily.

GA 2

1. GENERAL COMMENTS

There is no disparity between the standard of this year's paper and that of previous years. The Performance of candidates was just average. Last years' was better than this year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

- i. A few of the candidates who have studied the set books seriously answered all the six questions admirably.
- ii. Majority of the candidates allotted equal time to all the questions and answered all the four questions.
- iii. A considerable number of candidates answered the questions on riddlessatisfactorily.
- iv. A few of the candidates answered the questions on the set booksskillfully.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- i. Some of the candidates misunderstood the instructions and attempted more than one question from one section.
- ii. Inability of some candidates to discuss themes of the prose, drama and mood from theauthors.
- iii. Inability of some candidates to identify, quote examples and discuss literary devices used by the authors.
- iv. Inability of some candidates to distinguish between theme and structure of a poem.

4. SUGGESTED REMEDIES FOR WEAKNESSES

- i. Candidates should always take their time and read rubrics carefully before answering questions.
- ii. Teachers should set mock examination questions in line with that of the final examination paper to give candidates the needed practice.
- iii. Candidates should make it a point to try their hands on WASSCE past questions constantly, and discuss.
- iv. Candidates need more exposure to literary practice on set books.
- v. Teachers should take the candidates through the mechanics of answeringquestions.
- vi. Candidates should take the study of Ga seriously and stop regarding it as a subject of convenience.

5. DETAILED COMMENTS

Question 1

- a. **Mensi ji ajenu? (What is riddle?)**
- b. **Gbaa jenui enumo ni otso ameshishi (Write five riddles and provide the irresponses)**
- c. **Tsoco nibii enyo komei ni ake ajenu tsuo. (Explain two significance of a riddle)**

Candidates were required to define riddles, write five riddles and their responses and discuss / explain any two significance.

Majority of the candidates attempted this question and answered it skillfully, thus scoring high marks.

They defined riddle as a question that is deliberately very confusing and has a humorous or clever answer. Also, they wrote five riddles and provided their solutions. Examples are as follows:

i Ajenu – Mεni jkpεtsε?

Hetoo – Tsatsu ni jε lai

ii. Ajenu – Mεni ji FFFFFF?

Hetoo–Fofo fai fa fe faii fεε.

A few of the candidates who attempted this question performed well but a few wrote proverbs as riddles.

Question 2

- a malamo yarawoo lala enyɔ kεji kwaraa lε, eko fεε eko afee liamɔi nyɔŋma ke sεε
(*Write two dirges of not less than ten lines each*).
- b Gbalamo yarawoo lalai enyɔ lε mli (*Discuss the two dirges you have written*).
- c Mεni be, nεgbε ni, ke m1ni hewɔ awɔc yara lala (when, where and why dirges are sung)?

A handful of candidates attempted this question and only a few of them answered it as expected, they wrote the two dirges, discussed them briefly and explained that dirges are sung at the funeral grounds when dead persons are lying in state or at the morgue when the family members go for the corpses of their departed relatives or on the way to the cemetery, at the cemetery or when the death of someone is announced.

They went further to explain that dirges are sung to extol the good / bad deeds of dead relations or how dear or close the fellow was to someone else etc.

Example of a dirge:

Tsε ataa, nεkε okeε wɔ lo? Miiya
nitsumɔ maba 1ε, none?

Mε1ni eba ni oshi wɔ trukaa nεkε? Te
aye te``.....?

The performance was satisfactory.

Question 3

- a. **Gbalamɔ bɔni wolo1ε mli sane 1ε tee1ε ha mli (Discuss the plot of the story).**
- b. **Wiemo heŋɔɔmɔwɔlɔ ejwε komεi ni akεtsu nii yε wolo 1ε mli lε ahe. (Discuss any four literary devices the autho rused in the novel).**

- a. Candidates were required to talk succinctly about events/episodes, at least four in the novel, Ni Ofeo Naa”.

They were to comment on events / episodes like:

- i. Establishment of Akweimaŋ` - Constant harrsaments from neighbours in Ga Mashi about their bareness.
Asena's dismissal from school.
- ii. Chieftaincy issues in Latekpora:

b. Literacy device sused: the following are some of the literacy devices used in the novel:

- i. **Abε (Proverbs) – 'Abɔ je `etsε'**
- ii. **Tamɔno(simile)–Minanemεifayεjεifebiε.**
- iii. **Atimli(Repetition) –'Natsui,natsui'**

Candidates were expected to identify four literary devices used, quote an example each from the novel to support the identification and discuss them. In their explanations, they were to say inter alia that the literary devices were used to reinforce a sense of unity, ensure clarity and certainty of the novel to obtain a comic effect.

A fair number of the candidates who attempted this question were able to talk about four different events / episodes in the novel and identify the literary devices but did not give examples neither did they discuss the literary devices used. They scored low marks.

However, some candidates only limited their commentaries on the roles played by Abena in the first

Question 4

- a. **Tsɔɔmɔ shwεbilɔ oti kome ni otsɔɔ nibii ejwε komε 1 ni efee yε wolo lε mli. (Identify the main character and explain four roles he / she played in the novel)**
- b. **Gbalamɔ sanelε mli otifefεε lε mli.(Discuss the main theme of the novel)**

A substantial number of candidates attempted this question. Majority of them mention either Adotei, Abena or Nuumo Kweite as the main character and explained his/her roles. For example, in the case of Adotei, they wrote that as a young man, he left his parents and town folks to look for greener pastures. In his sojourn, he tried to propagate the good news to Nuumo Kweite, his idol worshipper friend, he lived recklessly from the beginning, chasing girls and drinking seriously and becoming a chain smoker, but later

mended his bad ways; he got gainful employment, transferred to various parts of Ghana and retired honourably; he befriended elderly persons.

Concerning Nuomo Kweite, candidates said he founded Latekpora, he eschewed self-glorification, he was not an attention seeker, his belief in lesser gods, the gods of his fore-fathers was strong, he liked justice and made sure that whatever had to be done was done rightly and on time. He was also fortified by the gods that his enemies could not match him spiritually.

Candidates who wrote about Abena talked about her beauty, educational prowess, her good and bad character, insulting all and sundry and changing men like changing clothing. In the end, she reformed and led a decent life.

Finally, candidates stated and discussed the following as the main theme of the novel

- i. You reap what you sow
- ii. Abena's unrepentant life and her sad end

A few candidates just beat about the bush, they would neither state the main character, nor discuss the main theme.

Question 5

Write brief notes on the following characters in the play:

- a. Odoi Diŋ`
 - b. Adu Kokotsi
 - c. Sowa Agbo
 - a. Candidates were expected to say things like:
 - i. He was the main character of the play and the chief of Legon, who was enthroned after the destoolment of Nii Kofi, Adu Kokotsi's brother.
 - ii. He was polite and kind to all and sundry.
 - b. Candidates were required to say among others that,
 - i. Adu Kokotsi was the destooled chief, Nii Kofi Ak4's brother.
 - ii. He was a corrupt leader who squandered public funds and hired thugs to set fire to Odoi Diŋ`'s properties and killed him, but was caught in his strides tried and sentenced.
- 5) With regards to Sowa Agbo, candidates were expected to say that:
- i. He was a confidant of Odoi Diŋ` and served in the chief's palace diligently.
 - ii. He was always eaves-dropping to people's conversations and reporting regularly to Odoi Diŋ`.
 - iii. He was a peace broker, always separating people involved in brawls.

Majority of the candidates who answered this question performed creditably.

A few however, confused Sowah Agbo with the Mankralo and commented on things he did not do.

Question 6

- a. Who said this, and to whom?
- b. On which occasion and where did he say it?
- c. Discuss the outcome of this statement

A substantial number of the candidates answered this question well. They were able to say that Adu Kokotsi was the speaker, Apenteng the addressee and the place was the Mankralo's house.

They went further to explain that the accusations were put together in a written form and sent to King Taki and his elders. After going through the case, King Taki and his elders found Odoi Dij` innocent of the charges preferred against him. Adu Kokotsi, not satisfied, hired some hoodlums to set Odoi Dij house ablaze. The security personnel got wind of it and acted swiftly by apprehending them and putting them behind bars.

However, some candidates wrongly said the statement under reference was made at the durbar ground` (Manjaano).

Question 7

- a. Discuss two themes of the poem.
- b. Discuss the structure of the poem).

Candidates were required to:

- i. State two main themes of the poem and discuss them.
- ii. Discuss the structure of the poem.

A fair number of the candidates who answered this question did well.

Example;

- i. good neighborliness, friendship, truthfulness
- ii. each day is important in the life of human beings / the day on which someone is born determines/influences the fellow's character.

In answering 'b', candidates were to say among others:

- i. it is written in verse to aid easy reading
- ii. Ehi`wiemo heŋɔɔ mɔwoloi tamɔ 'non

It contains literary devices like Metaphor (it is a good will) and Personification (one of its appellations is play and crack jokes)

The poet used the above stated literary devices to ensure clarity and certainty, thus making the poem simple and easy to understand.

Most of the candidates just mentioned features of a structure of a poem, written in verse, in lines, contains literary devices, rhymes having assonance / alliteration etc. but did not discussed them. They therefore, scored low marks.

Question 8

- a. Discuss the mood of the poet when he/she was writing the poem
- b. Identify three different literary devices used by the poet and discuss how he/she used them to enhance the poem.

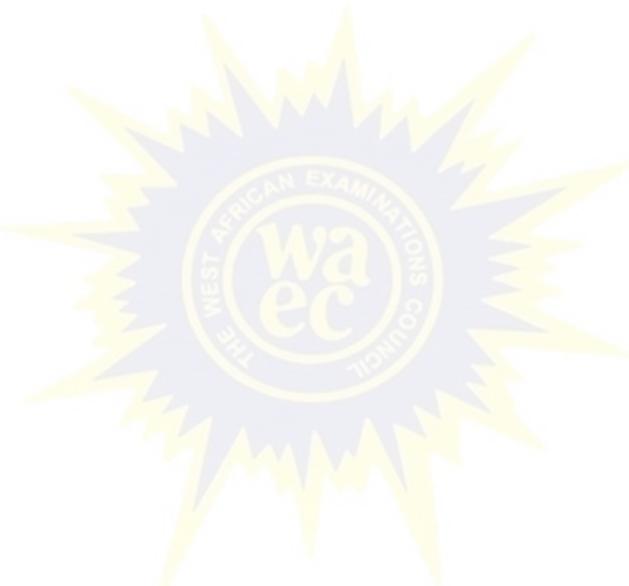
A fair number of the candidates attempted this question and performed creditably well by identifying happiness as the mood of the poet because he extolled the virtues of love and called on all and sundry to be “each other’s keeper”.

Majority of the candidates did not answer the ‘b’ aspect of the question well. They only identified the literary devices without supportive quotations and neither discussed them.

With regards to ‘b’, candidates were to expect to write answers like.

- i. Føjwiemo—EyeəGbokəgbienaafee.
- ii. Noni—Tsokukəkotsahuagbəkeeniini.

Candidates did not answer this aspect well. This caused them to score low marks.



GONJA 1

1. GENERAL COMMENTS

The standard of the paper can be said to be comparable to those of previous years. The performance of candidates showed some improvement over that of the previous year especially in the comprehension and lexis and structure.

2. SUMMARY OF CANDIDATES' STRENGTHS

- 1) This year, majority of the candidates wrote good essays with some of them writing up to five hundred words or more.
- 2) Majority of the candidates did well to answer all the comprehension questions with full sentences and some of them actually scored high marks there.
- 3) Most of the candidates answered the required number of questions with a high level of understanding.
- 4) Majority of the candidates were able to answer questions on types of phrases and were able to give suitable examples.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- 1) Some candidates lack in-depth knowledge in the orthography of the language. Words that need to be written together as one word were separated as for example, *e che* instead of *eche* (*woman*), *be nimu* instead of *benimu* (*elders*), *kagben to fuli* instead of *kagbenetofuli* (*pleased*) etc and some other words that should be written as single words are separated.
- 2) Some candidates failed to use punctuation marks appropriately.
- 3) Most of the candidates had no regard for direct and indirect speech as they failed to use the appropriate quotation marks where they were using direct speech.
- 4) Majority of the candidates who attempted the question on excursion treated it as a letter.
- 5) Some of the candidates used wrong tenses in their answers, especially in the essays and the translation.
- 6) Some candidates copied part of the comprehension passage as their essays.

4. SUGGESTED REMEDIES

- (1) Teachers should do more word drills and give more written exercises which should be marked and the spelling mistakes discussed and corrected in class. Students should also be made to read Gonja supplementary books to improve upon their reading and writing skills.

- (2) Teachers should guide candidates to read more books on the language to improve upon their expression. They should point out the punctuation marks to students as they read and explain their uses to them.
- (3) Candidates should be encouraged to pay more attention to punctuation marks when they are reading any text in the language.
- (4) Teachers should pay more attention to the correct use of tense and give students regular exercises and assignments which should be marked and corrections made to improve students' grammar.

5. DETAILED COMMENTS

Question 1

Sibe kasibebirabarso a ịnị ekpa ntụ asa nε anyee buloso a nya kpantiwolso nε kumobe edε nyɔso ntụ asa. Iñi ekpa ntụ anyo nε anyee buloso a kuŋ kumo.

The question required the candidate to write an essay on three causes of HIV/AIDS, its three effects and two ways of preventing it.

As an introduction, candidates were expected to explain HIV/AIDS as a sexual transmitted disease. They could discuss some of the causes of HIV/AIDS to include but not limited to having unprotected sexual intercourse with someone who has already contracted the disease, kissing an HIV/AIDS patient, using blades and needles that has been used by or on such patients.

On the effect of HIV/AIDS, candidates could write on points such as HIV/AIDS loss of appetite, growing lean, being shunned by relatives and friends, and finally if not cured, death.

Candidates were expected to suggest some preventive measures such as the following: abstinence from sexual intercourse, the use of condom, and avoidance of the use of sharp instruments like old blades, syringe and needles.

Most of the candidates answered this question. They were able to explain HIV/AIDS and state some of the causes and the effects. They however, failed to discuss the preventive measures.

Question 2

Sibe kesherkpaj ne ku baa luweto: Ku daa la kesherkpaj belbeso nna.

This question is a narrative and demanded the candidate to write a story that ends ... it was an interesting story.

Candidates were expected to introduce their stories with appropriate openings such as 'Once upon a time' and 'A very long time ago'. They were also expected to get appropriate characters for the story. They then required to give a detailed and systematic narration of an interesting story using appropriate tenses. They could then end the story with the given saying, 'It was an interesting story' as demanded by the question and state the moral lesson they learnt from the story.

Most of the candidates who wrote the paper answered this question. They did well by writing stories stating most of the demands of the question. They produced good stories in general with appropriate introductions and interesting endings.

Some of them finished writing their stories before stating that the story was interesting. However, there were some who wrote down stories that were ordinary and had no happy ending. Some of them could not write up to the five hundred words because they chose short stories. The overall performance in this question was average.

Question 3

Sibɛ kawol n sa baru be kebomboŋwol a ŋini asheŋ ana ne a bee bra adoŋso be kayu. Dini asheŋ ana ne anyeeŋ wɔrɔ n duwɔ la be kebawɔtɔ so

This is a narrative essay which demands candidate to discuss four causes of armed robbery and four ways of curbing it. Few of the candidates answered the question as demanded.

Candidates were expected to introduce their essays by explaining armed robbery as the crime of taking or attempting to take anything of value by force or by putting the victim in fear. They were to discuss some of the causes of armed robbery to include, lack of employment, poverty, the desire to get rich quickly without much suffering, following bad friends and divorce where the children lack proper parental care.

In curbing it, candidates could suggest remedies such as, government should create more employment opportunities, put in place measures to eradicate poverty by improving the salaries and working conditions of workers and the giving of loans to individuals who want to set up their own businesses. The youth should be educated on the benefits of hard work. Divorced parents should try to take good care of their children.

Few of the candidates answered this question. They were able to explain armed robbery and state some of the causes. Others just mentioned the causes and how to prevent them but could not explain them.

Question 4

Fo ne fo barana yo kasɔbii be kesheŋkeni ashi Ghana be efuli ko to. Dini to nene n sa fo teri kusɔne fo wu.

This is also a narrative essay which demanded the candidate to state the place visited, preparation for the excursion, the day and time of departure, things that happened on the way, what things were seen on the way, narration of how the excursion went and the journey back. The candidates were also expected to give his/her impressions about the excursion.

Candidates were supposed to give a good description of the journey to the place and what they saw at the place and their impressions about the excursion.

Most of the candidates deviated from the demands of the question. They rather talked about some places they visited and what they saw there. Some even just wrote about going to witness the Damba festival and others narrated how they went to observe the enskinment of a traditional chief and the processes involved.

Those who answered this question failed to follow the procedure laid down for excursion like the preparation, getting to the place and things learnt during the excursion and the impressions about the whole exercise.

Question 5 Translation

The translation was a short passage in English that the candidates were expected to translate into Gonja. Most of the candidates did the translation well, using appropriate terminologies to reflect the message in the passage.

However, a few of the candidates could not render some of the ideas well in Gonja. Others did word-for-word translation for some of the sentences.

Generally, candidates' performance on this question was remarkably good.

Question 6 Comprehension.

Candidates were required to read a given passage and answer ten questions on it. Some of the questions were based on stated facts, inference, meaning of some expressions and grammatical name for a particular expression.

Although candidates were able to answer the question correctly, they had challenges with the meaning and inference questions that needed a better understanding of the language of the passage. On the whole, the performance of the candidates in the comprehension was above average.

Question 7

- a) Delgeso nene kanane baa tere nnɔtowor lermmunato

This question required the candidate to define or explain very well what nasal consonants are.

Expected answer; Nasal consonants are sounds which during their production, the air that comes from the lungs come through the nasal cavity.

Nnɔtowor lermmunato be ketere to afuu kama nɛ a bee shi afufuwɔ to a ler na bee yo nna n ya shir kudunduloŋ be kaman n naŋ laŋe n ya ler kamuna to. kumoso ne ba tere amo lermmunato na. Loŋ be nnɔtowor lermmunato na ela /ŋ/, /m/ nɛ /n/

- b) Sa nnɔtowor lermmunato anyo Ngbanyato - Give two nasal sounds in Gonja

Expected answer:

Ngbanyato be nnɔtowor lermmunato anyo ela
/n/ nɛ /m/ nko /ŋ/

- c) Sa amobe nchigeto - Show their distribution

Amobe nchigeto ela kanane a bee luri mmalgaba to ashi mmalgaba be anishito, mfrinto ne lalaluwe.

Koranishito

/m/ -manaj
/n/- nana
/ŋ/- ŋin

Kormfrinto

Kaman
kana
piŋi

Koramanto

shurum
pin
dun

In all, only a few of the candidates were able to define the Gonja nasal sounds. However, majority of the candidates scored good marks in the 'b' and 'c' parts of the question.

Question 8

Phonology – Vowels description and transcription

- a. Delge eboltowor ere so /e/, /ɔ/, /i/

Give the description of the following vowels /e/, /ɔ/, /i/.

Expected answers:

/e/- anishito, esoso gberɛ /mfrinto be salga nnɔpirbi

/ɔ/ - kamanto, esoso gberɛ/mfrinto be mue nnɔpirbi

/i/ - anishito, esoso cheche be salga nnɔpirbi

/u/ - kamanto, esoso cheche be mue nnɔpirbi.

With this part of the question, most of the candidates were able to describe the vowels correctly.

- b. Sibɛ mmalgaba ere amobe ketereto - Transcribe the following words

Here the candidate was expected to transcribe the following words.

- i. ekulɔŋ
- ii. enimu
- iii. edɔpo
- iv. kewura

In Gonja since many of the sounds do not change in their sounding the following are the expected answers:

- i. /ekulɔŋ/ or [ekulɔŋ]
- ii. /enimu/ or[enimu]
- iii. /edɔpo/ or [edɔpo]
- iv. /kewura/ or [kewura]

It was observed that only about a few of the candidates did have the knowledge on transcription. Some resorted in forming sentences with the words.

This part of the question was very poorly answered.

- c. Sibɛ eboltowor nɛ a bee salga nɛ amone a bee mue nnɔpirbi mmalgaba na to -Identify the rounded and unrounded sounds in the above words

Expected answers

Salga nnɔpirbi	Mue nnɔpirbi
ekulɔŋ-	[e]
enimu -	[e, i]
edɔpo -	[e]
kewura -	[e, a]
	[u, o]
	[u]
	[ɔ, o]
	[u].

As with the ‘b’ the question ‘c’ was not understood by almost all the candidates except just a handful. Most of the candidates thought that they were to write down all rounded and unrounded vowels of the language and so that was their responses. Hence, they performed very poorly.

Question 9

- a) Mane ela kamalgafolshiŋ?
- b) Sibε malgafolshiŋ be ntuiŋ asa Ngbanyato
- c) Dini mmalgafolshiŋ ne amobe nseto chaŋ ere.

a). For 9 (a), the candidate was expected to define or explain what a phrase is.

The candidate was expected to explain that a phrase is a group of words that stands together as part of a clause or a sentence. In some cases, those words may not include a verb.

Expected answers

- a. **Kamalgafolshiŋ ela mmalgaba ka yili m bε abarso a nyili fane kamalgafol nko kefelto be kaba ngbarbembra be ekpa so. Loŋ be mmalgaba na beeŋ tiŋ a la kamalgafol be kaba monε ku maŋ ko kushuŋso.**
- b. **Sibε mmalgafolshiŋ be ntuiŋ asa Ngbanyato - Write down three types of phrases**

Expected responses

- i. Keterefolshiŋ
- ii. Kedulwisofolshiŋ
- iii. Kedelegseofolshiŋ
- iv. Kushunsofolshiŋ

This part of the question was well answered because majority of the candidates were able to provide the correct answers to the question.

c. **Dini mmalgafolshiŋ ne amobe nseto chaŋ ere be amo ne a la. - State the type of phrase that the underlined words stand for:**

- i. lεla na –kedulwisofolshiŋ
- ii. enimu pupor na – keterefolshiŋ
- iii. manajmanaj- kedelegesofolshiŋ
- iv. daka na to – kechuwɔsofolshiŋ
- v. nite - kushuŋsofolshiŋ.

With this part of the question, most of the candidates were able to provide the right answers.

Question 10.

- a. **Manε ela kamalgafol jewulebi?**

This question required the candidate to define or explain what a simple sentence is.

The candidate was expected to answer that a simple sentence is a group of words that are arranged to follow each other grammatically and have a subject, verb and object and makes a complete thought or idea.

Expected answers:

- a. **Kamalgafol jewulebi ela mmalgaba ka yili m bε abarso ngbarbembra be ekpa so a kɔ kefiito. Ashi kumobe kapɔrto ku kɔ ewɔrɔpo, kushuŋso nε esɔpo. Kamalgafol jewulebi bee lara lakal koŋwule efuli nna.**

With this part of the question, few of the candidates could perfectly define or explain what a simple sentence is. The others tried to give examples of simple sentence instead of defining it.

- b. **Dinito nεnε kamalgafol jewulebi be ashuj asa.- Discuss three functions of a simple sentence**

Expected answers:

Kamalgafol jewulebi bee shuj fane

- i. Kesheŋkute-Esa ka bee kute kesheŋ a sa esa pɔtε nko e ka bee pɔl kesheŋ.
- ii. Mbishi- Esa ka bee bishi mo barkasa kesheŋ n ka fin ketuwebi.
- iii. Kaponte -Esa ko ka bee ponte kebia nko mo barkasa ko so.
- iv. Kesheŋjini- Esa ka bee ɻini baasa nko esa pɔtε kusɔ ko nko kananε ba wɔrɔ kumo.

In all, none of the candidates could answer this question by giving the functions as functioning as a statement, a question/ interrogative and declarative.

- c. **Sa kekama be akeniso anyɔ anyɔ,- Give two examples of each.
Kasheŋkute be kamalgafol jewulebi be akeniso anyɔ.**

- i. Issah tɔ kaboe ndre
- ii. Biba bee ji kapal na.
Kamalgafol jewulebi be mbishi be akeniso anyɔ
- iii. Abu ba mfa aa?
- iv. Saŋε mo nε e daŋε ajibi na?
Kamalgafol jewulebi be kaponte be akeniso anyɔ.
- v. Koso ndoŋ manaŋ!
- vi. Shile ndoŋ kebia!

Because the candidates could not give the functions of the simple sentence, they could not give any meaningful answers to this part of the question.

GONJA 2

1. GENERAL COMMENTS

The standard of the paper compared favorably with that of the previous years as the general performance of the candidates was slightly above the previous years. This reflected in the scores they had in the paper.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) There was indication that candidates read and understood the rubrics of the paper. Hence, they were able to answer the required number of questions in each section correctly.
- (2) The questions on customs and oral literature were well answered by the candidates.
- (3) The prose and drama questions were equally well answered. This also shows that, the candidates read and understood the prescribed books, the prose (Ndefoso) and the drama (Abaranyeɛ).

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not express themselves well in the language.
- (2) The content of some answers was shallow and very brief especially for the poetry aspects of the paper.

4. SUGGESTED REMEDIES

- (1) Teachers should take the candidates through enough exercises in order to improve their expressions in the language.
- (2) The teaching of Literature should be made attractive and teachers should assist their students to study the prescribed poems vividly in order to gather more content for their answers.
- (3) Much attention should also be paid to such features as; the theme of the poem, mood of the poet, structure of the poem and literary devices in a poem.

5. DETAILED COMMENTS

Question 1

The question was in three parts (a, b and c)

- a. Manɛ ela kebuŋɔmbi?
- b. Sibɛ abuŋɔmbi anu nɛ amobe yuŋwe
- c. “Dinito abuŋɔmbi be atɔnɔ anyɔ ashi kachinato.”

Candidates were required to; (a) define a riddle, (b) write five riddles and explain them, and then (c) discuss two importance of riddles.

A good number of the candidates attempted this question and they answered it very well. They were able to define a riddle as *a statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning*. An example is, “*Kiyito chil*”. However, some candidates could

not give appropriate explanations to their riddles. An example of a riddle and the meaning in Gonja is “*Tintiŋkulon tiŋkulon*” - kabuibi ye ḥor buŋɔ e been choŋ, ku maŋ naŋ buŋɔ e been choŋ.

The third part of the question on the importance of riddles was also well answered. They were able to state that riddles introduce listeners to intellectual humor, riddles are used for entertainment and riddles also expand the vocabulary of listeners

Question 2

- (a) “**Sibɛ awuba anyɔ nɛ amobe kekama e baa kɔ egbaŋ kudu.**”
- (b) **Dini awuba anyɔ na to nɛnɛ.**
- (c) “**Saŋɛ mo, nne nɛ maneso nɛ anyee boŋ awuba ashi anyebe kachinato?**”

This question required candidates to (a) write two dirges on their own in not less than ten lines each, (b) discuss the two dirges and (c) state where and why dirges are used in the society.

Most of the candidates attempted this question. The candidates were able to write dirges to include;

- i. Maa sha, maa shaa, Maa sha, maa shaa,
Jɔnɔ pɛ m baa!
Luwe ee, jee!
Luwe ee, jee!
Maa sha, maa sha,
Maa sha, maa sha
Jɔnɔ kuto aa!
Luwe ee, jee!
Luwe e ee, jee!
- ii. Kapoli yaa n wurwe Kapoli yaa n wurwe
Nɛ mbuibi e ji manɛ? Kapoli yaa n
wurwe, Kapoli yaa n wurwe!
Nɛ mbuibi e ji manɛ?

They further discussed the two dirges that the first dirge deals with the consequences of death on the family members. Even though, it is painful, it is unavoidable. The second, talks of the death of the bread winner of the family.

The candidates also explained that dirges are sung when someone dies, they are used at funeral grounds or places. Dirges are significant because they relate the living to the dead.
The question was well answered.

Question 3

- (a) **Dinito kesherkpaŋ na be ntoŋ.**
- (b) **Ji mmanganyi be apɔrsobi ana kama nɛ a wɔ kawoŋ na to be asheŋ.**

Candidates were asked to (a) discuss the plot of the story, ‘Abaranyo’, (b) discuss four literary devices from the book.

Few of the candidates attempted this question. The plot of the story could be discussed under the following; the introduction (Kasutofuti), the rising action (Kediito), the climax (Kenioto), falling action (Kegbelgeto) and the conclusion (Lalaluwe). The story started at Dodope between the wives of two brothers, Dɔŋkɔrmo and Dukulubi. This was the reason why Dɔŋkɔrmo sent his son ‘Ndefoso’ to stay with Losina at Jiakuŋto.

Ndefoso returned to Dodope when his father died. It was during the father’s funeral that, his step mother slept with him. Ndefoso became impotent and had to leave Dodope for Kpambu to be treated.

While in Kpambu, Ndefoso faced another calamity. This time, his biological daughter strayed to the village and slept with him. Ndefoso became insane when he realized it. He, therefore, left Kpambu to stay on the “Gurmangur” mountains.

Finally, he became well on the moutains and returned to Kpambu and Dodope.

On the (b), candidates could discuss several literary devices in the book among the following;

Proverbs (Aŋasa)

An example is “Ndefoso”. It is a proverbial name used in the story for the main character. The full form of the proverb is, “Ndefoso fo maaŋ naŋ nyɛ ma”. It literally means, ‘I am aware of you, the enemy, you would not get me again.’ This proverb deals with enmity and its prevention.

Metaphors (Atankiesa)

Metaphors are used in the story to enrich the language. They are used for the purpose of comparison without the use of “like” and “as”. A good example from the story is when the singer referred to Dɔŋkɔtmo as a “cow”.

Idioms (Mmalgatrɔmbi)

Idiomatic expressions are also used in the story. The meanings of words in such expressions are not gotten by looking at their surface meanings. An example of such expressions in the book is, “Efɛ maŋ tase.”

Repetition (Kepatato)

At times, part of a piece of work is repeated to place emphasis on an idea. An example of repetition in the story is, “Dedope ne anye shi”. This part is repeated severally to emphasize on Nde foso place of abode. Even though, the first part of the question was well answered, the second part, (b) was not very well answered.

Question 4

- (a) **Lara epelpo nimuso koŋwule n shin ɣinito nɛnɛ ashuŋ ana nɛ e wɔrɔ ashi kawol na to.**

(b) Dinito asheñtirso asa ne a ler kesherkpañ na to.

The candidates were to identify four roles of a main character and then discuss the themes of the story.

Candidates were able to identify Ndefoso as the main character and the roles he played in the story. He started life in Dodope. His father sent him to stay at Jiakuloto with Losina due to the enmity that emanated between Døjkormo and Dukulubi families. When Døjkormo died, Ndefoso returned to the Dodope for his funeral. During the funeral Ndefoso's step mother slept with him. This created a problem for Ndefoso, because he became impotent. Ndefoso left Dodope for Kpambu to be treated by enimu "Lansa". While in Kpambu, Ndefoso faced another calamity. This time, his biological daughter visited the village and slept with him. Ndefoso became insane and ran to the "Gurmangur" mountains. He lived there until he recovered. When Ndefoso recovered he went back to Kpambu and finally to Dodope where he lived for the rest of his life as a chief.

However, themes from the book were not vividly explained. They failed to use parts of the story to back the themes. The candidates only mentioned the themes without explaining them. Hatred, is an example of a theme running through the story. The story begins with the existence of hatred between two families. This was why Døjkormo named his son, "Ndefoso," which literally means "I am aware of you".

Another theme from the story is centred around love. A priest called, "Enimu Lansa" showed love and affection to Ndefoso when they met at Jiakujo. He treated Ndefoso at the time he was sick.

The performance of candidates in this question was above average.

Question 5

Sibe abçaya ta n lajë bepeñpo ne bu beso ere be kabaso, n lara efuli bumobe ashuyso epel na to.

- (a) Anaranyɔ**
- (b) Bambanje**
- (c) Nkiedonj**

The candidates were required to write about the role played by each of the above characters in the play. Candidates were able to discuss the roles of the characters.

Anaranyɔ: He was a famous Mallam in the village of Mande. At that time the chief of the village was "Bambanje". The name of the Mallam was used as the title of the play because of the important role he played. Unlike Bambanje, Abaranyɔ was a Muslim who believed in Islamic religion.

Bambanje: was the chief of Mande at that time. His daughter was Alemoma and the wife was Kecheabasa. He was against the marriage between the people of his village (Mande) and the people of Yelkambe. While Abaranyɔ was asking for reconciliation between the two towns, Bambanje was strongly against the idea.

Nkiedonj: He was Bambanje's warrior. The role he played as a warrior was to recapture Bambanje's daughter (Alemma) from Yelkambe to Mande.

This was a well answered question by the candidates.

Question 6

“Mane gba ela delili ne fo koso

**Fobe edesekpa ne kayurnyaŋ damta ere,
A ju mobe kebor? Fo daa maa shuŋi
A tere ma aa?”**

- (a) Wanɛ e malga loŋ, n sa wanɛ?
- (b) Saŋɛ mo, nɛ nnɛ nɛ e malga loŋ?
- (c) Dinito nɛnɛ abɔ̄aya nɛ a ler efuli loŋ be kelijima ere be Kaman.

This was a context question from the drama book and candidates were expected to name the speaker and the addressee, explain the purpose for which the statement was made and then discuss the outcome of the dialogue.

Candidates' performance in answering this question was very good. They could identify the speaker as chief Bambajɛ and he was speaking to his wife Kecheabasa. Bambajɛ was speaking to his wife Kecheabasa when she was sick and went to him at his place.

After his wife, Kecheabasa said so, Bambajɛ decided not to go to war against the people of Yelkambe. His mallam, Abaranyo also recaptured the daughter from Yelkambe and sent her back to Mande.

The question was well answered.

Question 7

- (a) Tii n shin ŋinito ashentirso kpra any n[a wɔ ketande na to
- (b) Dinito ketande na be kapɔrto

Candidates were expected to mention and discuss two main themes of the poem, ‘Eko Ne a Tu’. They were also expected to discuss the structure of the poem.

Candidates were not able to answer the question very well. The poem tells us to learn how to help each other in difficult situations. It explains why, it is necessary to assist one another. This is so because we depend on one another. This part of the poem supports the theme;

*“ Eko ne a tu
Ne fo ere maa fɔŋ,
A katu Dawuni, n1 a tu Danaa
Anishi bee shu ne kamuna tase aa?”*

The poem is also made up of three stanzas with a total of twenty-one lines. The first stanza consists of eight lines. The second has six and the third has seven lines.

Repetition features in the structure of the poem especially in the word ‘Eko’. This is done to emphasize some important ideas or feeling. It is used to create rhythm and develop a sense of urgency.

On a whole, performance of candidates in this question was below average. It is therefore suggested that teachers pay extra-attention to the study of the ten selected poems especially, the themes and literary devices.

Question 8

Candidates were to answer two questions on the poem “**Kesheŋ Tu Fo**”

- a) **Nuso be kebawɔtɔ to nɛ ketandewura na wɔ?**
- b) **Lara mumaŋganyi be apɔrsobi asa ashi ketande na to n shin ŋinito nene ashun nɛ a bee shun ketande na to.**

Candidates were to discuss the mood of the poet and also to identify three literary devices and explain how they are used in the poem. The mood was well tackled by candidates.

The person ever suffered an unbearable circumstance without any assistance. He managed to struggle out of the situation. He is therefore carrying the message of self-determination to other people. That is why he said, “Kesheŋ tu fo”.

Candidates found it difficult to identify the literary devices and tell how they appear in the poem. They could have discussed the following literary devices.

Idiomatic expression: “Kedoŋ ŋana emushe be kekelto”. It is an idiomatic expression which is used to show how an enemy rejoices over ones calamity.

Proverbs/Wise saying: He also used wise sayings in the poem. An example of the wise sayings from the poem is.

“Durnyan ere to,
Kesheŋ kama yaa ba, Kɔɔ ne cuɔ bu kɔ a
malga.
Bu maa too malfa a mɔ kumo”

The poet used it to express something factual in the poem.

Metaphor: Another literary device in the poem is a metaphor (Ketankiesa). “Fulɔŋ” is used to stand for a useless person.

This question was poorly answered. The candidates were not familiar with the literary devices used in the poem. Teachers, should therefore encourage candidates to pay more attention to the study of literary devices.

KASEM 1

1. GENERAL COMMENTS

The standard of the paper compared favorably with that of the previous year. There is no remarkable difference in candidates' performance between this and that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A good number of candidates provided detailed accounts on their chosen essay topics.
- (2) Candidates provided very good or suitable alternative responses to the comprehension questions.
- (3) Most of the candidates were very conversant with the features of letter-writing.
- (4) Paragraphing was well managed by most of the candidates. Candidates organized their ideas coherently.
- (5) Candidates provided suitable titles for their chosen topics.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spellings – Candidates' spellings continue to be quite appalling. Even some words correctly found in the question paper were wrongly spelt in the candidates' scripts.
- (2) Poor punctuations – Some candidates failed to use punctuation marks appropriately.
- (3) Dirty work in scripts – Some candidates incidentally make their work dirty by unnecessary cancellations. It was really difficult to read and comprehend some of their responses since the cancellation has affected some of the words.
- (4) Some of the candidates used wrong tenses in their answers, especially in the essays and the translation.

4. SUGGESTED REMEDIES

- a. Teachers should guide candidates to read more books in the language to improve upon their spelling and expression. They should point out the punctuation marks to students as they read and explain their uses to them.
- b. Candidates should be advised to neatly cross out wrong words and re-write the correct words above the cancelled words or on a fresh lines or space. Multiple cancellations and or erasures render the work dirty and difficult to read.
- c. Teachers should give more drills and assignments on tense to improve candidates grammar.

- d. Candidates should desist from obliterating their letters in their scripts; as such acts render their work dirty.

5. **DETAILED COMMENTS**

Question 1

Kwei wonnu tetɔ n ma n popone se ko bere javeo konto HIV/AIDS na tɔge mɛ de mɛ ko jaane nɔɔna de daanem delo na wora to. Laam nam ma chwei selei n bwɛ kolo de kolo na wó ke se jave-balɔrɔ konto yage naa ko tu tegə to.

Here, the question required the candidate to write an essay on three causes of HIV/AIDS, its three effects and two ways of preventing it.

This topic by far attracted most candidates. As expected, they mentioned three ways by which one may contract HIV /AIDS disease. They mentioned areas such as unprotected sex, anal sex, deep kissing, and prostitution among others.

On the effect of HIV/AIDs, candidates mentioned points such as loss of appetite, growing lean, being rejected by relatives and friends, and finally if not cured, death.

Candidates suggested some preventive measures such as abstinence from sexual indiscriminate intercourse, the use of condom, and avoidance of the prostitution.

Majority of the candidates answered this question. They were able to explain HIV/AIDs and state some of the causes, the effects and the preventive measures.

Question 2

Popone sensɔla na wó kweeli tento dwoŋi: “Ko deém tiini ko ywomma ye ko jege ŋwea maana wonnu”

The candidates were required to narrate events that will justify the ending...“It was an interesting story.”

This topic attracted a few candidates. Candidates started narrating their story with features of storytelling in the local genre; they introduced their stories with appropriate openings such as, “A sensɔla kampwo!” Most of the candidates did justice to the topic mentioning various episodes, which includes detailed action from beginning, climax and the resolution. They then ended the story with the given saying, ‘It was an interesting story’ as demanded by the question and stated the moral lesson they learnt from the story.

The overall performance in this question was good.

Question 3

Popone tɔnɔ n pa se ba ke labaare tɔnɔne n ma wonnu tena n maŋekolo ŋwaane ŋweena balo na vere to na ke lwarem dento to. Nam ta ma wonnu tena n bere kolo de kolo na wo woli se ŋweene dento dwoŋi yage naa de tu tegə to.

The question is two parts demanded candidates to give four causes of armed robbery and suggest four ways by which it can be curbed in the country.

This topic is on article writing. It starts with some features of letter writing, where the candidate is required to provide his/her address and then the editors address. The candidate is also to use polite language to ask for publication of the article.

A good number of candidates attempted this question and mentioned four causes of armed robbery in the country. They affirmed the statement that there is rampant armed robbery in the country. They mentioned causes including poverty, youth unemployment, the crave for riches without recourse to source, drug influence, setting of high standard of life, reckless spending among others.

Candidates were also supposed to suggest many ways by which armed –robbery could be stopped or minimized in the country. These included creation of job opportunities, harsh punitive measures for offenders or culprits, security measures put in place and the police should be well equipped to carry out effective policing in crime prone areas or communities. Some candidates even went on to mention that armed robbers should be made to face the death sentence.

Some candidates did not however understand the import of the question; article for publication in the daily newspaper and not friendly or personal encounters.

At any rate, some candidates performed quite well in the topic. They titled their articles and included in the article, a letter asking the editor to publish the article. This should be encouraged.

Question 4

Nmo de n sikuuli zamwsem diga yuu- dwonna mo beeri a vu teo kom rigini dedwoji se a wane a maane zamsem wonnu. Mage n bere n chilwonna ko deem na nye tei to

The question demanded the candidate to write an account of educational trip to a place of interest in another region of Ghana. The candidate here is required to explain in the letter to a friend telling them the purpose of the trip and the places visited. In this case, candidate had to mention the place and purpose of the visit, date and day of the trip as their introduction. Candidates were also to mention preparations towards the trip such as transport and feeding arrangements. On the trip itself, the candidates were to recount their experiences as well as incidents. They were expected to mention towns, villages, roads, water bodies, vegetation, mountains, hills and valleys. Most of the candidates who answered this question failed to indicate the educational benefits of the trip.

On the whole, this question was not handled to contribute to credible expectation. Candidates who attempted this question only managed to perform on the average.

Question 5 Translation

A passage in the English language was presented to candidates; they were expected to translate this passage into Kasem. The candidates who rendered quite well should cover at least fifteen ideas from the passage. A good number of candidates were able to capture at least twelve (12) ideas. Their challenge was mainly with poor spelling. This made it very difficult for one to read and understand what candidates wanted to put across.

Some candidates were also found wanting in the area of faithful rendering. Some flashes of English words were found in their scripts, such as “lion”, “cub”, “success”, “devour”, “vision” among others. The word “lion” translated to mean “leopard” instead of “Nywoño”. On the whole, most candidates performed quite well, that is a little bit above average.

Question 6 Comprehension

This was a prose passage that tested the candidates’ different level of understanding. The questions were contextual and inferential. Candidates were also required to give responses to meaning to underlined words in a passage, grammatical items and some questions on stated facts from the passage.

The question which demanded grammatical functions of the phrase “*a na bwei kaane wom*” did not attract suitable responses. It is an adverbial phrase of time.

The questions on the inference did not also receive suitable responses. The last question on the passage demanded that the candidate gives a suitable title/summary to the passage, using not more than seven (7) words. Few candidates managed to do this, though they did put their titles in capita letters.

Question 7

(a) Mañe ba na ke momwe-ɳɔrɔ konsonata sɔɔro tem tei to.

This is very straight forward question which required the candidate to discuss how nasal consonants are made. Candidates were expected to mention that nasal consonants are sounds which during their production, the air that comes from the lungs passes through the nasal cavity. Nasal consonants are voiced, and they include; /m/ → nivɔɔ; /n/ → nimɔŋɔ;/ny/ → kwaremalaga/ and /ŋ/ → dideiga/.

(b) Popone momwe-ɳɔrɔ kɔnsɔnsnta yalei na wo kasem ne to. – Give two nasal sounds in Kasem

Expected answers; /m/, /n/, /ŋ/, /ny/

(c) Bere kɔsonanta (b) ne na zega tei botarebia wone to:

Here, the candidates were demanded to show how these two chosen consonants occur in words; word -initial, medial and final.

The candidates who opted for this question only managed to perform fairly well.

Question 8

a. Pa vawola yanto seina; /e/; /ɔ/, /i/, /u/.

Candidates were required to describe or show how these vowels are produced. Almost all candidates gave suitable responses to this part of the question 8 although some failed to indicate the lip spreading and lip rounding vowels.

b. Fage n popone botarebia banto se ko bere ba beeri chekke: Transcribe the following words.

Here the candidate was expected to transcribe the following words.

- (i) “lologe” = /lʊlvʊgi/
- (ii) “chichwoori” = /chichoori/
- (iii) “nayuga” = /n3yuŋ3/
- (iv) “kamankukwola” = /k3m3nkukol3/

c. Le vawola Yam n ke yalo na ye ni-yalem nyena n ke jeiga kadoa se n ke ni-gugurim nyena Yam de jeiga kadoa. - Identify the rounded and unrounded sounds in the above words

This should be answered as

- (i) Ni-yalem → /i/, /ɪ/, /ɜ/.
- (ii) Ni-gugurim → /ʊ/, /u/, /o/.

On the whole, Candidates who chose this question performed quite well.

Part II (two) This part also consists of two questions, and candidate is required to choose and respond to only one (either 9 or 10).

Question 9

(a) Tachienji ye bɛ mo? – What is a phrase?

The candidates were expected to explain that a phrase is a group of words that stands together as part of a clause or a sentence. In some cases, those words may not include a verb.

(b) Popone tachienji dwoa yato n tiŋi. -Write down or give three types of phrases.

Expected answers:

- (i) Yere tacheinji (noun Phrase)
- (ii) Keimbotarebu tacheinji (verb Phrase)
- (iii) Keimseini tacheinji (adverbial phrase)
- (iv) Yereseini tacheinji (adjectival phrase)

(c) Bere tacheinji dwi delo na jege bibeira de kuri ne to tapuna yanto wone. Identify the type of phrase underlined.

Here five (5) sentences were given with some phrases underlined. The candidates were expected to identify the type of phrase underlined in each of the sentences.

Majority of the candidates answered this question and did creditably well.

Question 10

(a) Tapun-molo ye be mo?

This question required the candidate to define or explain what a simple sentence is. The candidate was expected to answer that a simple sentence is a group of words that are arranged to follow each other grammatically and have a subject, verb and object and makes a complete thought or idea.

Expected answer in Kasem:

Tapun-molo ye tapuni delo na jege taamkugu de keimbotarebu dedoa yerane ye de te de toore naa de veere to mo. Tapun-molo jege boboje dedwe yerane mo de wone.

(b) Ma tapuini totoja yato n bwe tapu-molo seina. – Discuss three functions of a simple sentence.

Expected answers:

- i) Taane (Statement)
- ii) Bwia (Question)
- iii) Fefeo (Command)
- iv) Iwana (Exclamation)

(c) Pa maana yalei yalei tapuni totoja yam yato yam dedoa dedoa ne.

The candidates are expected to construct two suitable sentences for each of the three given functions of a simple sentence. In all, six sentences were supposed to be given.

Expected responses:

- | | |
|-------------------------|---|
| i) Taane (Statement) | 1. A maa vei yeiga.
2. O kana mo wae. |
| ii) Bwia (Question) | 1. N ma-n vei yei mo?
2. Ba di wodiu kom na? |
| iii) Fefeo (Command) | 1. Jeini tega ne!
2. Vei daa! |
| iv) Iwana (Exclamation) | 1. Ko zaa jege chaveera!
2. O yøore o jege ïwaŋa mo. |

Because the candidates could not give the functions of the simple sentence, they could not give any meaningful answers to this part of the question.

Performance of candidates in this question was below average.

KASEM 2

6. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous years. The questions were well spread across all the topics in the syllabus. They were concise and without any ambiguity. Performance of candidates was slightly better than that of last year.

7. SUMMARY OF CANDIDATES' STRENGTHS

- a. Candidates exhibited fair knowledge of the demands of the questions and produced good answers.
- b. Their mechanical accuracy was also good.
- c. Candidates showed their strengths in the areas of customs and institutions and some aspects of the prose and drama.
- d. A good number of candidates were able to answer the questions fully.

8. SUMMARY OF CANDIDATES' WEAKNESSES

- a. The orthography and spellings were a very big challenge to candidates.
- b. Candidates exhibited very low knowledge in dirges.
- c. There were some candidates who simply listed points without expanding them.
- d. Candidates exhibited very little knowledge in the area of poetry. Identifying literary devices used in the poem was a problem. They could not explain how those devices enhanced understanding and beauty of the poem.

4. SUGGESTED REMEDIES

- a. To help candidates to improve upon students' writing, teachers should take students through drills and also teach them how to write the various types of sentences and to develop paragraphs.
- b. Students should be taught the various dirges in Kasem.
- c. Students should read widely to improve on their language skills and reduce grammatical/syntactical errors in their writing.
- d. Teachers are also encouraged to take students through poetry appreciation and discuss the poems thoroughly so as to help them overcome the problem.

5. DETAILED COMMENTS

Question 1

- (a) **Dede a ye bε mo?**
- (b) **Pa dende senu de se lwarem.**
- (c) **Pa wola yalei dende na jege se pa nabiina to.**

The question required candidates to define a riddle; write down five riddles and their responses and state two benefits derived from riddles.

All the candidates attempted this question. The good ones gave answers that met the demands of the question; they gave appropriate definitions of a riddle, provided five riddles with suitable responses. For the benefits, candidates stated that riddles are sources of entertainment, riddles educate, they aid fast reasoning, they test knowledge and foster unity among people. These candidates scored high marks.

On the other hand, the weak candidates provided very short texts, which were devoid of the responses to the riddles they provided. They were unable to give the benefits of riddles and ended upscoring very low marks.

Question 2

- (a) **Popone lusei selei na wo muri tapuna fuga to.**
- (b) **Maŋe lusei sem nmo na popone to kura.**
- (c) **Ta maŋa kɔ, jei sɔ, de kolo ŋwaane ba leeni lusei to.**

This question demanded to write down two dirges in Kasem in not less than ten line each; explain the meanings of the dirges, and state when, where and why dirges are sung.

Few of the candidates attempted this question and performed poorly. Candidates were expected to give two (2) traditional dirges with at least ten (10) lines each and discuss them. Responses expected in the (c) aspect should include the following:

When somebody dies or when performing funeral rites, at funeral grounds and in school to educated children. Reasons for singing dirges include: to console the bereaved family, to show that there is life after death, to bid farewell to the dead and to shy away or to shame death. Candidates who attempted this question exhibited low knowledge in this aspect and so few of them who wrote on this question could not give a meaningful dirge let alone to discuss it. They could not give tangible reasons for singing dirges.

Question 3

- (a) **Maŋe sensɔla kam “Teera Tera Siseira Jei Ne’ yedaa na nye tei to.**
- (b) **Beeri nonogo taana yana na nuji sensɔla kam ne to n maŋe ya memaŋa.**

The question expected candidates to, (a) discuss the sequence of events in the novel and (b) identify and discuss four literacy devices used in the story, “*Teera Tera Siseira Jei Ne*”.

Candidates were expected to discuss the sequence of events in the stated novel. That is, they were to discuss the introduction, development, climax and ending. Most of candidates were unable to give a summary of the story. Here the candidates were expected to write out the plot in line with the following:

- Kweera de we wara
- Wemaatu vei sikuuli
- Chogem yi Wemaatu
- Wemaatu jaane puga pa se o yage sikuuli
- Wemaatu tiina wo choge de o kikia yam
- Wemaatu zamese jenza totoja

Candidates were also tasked to fish out and discuss four literary devices such as proverbs, simile, personification, euphemisms, repetition, and so on. Few of the candidates could identify and discuss the literary devices aforementioned. Majority of them only managed to pick out one or two devices but were unable to discuss them.

Question 4

(a) **Beeri sensola kam wo non-yuu kodoo n ta ko kikia yana.** *Identify a major character in the story and discuss four roles he/she played.*

(b) **Maže boboja kurim delo na wo sensola kam ne to.** *Discuss the main theme of the story*

The candidates were to identify Wemaatu as the main character and discuss the four roles she played which be centred around the following points.

- Wemaatu vei sikuuli
- Chogem yi Wemaatu.
- O maa yage sikuuli veija.
- Wemaatu zamese jenza totoja.

The main theme in the story, '**Teera Tera Siseira Jei Ne**' is 'had I known is always at last'. The candidates were to base the discussion on this theme in view of what happened to the main character, Wemaatu.

Majority of the candidates could identify Wemaatu as the main character and were able to discuss the four roles she played but their discussion of the theme was however sketchy. They could not write anything meaningful other than one or two sentences on the theme. Others also dwelled their discussion on minor themes thereby losing valuable marks.

Question 5

Maže noona banto dedoa dedoa na toje kolo de kolo kwæra yam wone to. *Discuss the role played by each each of the characters mentioned below in the drama*

- (a) Ajegeboja
- (b) Wodwonnu
- (c) Kapε

This question required candidates to write short notes on roles played by each of the characters mentioned above in the drama. Their discussion should be centred around the following points: Thus;

(a) Ajegboña

- He was the son of Wonnutera a poor man and labourer of Wodwonnu.
- He was serious in his studies at school.
- He gained admission into Senior High School.
- He got scholarship and studied abroad.
- He became a doctor, came back and worked in Accra.
- He bought a motor bike and built a mansion for his father.
- He treated Wodwonnu who was at the point of death.

(b) Wodwonnu

- He played the role of a rich man.
- He engaged Wonnutera, a poor man and his children to take care of his animals in return for a piece of land to farm on.
- He failed to give his children formal education.
- He lost his wealth, was critically ill and had no money to treat himself.

(c) Kapε

- She played the role of the wife to the rich man Wodwonnu.
- She pampered her two children.
- She often accused their labourer Wonnutera of insulting her children and not keeping their animals well.
- During a quarrel with her, she pushed him down resulting in a dislocation of his waist.
- She advised her husband to apologize to their labourer Wonnutera after he treated him when he was at the point of death.

Most of the candidates scored high marks in this question as they exhibited adequate knowledge of reading and understanding the drama so they could vividly account for many of the points enumerated above that were played by each of the characters.

Question 6

“N da n te Akeamaye mo? Akeamaye ywo bwola bwola, o tu o ke o ga mo. A bere a tole taleira yam a yi Mirigu maama mo ye te ba jege kuri.”

- (a) Wɔ mo tage taane dento? Who made this statement?
- (b) Maŋa kɔ de yeim ne mo o tage taane dem? When and where was the statement made?
- (c) Maŋe lara yam na jaane kolo ya ba to. Discuss the after mouth of the conversation.

This was a context question from the drama book “*Taa Wuu Tera*” literary meaning ‘No Condition is Permanent’ which can be taken as the theme of the drama.

This question sought candidates’ ability to recall as well as to make inferences. Majority of them demonstrated high knowledge of understanding the drama as they had no problem of giving appropriate names of both the speaker and the addressee as well as state when and where the speech was made. Meanwhile candidates had a big challenge on the (c) aspect which tested their level of reasoning. Here, candidates exhibited very poor knowledge in inferred questions.

Question 7

“Totoŋa Maya”

- (b) Beeri boboŋa kurim yalei na wo seina taane dem ne to n maŋe ya memaŋa. Discuss two themes portrayed in the drama.
- (c) Maŋe seina taane dem yedaa nyenyego. Discuss the structure of the Poem.

The Poem “*totoŋa maya*” literary means “time to work”. Basically, the Poem is dwells on the theme of hard work. It talks about devotion to work and the benefits derived from hard work.

The question sought knowledge on candidates’ poetry appreciation with regards to examining two (2) themes derived from the given poem. And (b) the structure of the poem. The candidates were expected to identify and discuss two themes and also discuss the structure in line with the following:

The type of poem; whether is a block or the number of stanzas. The diction, literary devices used such as proverbs, personification, metaphors, simile, repetition and to mention a few. Very few candidates attempted this question. Their responses revealed that they have poor knowledge of poetry appreciation. They could not discuss the themes and were also unable to appreciate the poem using the devices enumerated above.

Question 8

“Fare”

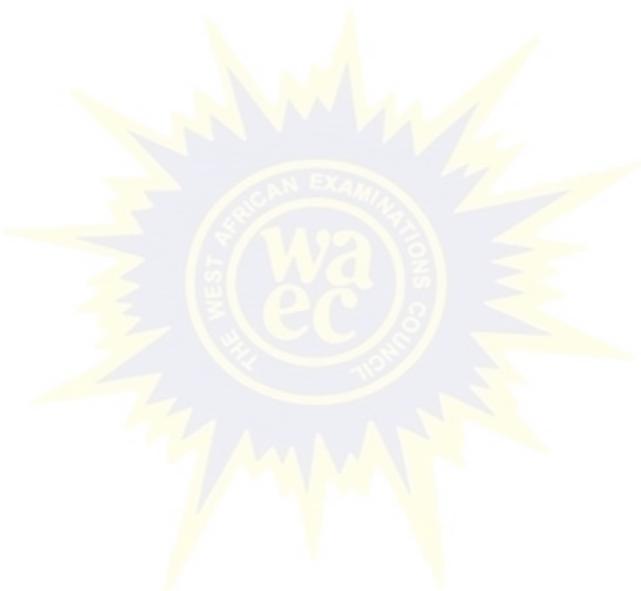
- (a) Maŋe ko na nye tei tapanno wom yerane to.
- (b) Beeri nonogo taana yato na sere daane seina taane dem wone to, n daare n bere ya na toje tei to.

The candidates were to (a) discuss the mood of the poet and (b) search for three different literary devices used in the poem and discuss their relevance.

The poem “*Fare*” literary means “good relations” sought to portray how people relate with one another for harmony and peaceful co-existence in society. The poet feel noted that is lacking in community life thereby culminating in all sorts of evil which makes the poet sad and dejected.

Candidates were to critique this poem vis a vis what is happening in our society today where even brothers from the same womb cannot see eye to eye. They were also to bring out the feeling of the poet as demanded in (a) above. They were expected to pick out three different literary devices such as proverbs, simile, euphemism, repetition, idioms and discuss how they were used to enhance understanding and beauty of the poem. Candidates' responses revealed superficial knowledge in poetry appreciation. In fact, this was the worst answered question.

Teachers and students are expected to work much harder in this area since the phenomenon seemed to be recurring every year.



NZEMA 1

1. GENERAL COMMENTS

The standard of the paper was comparable with those of previous years and was well within the scope of the syllabus. There was an average performance of candidates this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most candidates made efforts to answer all the required questions and they also exhibited a good understanding of the questions.

Candidates generally wrote good essays with appropriate figures of speech, idiomatic expressions and appropriate registers. Ideas were also orderly presented.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Poor performance in the mechanics of the language continue to affect the progress of most candidates. A lot of them scored zero mark for the mechanical accuracy aspect of the essay owing to wrong spellings, wrong grammar, wrong use of punctuation mark and wrong use of small and capital letters.

A few candidates exhibited evidence of poor preparation towards the exam by copying extracts from the question paper as their essays.

4. SUGGESTED REMEDIES

Teachers should encourage students to read extensively to improve their language skills. More exercises should also be given to students in respect of spellings, grammar, punctuation and capitalization.

Candidates must be prepared adequately to approach the exam with confidence in order to avoid the copying of the comprehension passage and other extracts from the question paper as their essays.

5. DETAILED COMMENTS

Question 1

Kile ndenle ngakyile nsa mɔɔ menli dua zo nyia eesi ewule ne nee nggegyelɛ nsa mɔɔ bənyia ye a bekɔ nu la. Akee kile ndenle ngakyile nwɔɔ mɔɔ yədua zo a yəkezi ewule ne adenle la.

The question required candidates to discuss three ways through which people contract HIV/AIDS, three effects it has on them and suggest two ways by which it could be prevented.

This was the choice of a reasonable number of candidates and most of them did well by satisfying all the requirements of the question.

Candidates were expected to indicate the causes of HIV/AIDS which include unprotected sex, deep kissing, rape, unsafe blood transfusion and use of unsterilized sharp instruments among others. Some of the effects expected from the candidates include frequent diarrhoea, severe headache, constant fever, weakness of the body, weight loss, skin diseases and social discrimination. The prevention aspect includes being faithful to one's regular partner, use of condom during sex, blood to be screened thoroughly before administering to patients and sharp instruments to be sterilized before use.

Performance on this question was encouraging

Question 2

Kele adawu mɔɔ ye adwulalee a le ..." yemaa meva medu me nwo fole bɔkɔɔ".

Candidates were expected to write a story which ends with the expression "I have learnt a lesson out of it".

Many candidates answered this question. They were expected to give appropriate characters and assign them roles in the story. They were also expected to give a good introduction and show a chronological sequence of events in the body of the story. They could then conclude the story with the given saying.

They were able to discuss in details, the causes of the incidents that led to the moral lessons learnt which included, "It does not pay to be greedy; the reward for exhibiting humility and respect; One reaps what one sows, etc".

Unfortunately, however, some candidates could not end their stories appropriately with the given expression and lost some marks as a result.

Performance was average.

Question 3

Kele kəlata maa bəva bəhə adwelie kəlata nu na kile ndenle ngakyile nna mɔɔ ti menli dua zo fa adu kɔ awule la. Akee kile ndenle nna mɔɔ yədua zo a yəkezi zəhane etu awulehəle ne adenle la.

The question required candidates to write an article for publication in a newspaper on four causes of armed-robbery and suggest four ways of curbing it.

This question looks unfamiliar to the majority of the candidates as only a few of them attempted it. As a letter for publication, it must contain a writer's address as well as that of the editor of the newspaper. The article must have an official title and a request to the editor for its publication in his/her newspaper.

The candidate has to indicate the causes of armed robbery such as poverty, youth unemployment, peer influence, drug abuse, crave to become rich overnight, proliferation of arms and lapses in the country's security system.

He/she should then suggest the remedies which should include creation of job opportunities for the teaming youth, severe punishment for culprits, encouraging formation of neighborhood watch-dog committees, upholding societal values and police to be well resourced to combat crime. Candidates who answered it wrote it without the writer's name and address while others wrote it like a friendly letter.

Performance on this question was below average.

Question 4

Σ nee menli mɔɔ ε nee bε gyi ebia ko wɔ sukulu nu la hɔle debiezukoalε akpɔsa wɔ maanzinli gyene nu. Kile mɔɔ zile wɔ akpɔsahɔlε ne anu la kile ε.

The question demanded the candidates to explain what happened when he/she embarked on an educational trip to another region with his/her classmates.

As an introduction, candidates needed to state the date and period of the trip, the preparations or plans put in place and the fact that managers of the place or places to be visited had been notified prior to the departure and the approval received.

The next stage is how the trip itself was embarked upon, happenings on the way to and from the destination such as towns and villages seen, nature of the road, water bodies, vegetation, mountains, valleys, etc. Then candidate's experiences or encounters at the destination, how he/she and colleagues were received at the place, places of interest visited at the site, refreshment received, entertainment and departure back to their school. They could then show their impression about the trip.

Many candidates who answered this question performed quite well. They wrote interesting introductions and expressed themselves well in the body. They also gave good conclusions to their write-ups.

Kakyi adawu ehye mœ wo Nrelenza nu la kœ Nzema nu.

Candidates were asked to translate a given passage from English into Nzema. The passage was within the level of the candidates. Most of them did well by breaking down the passage into main ideas and translating them within the context of the whole passage, using appropriate registers and good grammar.

Unfortunately, a few candidates lacked the skills of translation and hence did literal translation of the individual words. Most candidates could also not translate words such as "dream, vision, cub, trample and devour.

Another problem was that most candidates scored zero for mechanical accuracy owing to wrong spellings, grammar and capitalization.

Performance on this question was average.

Question 6– COMPREHENSION

Kenga adawu εhye na ye ye edwεkεmiza mɔɔ doa ye la amuala anloa,

This question required candidates to read a short prose passage and answer the questions based on it. The questions were based on stated facts, inference, meaning, usage, grammar and summary.

Generally, candidates' performance on this question was not encouraging. Most of them managed to answer questions on stated facts correctly but performed abysmally in the other aspects.

Question 7

- (a) Kile kε yesi yεnyia abonyibole kɔnsɔnante la.
- (a) Kelε Nzema abonyibole kɔnsɔnante nwio.
- (b) Kile kε kɔnsɔnante nwio ne mɔɔ wɔhεlε la biala si di gyima la.

The question required candidates to:

- (a) Explain how a nasal consonant is produced
- (b) Write down two examples of Nzema nasal consonants.
- (c) Discuss how the two nasal consonants given in (b) are distributed

Candidates were assessed based on the following responses:

- a) Saa yεbabø abonyibole konsonante a, ye nloa mbabonle nwio ne beta nwo anzee ye tafinlima ne eleka bie kobeta ye nloa nu eleka bie na tale betebete ne ka o nwo aze maa anwoma moo vi evovoa ne anu la amuala se ye bonyi nu. Vokale koodo ne mo wozo maa yc ne ne anu pi.

(A nasal consonant is produced when the two lips come into contact with each other or some part of the tongue touches some part of the mouth while the soft palate is lowered to allow all the air from the air stream to pass through the nose with the vocal cords vibrating to make the sound voiced).

- b) **Two examples of nasal consonants are [ml and [n]**
- c) **How the consonants are distributed:**

[m] operates at word initial, medial and word final. Eg. mekc, amore, kundum

[n] operates at only word initial and medial but cannot operate at word final. Eg. nane and nane.

Most of the candidates managed to explain how the nasal consonants are produced but some did not put the examples in (b) into square brackets as required. Unfortunately, a good number of them could not explain how they operate in words.

Question 8

(a) Ka vawolo εhye mɔ biala anwo edwɛkɛ.

- (i) /e/;
- (ii) /ɔ/;
- (iii) /i/;
- (iv) /u/;

(b) Kile kε yesi yεbɔ Nzema edwɛmgbɔkε εhye mɔ biala la na gua bε wɔ ekuku nu.

- i. adoa;
- ii. ebuo;
- iii. kɔleɛ;
- iv. soɔzoa;

(c) Kεlε εnloanlε kulukulu nee εnloanlε tεtεlε vawolo mɔɔ wɔ edwɛmgbɔkε nna ne biala anu la.

(a) Describe the following vowels:

- i. /e/;
- ii. /o/;
- iii. /i/;
- iv. /u/;

(b) Transcribe the following Nzema words (into square brackets).

- i. adoa;
- ii. ebuo;
- iii. kɔleɛ;
- iv. soɔzoa;

(c) Indicate the lip rounded and lip spread vowels in each word in (b).

Most candidates could generally not make a head or tail of this question. They performed poorly on it.

The expected responses from candidates were:

- i) /e/ Opi, obikye kpale, o nyunlu, tεtεleyεlε vawolo.
{voiced, close, front, spread vowel}

- ii) /ɔ/ Ḍipi, ɔbuke ekyi, ɔ nzi, kulukuluyelε vawolo.
 {voiced, half open, back, rounded vowel}
- iii) /i/ Ḍipi, obikye kpale ɔ nyunlu, tεtεleyelε vawolo.
 {voiced, close, front, spread vowel}
- iv) /u/ Ḍipi, ɔbikye kpale, ɔ nzi, kulukuluyelε vawolo.
 {voiced, close, back, rounded vowel}

- (b)
- i. **adoa [adoal**
 - ii. **ebuo [ebuol**
 - iii. **kɔleɛ [Kɔllɛ]**
 - iv. **soɔzoa [soɔzual**

Question 9

- a. **Duzu a le ɛdendɛsinli?**
- b. **Kεlɛ Nzema ɛdendɛsinli ngakyile nsa mɔɔ ɛze la.**
- c. **Kile ɛdendɛsinli hole mɔɔ bɛpɛ ɔ bo wɔ ɛdendɛmunli ɛhye mɔ biala anu la.**

The question asked candidates to explain what a phrase is, give three different types of phrases in Nzema and identify the types of phrases underlined in some given sentences.

Most of the candidates were able to give the three different types of phrases and were also able to identify the types of phrases underlined in the sentences. Unfortunately, however, only a few could explain what is meant by a phrase.

The candidates were expected to respond to the question as follows:

- a) Edendɛsinili a le edwɛkɛkpɔkɛko anzɛɛ edwɛmgbɔkɛ ekpunli mɔɔ di gyima ko wɔ ɛdendɛfoa nu la.
- b) Three types of phrases:

Duma ɛdendɛsinili
 Yɛkpɔkɛ ɛdendɛsinili
 Dumangilenu cdendesinili

- c) The underlined phrases:
 - i. Dumangilenu cdendesinili (adjective phrase)
 - ii. Duma ɛdendɛsinili (noun phrase)
 - iii. Yɛkpɔkɛngilenu ɛdendɛsinili (adverb phrase)
 - iv. Elekakpɔkɛ ɛdendɛsinili (prepositional phrase)
 - v. Yekpoke edendɛsinili (verb phrase)

Question 10

- a) Duzu a le ɛdendɛmunli sikale?
- b) Kilehile nu maa yɛnwu gyima ngakyile nsa mɔɔ duma ɛdendɛmunli sikale di la.
- c) Maa gyima ngakyile nsa ne anu ko biala anwo ndonwo nwɔɔ.

Candidates were expected to explain what is meant by a simple sentence, discuss three different functions of a simple sentence and give two examples on each of the three functions.

Candidates were expected to respond to this question as follows:

- a) ɛdendɛmunli sikale a le ɛdendɛmunli mɔɔ le yɛvo nee yɛkpɔkɛ titili ko kye na ɔkile adwenle titili ko kye la.
- b) Gyima ngakyile nsa mɔɔ ɛdendɛmunli sikale di la. (Three different functions of a simple sentence).
 - i) Yɛfa yɛka edwɛkɛ — edwɛkɛhanlɛ (declarative)
 - ii) Yɛfa yebiza edwɛkɛ — ɛdwɛkɛmiza (interrogative) iii) Yɛfa yemaa awie yɛ gyima bie - emianlɛ (command)
- c) Two examples of each function:

Edwɛkɛhanlɛ
Kofi ɛlekɔ sukulɛ
Bɛkponɛ ayiane

i. Edwɛkɛmiza:

Nienwn a ɛlekɔ a?
Nwane a bole kakula ne a?

ii. Emianlɛ

Fa baka ne bɛla ɛke
Dwazo kɔyɛ gyima ne.

This question was fairly-well answered by most of the candidates. However, a few of them mistook the simple sentence for a phrase and described the functions as subject, verb and object.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper is comparable with those of the previous years. The topics cover all aspects of the syllabus. The general performance of the candidates was the same as that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- a. Generally, candidates performed better in the oral literature and prose sections of the paper.
- b. A good number of the candidates were able to discuss the points they gave as demanded by some of the questions and they were accordingly rewarded.
- c. With respect to the written literature, a good number of the candidates were able to state the theme of the poem and also identified correctly literary expressions they were expected to identify and discuss as demanded by the paper.
- d. Some of the candidates were impressive; they gave mature and coherent responses.

3. SUMMARY OF CANDIDATES' WEAKNESSES.

- a. Most of the candidates failed to explain the points they gave as demanded by some of the questions; they had difficulty in differentiating between the expressions, **kile** (State/mention) and **kilehile nu /ka nwole edwèkè** (Discuss).
- b. Generally, the question on poetry appreciation was poorly handled by the candidates. They were not able to appreciate the poem based on the features expected – diction, number of stanzas and lines in each sentence structure, rhyming scheme, sound pattern, repetition, literary devices etc.

4. SUGGESTED REMEDIES

- a. Teachers should teach students the techniques of answering questions and give them many exercises.
- b. Teachers are entreated to continue teaching their students the techniques of poetry appreciation. They should also give many exercises, mark them and discuss with them. Students shortcomings so as to overcome the challenge.

- c. Teachers should motivate their students to develop the love for reading Nzema literature.
- d. Teachers should advise their candidates to study the questions carefully before they attempt answering them so that they are able to meet the demands of the questions they select.

5. DETAILED COMMENTS

Question 1

a. Duzu a le agyiba? (What is a riddle)

Expected response:

Agyiba le nwɔhoa mɔɔ bedula kpuyiabizalɛ nee ye nyelebenloa zo bedi la.

Agyiba le nwɔhoa mɔɔ ngakula kola di yee mgbanyinli noko kola di a.

b. Kεlε agyiba nnu (5) na maa biala nyelebenloa mɔɔ feta la.(Write five (5) riddles and give their... responses.

Expected responses:

Ndonwo bie mɔɔ: (*Some examples*)

- i. Debie bie wɔ eke o, aze ala a ɔnyi ɔkɔ a. Duzu debie o? Nyelebenloa: Kyenɛlɛ
- ii. Debie bie wɔ eke o, ɔnzo bɔle nu. Duzu debie o? Nyelebenloa: Esike
- iii. Debie bie wɔ eke o, ɔnle o sa noko ɛkpɔɔkpoa ewula. Duzu debie o? Nyelebenloa: Anwoma
- iv. Debie bie wɔ eke o, saa besoa wɔ ke ehɔvɛlɛ ye a ɔkedwu la εneε wɔmɔ etedwule.

Duzu debie o?

Nyelebenloa: Arele betike

Saa εsoa me na menzu a mengɔ. Ke befelε me ε?

Nyelebenloa: Kale

c. Kilehile nu maa yenwu gyima ngakyile nwɔɔ (2) mɔɔ agyiba di la. (Discuss two (2) functions of a riddle)

Expected Responses:

- i. ɔmaa ngakula anye die. Saa ngakula εlɛdi agyiba a ɔmaa bɛnyia anyeliɛlɛ.
- ii. ɔmaa bedwenle bekɔ moa. Bεbiza agyiba ne a ɔhyia ke ahenle mɔɔ bεkεbiza ye la dwenle kɔ moa na yeanyia ye nyelebenloa ne.
- iii. ɔmaa bɛnyia fasie. Saa bedi agyiba a kakula ne fa mɔɔ ɔkɛde la sie o ti anu amaa kenle fofole bεbiza ye a yeahola yeaye o nloa.

The question was a popular one. A few of the students did well by giving the correct definition of riddle. A good number of the candidates who answered the question were able to give the riddles and provided their responses correct.

Some ignored the structure of a riddle and lost marks; Example of the structure of a riddle;

- a. Opening statement, ‘Debie bie wɔ εke o,’
- b. Posing the question, ‘aze ala a ɔnyi ɔkɔ a.’
- c. Asking for the answer. ‘Duzu debie o?’
- d. The answer, ‘Kyenelε’

For part ‘C’ of the question, majority of the candidates just stated the functions but failed to discuss them thus losing marks for the second part of the question.

Question 2

- a. Kεle awoleyεlε ngakyile nwio (2) mɔɔ biala dwu εhonlone bulu la. (Write two dirges of not fewer than 10 lines each).

Expected Response:

Awoleyεlε Ndonwo: (An example of a dirge)

Egya mɔɔ wole me,
 Aoε Wɔwu wɔmaa meha arisaε
 Nwane a εgyakyile me εmaanle ye a?
 Wɔmaa monle εbia me takaa ze. Wɔmaa εhɔne
 εleku me.
 Edwu lɔ a anree nwa me Na mehyia
 εbolo nwanle
 Anree nwa me aloko, Na saa
 meannya senle a Meali ye amole.

- b. Kilehile awoleyεlε ngakyile nwio (2) ne mɔɔ wɔhεlε la biala anu. (Explain/Discuss the two (2) dirges you have written).

Expected Response:

Awoleyεlε ndonwo ε:

Awoleyεlε εhye le awoleyεlε bie mɔɔ kakula mɔɔ o ze εwu εgyayi ye arisa la εleye a. Okile kε
 sumunli ke o ze wule la dahuu εhɔne a ku ye a ɔti o ze εnwa ye.

- c. Kile meke mɔɔ bεye awolε, εleka mɔɔ bεye ye nee deεmɔti bεye awolε la. (Show

when a dirge is sung, where it is sung and its functions.)

- i. Meke mɔɔ bεye awolε: (When a dirge is sung)

Response: Bεye awolε meke mɔɔ awie kεwu la anzεε meke mɔɔ awie kεhakye ye kulovolε bie mɔɔ
 εwu la.

- ii. Eleka mɔɔ bεye awolε (Where it is sung).

Response: Bεye awolε wɔ εzene nu, ahenle mɔɔ kεwu la ye sua nu anzεε awie mɔɔ anwo sonla
 kεwu la sua nu.

- iii Deεmɔti bεye awolε la. (The functions of a dirge)

Response: Bεye awolε bεkakye awie mɔɔ kεwu la, yεfa yεyεyε awie mɔɔ kεwu la, yεfa yεkile ewule
 mɔɔ hunle ahenle la.

The few candidates who attempted this question performed poorly in the ‘a’ and ‘b’ parts of the question. The ‘c’ part was however well handled.

Question 3

a. Kilehile nu maa yenwu ke bezzi behyehye adawu Ebēlalekonle la (Discuss the plot of the story.)

Expected Response:

- i. Adawu ne abobolé: Oká Ebēlalekonle awolé nu edwéké. Eza oká o nli koliagya ne anwo móó ɔdenlanle nee abodele móó ɔhilele ye la anwo edwéké. Akee oká ke ɔzile ɔyélé móó Egya Boameye nwunle ye na o nee ye hóle Ngoaneabése la anwo edwéké.
 - ii. Adawu ne enyinlé: Okile Ebēlalekonle gyima czukoals, nee ke ɔzile ɔdwule Saa Nyamenle la. Akee oká Ebēlalekonle nee ye agónwole etane etane móó ɔsesale bë móó maanle bedole ye efiade móó li moa la anwo edwéké. Okile eyiale móó Ebēlalekonle yiale Egya Arelevile wó efiade ne na bédilale agónwonle la. Okó zo okile Ebēlalekonle efiade eyele nee ye gyimayele wó Egya Arelevile gyima nu nee ye efiade elalé móó tó zo nwio la.
 - iii. Ngyegyelé móó ɔnyianle ye: Ye efiade elalé. Ebēlalekonle kale adendulé esiane móó ɔnyianle ye la. Ehye anzi ɔdele kpóké.
 - iv. Adawu ne kpɔmgbɔ́sé: Beyele Ebēlalekonle efiade na nyianezelé maanle ɔhɔvindèle Felanze maanle nu ɔhɔyélé gyima dedee na ye ebela ebolé ne angó zo. Okó zo okile Ebēlalekonle ezialé móó ɔsia yeara sua nu na ɔnyianle kale esiane na behòdole ye azopiti la.
- b. Yeye adwenlenu nvoninli nna (4) fi adawu ne anu na ka biala anwo edwéké?
(Identify and discuss four (4) literary devices used un the story)

Expected Response:

- i. Edwékenzóho: (Simile) Ye ekela le kisikisi ke emunlike:
Kelevo ne vale hilele evélé móó Ebēlalekonle vélé wó ebélabolé nu la
- ii. Erele: (Proverb) Beyé móó hyia na beaye móó feta
Kelevo ne vale hilele ke ówó ke oká ebēlalekonle anwo edweke kolaa na yeaha edwéké bieko móó hyia la.
- iii: Edendededenle: (Idiom)yee ɔdaye ɔdule ye nohale adenle a.
Óvale ɔhilele ewule móó Ebēlalekonle o nli wule la.
- iv. Nwudumolozo: (Hyperborle) Anzeayéle deé, yemó ɔneé avuanyi ewule kokobé.
Kelevo ne vale hilele ke amgba Raale Anzeayéle le raale atisesebe kpale.

The question was very popular to the candidates. Consequently, their responses were in tune with the marking scheme and were accordingly rewarded for their efforts.

Question 4

- a. Kile nusonla titili mō wō adawu Ebelalekonle anu la na ka gyima titile nna (4) mō ɔlile wō adawu ne anu la (Identify the major character in the story and state four (4) roles that he played in the story)

Expected Response:

- i. Nusonla titili ne. (The major character)
Ebelalekonle,
- ii. Gyima titili nna (4) mō ɔlile wō adawu anu la (Four (4) roles that he played in the story.)

Expected Response:

- a. Ozukoale ninyenekpomgbale na ɔkpomgbale ninyene.
- b. ɔhole gyimayele la ɔyele awule na ɔsesale agɔnwonle mgbane mgbane na ɔluazo beyele ye ali.
- c. Bedole ye efiade.
- d. Beyele ye efiade ne la Egya Arəlevile vale ye gyima nu.
- e. ɔwuale gyima ne anu kale bulale na bɔdole ye efiade bieko.
- f. ɔdule adenle ɔhole Fenlanze ɔholile ɔkpa.
- g. ɔvi Fenlaze ɔsia yeara sua nu la ɔnyianle kale esiane na bedole ye asopiti
- h. Egya Boeameye liele azele maanle ye na ɔvale ɔyele eginyinli.
- i. Nzinlii, Ebelalekonle yele sukoavole
- b. Ka bodane titili mō adawu ne gyi zo la anwo edweke. (Discuss the main theme of the story.)

Expected response:

Adawu ne bodane titili a le kε agɔnwonle etane ɛvalε sɛkye sonla na ɔmaa ɔkɔ ngyegyele dɔɔnwo anu. Ehye ngilenu a le kε, wō Ebelalekonle ebelebole nu ɔvale o nwo ɔbɔnenle agɔnwonle mgbane mgbane. yemo a le subane ngakyile mō ɔnyianle ye na ɔmaanle ɔhole ngyegyele ngakyile nu la.

This was a preferred question by majority of the candidates. But for a few who performed poorly by providing sketchy answers, majority of the candidates were able to provide the required responses. In the second part of the question, though they were able to identify the theme, a good number of them faulted in discussing it.

Question5

Ka numenli ehye mō anwo edweke na kile bε gyima mō belile wō nwɔhoa ne anu la. (Discuss the following characters and show the roles they played in the drama).

Expected responses:

- b. Belembunli Enɔ Bile
Enee le belembunli wō Adoanebo. O diema nrenyia a le Belembunli Avo. Behunle Belembunli Avo la yemo a ɔlile ye agya a. Yemo a maanle bεhyele εhane na Adoanvole hɔveale nu la. ɔdaye yee ɔdole ɛsae ɔvelεle Wasa Elone ne nee Nrelenza Arane ɔmaanle beraboale Adoanvole wō

Adoanvole nee Bentenlebo konle ne anu la. Odi ebia la yee Nrelenza Arane razieziele Adoanvole nee Bentenlebo avinli la.

Ole sonla mao oze nrelēbē na oze agōnwonle tila kpale. Ye subane ehye a maanle oholale omaanle Wasama nee Nrelenza Arane raboale ye wo konle ne anu a. Ole belemgbunli mao odwenle ye maanle nwo. Maa Nrelenza Arane yele ke osiezie be avinli la okponlenle zo omaanle konle ne pele na anzondwolē rale

b. Belemgbunli Avo

Enee Belemgbunli Avo le Adoanebo maanzinli nu belemgbunli. Maa Belemgbunli Ebanyenle wule la yemaa a lile agya a. Ye meke zo yee konle dōle Adoanebo nee Bentenlebo avinli a. Yemaa a lile belemgunli na ohulole ke bēkeva Bentenlebo ebia ne bēkerabō Adoanebo edee ne azo la. Maa Belemgbunli Ama Ekyi amkponle zole la omaanle konle radole ədaye nee Belemgbunli Ama Ekyi avinli. Maa beko konle ne maa Belemgbunli Koasi Ama Ekyi hōdanenle Kenlanwiabo Belemgbunli la ohodenlanle Adusuazo.

Nrenyia Paniena Aka nee ye elone dole ye etu maanle əwule etəfəoo ewule wo Adusuazo. Ole sonla kyengye kpale. Ohulole ke Belemgbunli Koasi Ama Ekyi keva Bentenlebo ebia ne keraboka Adoanebo ebia ne na Belemgbunli Ama Ekyi amkponle zole. Oyele kyengye ke wo adenle biala azo kyesē ebia ko sie Nzema maanle ne. Ye kyengye ne vale konle rale.

c. Nrenyia Paniena Aka

Paniena Aka boka Bentenlebo maanle mgbanyima ne anwo. Meke maa Belemgbunli Koasi Ama Ekyi nriandinle hōveale Kenlanwiabo la yemaa a bemaanle əgyinlanle əgyakē anu a. Odoale konle ne azo. Paniena Aka a bōle adwenle maa əlua zo bēhunle Belemgbunli Avo wo Adusuazo la.

Nyelē ehye maanle konle ne anye hakyile na Bentenlebo elone ne asa homonle Adoanebo elone ne anwo zo.

Ole akenrazile sonla. Meke maa bēvale ye bēziele Belemgbunli Koasi Ama Ekyi agyakē anu la əgyinlanle kpundii omaanle Bentenlebo elone ne doale konle ne azo. Ye adwenle edi kpale. Oholale obōle adwenle na obeləbelale Belemgbunli Avo omaanle be sa hanle ye bēhunle ye.

This was a preferred question and the candidates did very well by providing the expected responses.

Question 6

“.....kekala yenwu ke amgba yeho yeva Nzema maanle ne amuala, yemoti yera ke yebawu ye na yeazō ye felera nu.”

- a. Nwane a hanle edwēke ehye a, yee ɔhanle ɔhilele nwane? (Who made this statement and who was the addressee.)

Expected Responses:

- Paniena Aka a hanle edwēke ne a
- ɔhanle ɔhilele Belemgbunli Avo nee ye mgbanyima.

- b. Meke boni a ɔhanle edwēke ne a, yee nienwu yee ɔhanle ye a? (On what occasion was the statement made and where was the statement made?)

Expected Responses:

- i. Mekē mōo enee Belembunli Avo nee ye mgbanyima eyia na Paniena Aka nee ye mgbanyima hōle ohōdole ye agyiba kē bēbāzō ye felenra nu la.
 - ii. Ehye zile wō Adusuazo
- c. Kilehile nu maa yenwu mōo zile edweke ehye mōo ɔhanle la anzi la (Discuss the outcome of the statement made).

Expected Response:

Edweke ehye le agyiba mōo Paniena Aka nee ye elōne dole Belembunli Avo a. Mōo ofua kē yeho yeva Nzema maanle ne la Paniena Aka elōne ne anu ko bōle Belembunli Avo etu hunle ye. Ehye anzi, Adoanebo elōne ne yiale Adoanebo na bēvale Belembunli Avo adiema Eno Bile bēlile ye agya na ɔdoale konle ne azo.

Generally, the candidates who attempted this question were able to provide the required responses as specified in the marking scheme. However, a few of them gave sketchy answers in response to the part ‘c’ of the question.

Question7

Medame noko mele Semanli

- a. Kile mbodane nwio (2) mōo edwekedwendole ne gyi zo la na kilehile biala anu la (Identify two (2) themes of the poem and explain each of them).

Expected Responses:

- i. Bodane ne gyi koyelē zo. Ōka koyelē mōo ɔwō kē ba Nzemama avinli na yenva mgbakyemgbakye yemba la amaa anyunluhōle ara Nzema maanle ne anu.
 - ii. Kelevo ne bodane bieko a le kē ɔkpondēkē ye kengavoma ne nwu ngakyile mōo wō Nzema anee ne ɔhanle nu la. Okile yē kē kanze ngakyile ekyi wō menli ekpunli bie Nzema ɔhanle ne anu bōbō a yē muala yele Nzemama ɔti ɔnle kē anee ngakyile ne fa mgbakyemgbakye ba yē avinli.
 - iii. Eza ye bodane bieko a le kē ɔkpondē kē kengavoma nwu deε mōo Nzema mbusua nsuu ne biala vale rale la na ōka kē abusua ne biala anwo hyia la.
- b. Ka kē bēzi behyehyē edwekedwendole ne la anwo edweke. la (Discuss the structure of the poem).

Expected Responses:

- i. Ekpunli dodo: Kelevo ne guale edwekedwendole ne ekpunli εε, mōoekpunli ne biala lε εhonlon 8.
- ii. Aneε ne: Kelevo ne vale adwuliso anee a hēlēlē edwekedwendole ne a yemōti ye ndelebēbo ne εnye se fee.

iii. **Edendemunli ngyehyelε:** Ὡvale edendemunli ngakyile ɔhεlεle edwεkedwendole ne. Ὡvale edendemunli sikale, mɔnwo nee kpomgbondee a ɔhεlεle a. Nea εhye mo:

- Ndeanu: Saa metele a sɔ me wɔε
- Edendemunli mɔnwo:** Mmatoa kε ɔka ngyenle, Na wɔmɔ ɛka egyelamo la.
- Edendemunli sikale:** Yε mu yele Nzemama bɔkɔɔ.
- Edendemunli kpomgbondee:** Enyia mele arsekyekyevolε la Mmakpodi meε

iv. Adwenle nu nvoninli: Adwenle nu nvoninli titili mɔɔ ɔvale ɔlile gyima la a le εhye mo:

- Edendedenle:** Memaa menli ye mrenyia la. Edwεkedwendovo ne vale hilele kε dee mɔɔ ye abusua vale rale la a le nza, na saa awie no na ɔba ɔ nye zo a ɔye debie a ɔnzulo.
- Erεledende:** Noko bεle ngyenle. Kelevole ne vale hilele kε menli ne anwo le nvasoε kpale
- Sonlayelε:** Doale zo wole mgbakyembakye la, Kelevole ne vale hilele kε subane zɔhane mɔ vale mgbakyembakye rale maanle ne anu. d. **Edendenzɔho:** (Simile) Mmatoa kε ɔka ngyenle, Na wɔmɔ ɛka egyelamo. Kelevole ne vale edendemunli nwio εhye hilele kε dee ko ne ala yee le duma ngakyile nwio ne a, eti biala mɔɔ ɛkεde la die tu nu kε Nzema edweke ɔ.
- Mrεle:** Na nvolekε kpame na beayε yaaε Kelevole ne vale hilele kε ahualile maa anyunluhɔle ba maanle nu.
- Alεrakoyelε:** Ngyehyelε εhye zonle edwεkedwendole ne anu kpale. Wɔ ekgunli 3 a, ɔvale ‘Saa’, ɔbɔle εhonlone ne bie abo
Saa ye zo...
Saa awie ka... Saa ɔka
kε.....

The responses of majority of the candidates was very discouraging especially the part ‘b’ where the candidates were expected to discuss the structure of the poem. It was a hell to them; an indication that either they did not study the poem or they lacked the skills of appreciating a poem.

Question 8

Foanvoanle

a. Ka gyinlabelε mɔɔ edwεkedwendovo ne wɔ nu la anwo edweke (Discuss the mood of the poet.)

Expected Response:

- Kelevole ne wɔ anlubεnwo gyinlabelε nu. Yenlu ɔ nwo kε behanle la yeanva na yehɔ ngyegyelε nu la. Mekε mɔɔ ɔbadu ye adenle ne la ye awovole dule ye folε na yeanva. ɔhɔdwule na ɔhole anwuhyelelε nu la akee ɔnlunle ɔ nwo kε yeandie folεdulε ne la.

- b. Yeye adwenlenu nvoninli ngakyile nsa fi edwékédwendole ne anu na kile nu maa yenwu ke edwékédwendovo ne vale ko biala lile gyima la (Identify three literary devices and show how the poet used them to enhance the meaning of the poem).

Expected Responses:

- i. **Edendedenle:** Nea ke akee behakyi senzeker eε
Edwékédwendovo ne vale hilele ke moɔ behanle ke ɔmmakɔ yeamkponle ohole na ohonwunle o nyunlu la akee oziale o nzi.
- ii. **Erledende:** Nea ke akee behakyi senzeker eε
Kelevole ne vale hilele ke ohole na yeangola nu so la oziale ohole ye sua zo.
- iii. Sonlayel: Mbèda sukulu adwule a eweε o nwo aze ye. Kelevvo ne yele sukulu adwule ke asee sonla bie moɔ yera na obala kakε la.
- iv. **Edendenzho:** Nea ke akee behakyi senzeker eε
Ke akee begua ye be nzi bie eε
Kelevvo ne vale edendemunli ngakyile nwio ne moɔ be ndelebεbo le ko la hilele ke akee oziale o nzi ohole ye sua zo.
- v. **Mrεl:** Benzulo kodiawu bengɔ Kyasela.
Kelevvo ne vale hilele ke kanze ngyegyele wɔ sua ne moɔ bekɔ zo la zo a enyia benyia adwenle ke bekɔ la debie biala enrezi be adenle.
- vi. **Edwékenzho:** (Simile) Efa eke a belε wɔ su ke boane
Kelevole ne vale hilele anzondwole moɔ enle maanle ne moɔ behole zo la anu la.

The responses given by a few of the candidates were good. Unfortunately, a good number of them chose items which were unrelated to the poem. Some also defined the names of the literary features they mentioned.

Though the mood was correctly identified, they could not expatiate on it as demanded by the question.

TWI AKUAPEM 1

1. GENERAL COMMENT

The standard of the paper was comparable with that of the previous years. All the questions were within the scope of the syllabus and did test what candidates were expected to cover before writing the paper.

2. SUMMARY OF CANDIDATES' STRENGTH

- a) Many candidates complied with the required length of the composition ie not fewer than 500 words.
- b) Many candidates exhibited clear understanding of the rubrics and wrote good composition on the chosen topics.
- c) Many candidates expressed themselves intelligibly in the language using appropriate registers and various literary devices in appropriate contexts.
- d) Many candidates performed creditably in the translation.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- a) Mechanical accuracy was generally poor.
- b) Generally, candidates' performance in the comprehension was poor.
- c) A few candidates performed abysmally in the phonology and syntax especially questions (7) and (9).

4. SUGGESTED REMEDIES

- a) There should be a lot of vocabulary exercises including spelling, dictation and punctuation, aiming at assisting students to overcome their handicap in mechanical accuracy.
- b) There should be many exercises in translation.
- c) Lessons in translation should be geared towards meaning-based translation to enhance students' communication competence.
- d) Reading comprehension exercises should focus much more on inference, application, analysis, grammatical function and literary devices questions rather than recall.
- e) The teaching and learning of phonology and syntax should be intensified.

5. DETAILED COMMENTS

Section A Composition

Question 1

Kyerε akwan ahorow abiesa a εnam so ma obi tumi nya HIV/AIDS koankɔ yare no bi εne ɔshaw abiesa bi a εde ba. Kyere akwan ahorow abien a εbeboa ma yeasiw yare no ano.

(Discuss three causes of HIV/AIDS infection and three effects of the infection. Explain two ways of preventing this disease.)

This question required the candidate to write an essay on three causes of HIV/AIDS, its three effects and two ways of preventing it.

Many of the candidates were able to state some of the things that cause HIV/AIDS such as having unprotected sex with those who have already contracted the disease, kissing an HIV/AIDS patient and using infected blades and needles that have been used by such patients. The majority of candidates who answered this question were able to state some of the effects as, loss of appetite, growing lean, being shunned by relatives and friends, and finally, death. As to the prevention of the disease, the use of condoms, and avoidance of the use of infected sharp infected instruments like used old blades and syringes were mentioned.

Many candidates attempted this question and the performance was average. However, quite a number of them limited their discussion to only the causes and effects. They failed to discuss the preventive measures.

Question 2

Kyerew ayesem bi a n'awei ne: Na εye anigyesem.

(Write a story that ends: " It was a joyous experience. ")

This question is a narrative and required the candidate to write a story that ends ,... *It was an joyous experience.* What the candidates were expected to bring out in the story included, the time of the story, the source, the major and minor characters and the events. At the end, the candidate was expected to state the moral lesson he/she learnt from the story.

The candidates who chose this question gave wonderful stories and ended them on interesting note.

Question 3

Kyerew krataa bi a wobetintim wɔ dawubɔ krataa bi mu a εfa akwan ahorow anan a εnam so ma nnipa ye akorɔmfo weremfo. Kyere akwan ahorow anan a wobetumi de asiw akorɔmfo weremfo dwumadi no ano.
(Write an article for publication in a newspaper on four causes of armed robbery and suggest four ways to curb it).

The question demanded the writing of an article to be published in a newspaper on the causes effects and prevention of armed robbery. Here, the candidate needed a heading as well as a good introduction attesting to the fact that armed robbery truly exists in the country.

Candidates were expected to outline some of the causes of armed robbery as peer influence, the crave for luxurious things eg cars, magnificent building without necessarily working for them, drug abuse, lapses in the national security system and craving to become rich over-night etc.

Candidates could also give reasons such as the creation of job opportunities, harsh or severe punishment for culprits, police to be well equipped and well trained to cope with the situation, formation of neighborhood watch-dog committees and arresting people keeping illegal weapons, placing CCTV cameras on highways and at vantage points etc.

The question was well answered except that a few candidates failed to write the introductory note. Some candidates also failed to write the heading.

Question 4

Wo ne adesuafo a mowɔ gyinapen biako koo nsrahwe wɔ ɔman yi amantam no biako bi mu. Kyerekyere senea w'ani si fa gyee wɔ saa nsrahwe yi mu.

(Your class made an educational trip to one of the regions in Ghana. Discuss your impression about the trip)

This was another question which was answered satisfactorily. The candidate was expected to give detailed narration about the trip which included preparations made, the time and day of the trip, experience/encounters at their destination, towns and villages they passed through, nature of the road, water bodies, vegetation, mountains and valleys etc. Others to be included were experiences/encounters at their destination eg. How they were ushered in, entertainment, visit to places of interest and return.

The candidate was to conclude by expressing his or her impression about the trip either happy or sad because expectations were not met.

Although majority of the candidates performed quite satisfactorily on this question, a good number of them rendered it in a letter writing mode and therefore provided the features of an informal letter for it which were not part of the demands of the question.

Section B Translation

Question 5

Candidates were required to translate a prose passage into Akuapem Twi. The passage was at the level of the candidates but most candidates lacked the skills of translation and hence only ran a commentary on the passage instead of doing a text-based translation.

Some candidates also got the meaning of the words in the passage wrong eg

- lion *ɔsebɔ** instead of *gyata*
- goat *oguan** instead of *abirekyi/ apɔnkye*
- cub *kuruwa** instead of *gyata ba* etc

On the whole, the candidates performance was average.

Section C: Comprehension

Question 6

The candidates were expected to answer questions based on a given passage.

The questions were based on stated facts, grammar, inference and summary. The questions on stated facts, inference and summary were adequately answered but those on grammar and meaning were not well answered.

Most candidates did extremely well as they provided accurate responses to the questions. Few candidates used uncompleted sentences as answers and they scored low marks. The overall performance of candidates on this question was good.

Phonology

Question 7

- a) Kyerekyere akwan a εnam so ma yenya hwenem kɔnsonante.
- b) Kyerew hwenem kɔnsonante abien wɔ Akuapem Twi mu.
- c) Kyere hwenem kɔnsonante abien no dwumadi wɔ nsemfua mu.

[a] Explain the production of nasal consonants.

b) Give two examples of nasal consonants.

c) Discuss the distribution of the two nasal consonants.

This question looked simple but most candidates could not handle the first part as expected. Nasal consonants are made when the velum is lowered to block the oral cavity thereby allowing the air from the larynx or lungs to pass through the nasal cavity for the relevant articulators to come together to produce the sound.

b) Examples of nasal consonants in Akuapem Twi

/ m/, /n/, / ɲ/, / ny /

c) Discuss the distribution of the two examples of nasal consonants given.

/m/

i) etumi di nsəmfua anim.

[mframa] [mpa] [mako]

ii) etumi di nsəmfua mfimfini

[mfimfi] [mampɔn] [nkɔmmɔ]

iii) etumi ba nsəmfua awiei

[anom] [asem] [ntem]

/n/

i) etumi di nsəmfua anim

[nsa] [nsu] [nua]

ii) etumi di nsəmfua mfimfini

[onua] [onipa] [anim]

iii) etumi ba nsəmfua awiei

[dɛn] [dɔdan] [aten]

/ ɲ /

i) etumi di nsəmfua anim

[ŋgo] [ŋkwa] [ŋkwan]

ii) etumi di nsəmfua mfimfi

[nŋkwango] [mmorɔŋgo] [ŋkurɑŋhyɛ]

iii) etumi ba nsəmfua awiei

[ahoguaŋ] [oguaŋ] [ŋkuraŋ]

/ ny /

i) etumi di nsəmfua anim

[nyan] [nya] [nyin]

ii) etum di nsəmfua mfimfi

[onyame] [onyankopɔn] [anuonyam]

iii) entumi mma nsəmfua awiei



Question 8

a) Kyerkyere vawol a edidi so yi biara su mu :

- i. / e /
- ii. / ɔ /
- iii. / i /
- iv. / u /

b) Kyerew nsemfua a edidi so yi wɔ fɔnɔlɔgyi kwan so

- i) toa ;
- ii) ewo ;
- iii) ɔkwan ;
- iv) aboa ;

c) Kyere anotetretε ne anokuukuruwa a ewɔ nsemfua no mu.

a) .Describe the following vowels: / e / / ɔ / / i / /u ./

b). Transcribe the following words

- i) toa ii)ewo iii) ɔkwan
- iv) aboa

The question required candidates to describe given vowels, transcribe given words and identify the rounded and unrounded vowels in the transcribed words.

a) To give a concise description of the given sounds in terms of part of the mouth, tongue height, lip posture and part of the tongue ie

/e/ anim, ntomfa, soro ano tetrete

/ɔ / akyi ,mmuefa , fam ,ano kurukuruwa

/ i / anim ,ntom ,soro , ano tetrete

/ u / akyi , ntom , soro ,ano tetrete

The candidates' performance was average. Many could not transcribe the given words

Part II Syntax

Question 9

a) Dɛn ne kasasin? (What is a phrase?)

b) Kyerew kasasin ahorow abiɛsa wɔ Twi kasa mu. (Write down any three types of phrase in Twi)

c) Kyerew kasasin a wɔasan ase wɔ kasamu a edidi so yi mu biara din. (Identify the underlined phrases in the given sentences)

This question was attempted by many candidates. Unfortunately, most of them could not define a phrase. A phrase is a small group of words standing together as a conceptual unit, with a head and typically forming a component of a clause. However, they made good attempts to identify the different types of phrases in the language. They are verb phrases, (Adeye kasasin) noun phrase, (edin kasasin) ɔkyerɛfo kasasin (Adverb phrase), nkyerɛkyerɛkyerɛmu kasasin (Adjectival phrase) etc.

Question 10

- a) Den ne ɔkasamu tiawa? (What is simple sentence?)
- b) Kyere ɔkasamu tiawa dwumadi ahorow abiesa (Give three functions of the simple sentence.)
- c) Ma dwumadi no mu biara ho nhweso abien.
(Give two examples of each function)

This question appeared to be the most unpopular question to most candidates, especially the first part which asked candidates to define a simple sentence: A simple sentence is the sentence consisting of only one clause with a single subject and predicate. Most candidates performed abysmally in this aspect. The (b) and (c) parts which asked candidates to discuss the functions of a simple sentence appeared to pose the most difficult challenge to majority of the candidates. For example a simple sentence can be used for a command (ɔhyɛ), interrogation (asɛmmisa) statement (asenka), etc. Examples, come here (bra ha), *command*, where is he? (ɔwo he?) *interrogative etc.*

1. GENERAL COMMENT

The standard of this year's paper was comparable to that of the previous years. The general performance of the candidates was average.

2. SUMMARY OF CANDIDATE'S STRENGTHS

- 1) Most of the candidates performed very well in the Oral Literature components of the paper.
- 2) A few candidates could discuss the points they gave in answer to the questions as demanded by some of the questions and were rewarded accordingly.
- 3) With respect to the Written Literature, the majority of the candidates were able to state the theme of the poem as well as the literary devices in them.
- 4) Some of the candidates' work was extraordinary. They gave mature and coherent responses.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- 1) Most of the candidates failed to explain their points as demanded by some of the questions. The candidates could not differentiate between the expression "kyere" (state\mention) and "kyerekyere" (Discuss). Hence they stated the points while they were expected to explain. This shortcoming made most of the candidates lose marks.
- 2) Some of the candidates answered more than the required number of questions. As a result, they answered two questions from the same section when they were expected to answer only one. The resultant effect was that they could not answer other questions as expected due to lack of time.

4. SUGGESTED REMEDIES

- (1) Teachers should teach students techniques of answering questions and give them exercises to test their knowledge.
- (2) Teachers are entreated to continue teaching their students the techniques of poetry appreciation. They should then give them more exercises to practice, mark them and thereafter discuss their shortcomings so as to overcome the challenge.
- (3) Teachers should motivate their students to buy the set books and encourage them to develop the love for Written Literature.
- (4) Teachers should advise their candidates to study the questions carefully before they attempt answering them so that they will be able to meet the demands of the questions they select.

5. DETAILED COMMENTS

QUESTION 1

- (a) Den ne Abisae? (What is a riddle?)
- (b) KyerewAbisaeanumna ma emu biaraanoyi a efata. (Write five (5) riddles and give their expected responses).
- (c) KyerekyereAbisae ho mfasoabien wo Akanman mu mu. (Discuss two (2) functions of a riddle).

This question was popular. Its main demand was for the candidate to discuss riddles with examples and its functions.

Expected response:

A riddle is generally a question devised so as to require clever or unexpected thinking for its answer

(Abisae yeAkanfo agoru a wodi no mu biako. eyε ano ne ano agoru a wodi de so won adwene hwε).
(i) Agyareko no, omaa me akonguakεse bi sementena so. Meboø me ho
mmodenbiaranansomantumiantena so. Eyeden?

Mmuae: *Pane*.

(ii) Agyareko no, ogyaa me asraafompempem bi a wɔnnyinaabεete/absɔoyεbiako. Eyiyaneden?

Mmuae: *Prae*.

Riddles are used for entertainment purposes, for enhancing deep thinking, for helping people gain knowledge about their surroundings, for enhancing of unity, etc.

The question was a popular one. A few of the candidates did well by giving the correct definition of a riddle. Again, the majority of the candidates who answered the question were able to give the riddles and they provided their responses correctly. However, a few could not understand the question. Some took the question to mean consulting the oracle while others took it as puzzle “Aborøme”.

QUESTION 2

- (a) Kyerewnsuiabiena emu biarabeyensensanee du (Write two (2) dirges of not less than 10 lines each).
- (b) Kyerεkyerensuiabien a woakyerew wo
‘a’no mu biara mu fann (Explain/Discuss the two (2) dirges you have written).
- c) Kyerεberebeae ne neaenti a Akanfo de nsui di dwuma. (Discuss when and where a dirge is sung).

The question asked for two simple dirges, an explanation to the given dirges, where a dirge is used and its significance.

A few candidates tackled this questions and unfortunately, expectations were not met. The dirges were written without any explanation.

An example of a dirge is;

Buei, Buei, Buei,

Ade aye me oo!

Obi mmehwe me ee

Ei! Anya adwo,

Yare afereoo!

Owuadi me awu!

Agyaee, agyaee

Mayeagyankao!

{he namemfa?

oboaf o wɔ he nioo?

The above dirge was by a child who lost one of his/her parents. He/she was lamenting on how he/she would be fed in the absence of the parent).

A dirge is sung when someone dies. It is used to depict the status of the dead in his/her town or the community, to show how the person was loved and to attract the pity of onlookers.

(a) Kyerekyeresenea ɔkyerewfo no hyehyεayesem no mu nsemnnidiso nnidiso. (Discuss the plot of the story)

(b) Kyerekyeresenea ɔkyerewfo no de kasasuahorowanan dii dwuma wɔ ayesem no mu (Identify and discuss four (4) literary devices used in story)

This question expected the candidates to systematically give the gist of the major events as they unfolded and related to one another to give the story a structure in the novel *SεEbewie*.

The candidate who chose this question proved that they had actually read the text

(i) (Exposition:) The story talks about a man named Kofi Beyeeden who is a native of

Pewohoyusu. His wife was YaaNwɔtwewaa and they lived at Pewohoyesu. Life became difficult for this couple. In view of this Kofi Beyeeden took to palm wine tapping. The money he realized from this work, he gave it to a lady for safekeeping. This lady however was not trustworthy so she could not render proper account to Kofi Beyeeden. Beyeden therefore could not pay the money he borrowed from OpanyinTimpen. Beyeeden had his cocoa farm sold. Life became unbearable for him and his family. He therefore embarked on a journey leaving his wife and the child Ntensene at Pewohoyesu.

When Beyeeden son, Ntensere completed school he made up his mind to go and search for the father because they were not hearing from him. He set off and faced a lot of difficulty on the way. Some of these difficulties include:

- (i) He met some young men who wanted to use him as a sacrifice for their gods.
- (ii) He was nearly devoured by foxes but was saved by the colanut he had on him.
- (iii) He also met some people who eat human flesh.

Ntensere's adventure sent him to a place where he met a group of people speaking Akan. He contributed in their discussion and this enabled him to locate where his father was. They took into farming and was lucky to get some gold under one of the palm trees. This fortune made them return to their hometown Pewohoyesu.

Ntensere and the father finally helped developed Pewohoyesu their hometown with their resources.

Some literary devices used are;

- (i) Kasakoa (Idioms)- Ḍregyennaawo
- (ii) Ntimu (repetition) -nam, nam
mmaako, mmaako, etc.

QUESTION 4

- (a) Kyereneaodiakoten pa ara wɔ ayesem no mu, nakyerɛkyerɛdwumatitiriw ahorowanan a odii wɔ ayesem no mu mu. (Identify the major character in the story and discuss four (4) roles that he played in the story) .
- (b) Kyerɛkyerɛasentitiriw a ewɔ ayesem no mu no, mu fann. (Discuss the main theme of the story).

This question required of the candidate, a discussion of the major character and the major these of the novel, Sɛɛbɛwie.

The major character is Ntensere.

These are four roles that he played in the story;

- (c) Ntensere was a strong person. He escaped from those who intended to use him for sacrifice at Kasaa.
 - b. Ntensere was also brave. He killed a leopard.
 - c. Ntensere was imprisoned at Soko.
 - d. Ntensere was a fighter. He even fought with a leopard at Bradan.

One of the main themes of the story is perseverance.

This was a popular question. However, it was not well handled by most of the candidates who attempted it. They could not understand the word “dwumadi” to mean role rather they took it to mean “work”. Those who had the understanding could also not explain the roles. They only stated them.

Again, most of them could not identify the theme of the story, let alone discuss it.

QUESTION 5

Kyerkyeredwuma a nnipa a wodidi so yi mu biara dii w] ahw[goru no mu, s[neanhma no ka no pepεεpe. (Discuss the following characters and show the roles they played in the drama).

- (a) Bodu
- (b) NtimGyakari
- (c) Boahenatuo

This question was on characterization. Three characters from the drama, Afrakoma were to be discussed briefly.

Bodu was denied the occupancy of the Denkyira stool when his uncle Boseanti died. This did not go down well with him so he planned to bring disgrace to the Denkyira state. He succeeded in bringing enmity between NtimGyakari and his mother. He again paid to kill Owusu at Adanse and finally he killed his brother, NtimGyakari.

(b) NtimGyakari

(NtimGyakari was enstooled as a chief for the people of Denkyira when his uncle Boseanti died. He showed disrespect towards his elders. As a result he caused the downfall of the Denkyira Kingdom. For example he disgraced his mother at the palace. He also sacked the stool wives from their residence, etc).

(c) Boahenatuo

(Boahenatuo was one of the Asante chiefs. He was the chief of Asante Mampong. When NtimGyakari was enstooled as a chief at Denkyira he was one of those who came to pay homage to him. Later, due to Ntim's behaviour they became enemies.

He led the Asantes to fight Denkyira. Even though the Asantes defeated the Denkyira's in the war, Bohenatuo died).

This was a preferred question and most of the candidates did well by providing the expected responses. However, few of them exchanged the roles played by Bodu and NtimGyakari.

QUESTION 6

“Ayoo,
Enti εye wo ya, wunim wo dee
Amεpa. W’animguase a wode
Abto ɔman so naεnye wo
Aniwu. Ka wo nko a, anka
Asante ne ɔman, naOtutu
Afrε wo n’akradeε.

(a) Henana ɔkaasaaasemyinahenanna ɔkakyereε no?

(Who made this statement and who was the addressee?)

(c) hefa ne berebenna ɔkaasaaasemyi? (Where was the statement made and on what occasion?)

(c) Kyerkyerensunsuanso a saankitahodiyi de baa ahwεgoru no mu. (Discuss the outcome of the statement made)

This was a context question. It required the candidates to:

(a) state who made a given statements,
(b) when the statement was made, and

(c) the outcome of the statement.

Expected response:

(i) Nana Ntim Gyakari na ɔkaasaaasemyi.

(Nana NtimGyakari made this statement).

(ii) ɔkakyereε ɔhemmea Bensuaa

(He was addressing his mother Queen Bensuaa)

This happened when King Osei Tutu sent two of his sub-chiefs, Boaten and Boahenatu to the Denkyira Chief Nana NtimGyakari to congratulate him for his ascension onto the throne).

This statement brought disgrace and sorrow to the Queen, ɔhemmeaBensua, she embarked on a hunger strike till she became weak and died.

Generally, the candidates who attempted this question were able to provide the required responses as specified in the marking scheme. However, a few could not expatiate on the ‘c’ part of the question.

QUESTION 7

Owu (death)

(a) Kyerewnsentiriwabien a ewo anwensem no mu nakyerekyere emu biara muyiye. (Identify two (2) themes of the poem and explain each of them)

(b) Kyerekyereanwensem no nhyehyee mu yiye (Discuss the structure of the poem)

The candidate was asked to state two themes of the poem and discuss its structure.

(i) Owunyenhwehweanim (Death does not discriminate)

(ii) odasanibiarabewu (Death is inevitable) are the major themes of the poem.

The poem has eight stanzas with each stanza having four lines.

The poet used rhetorical question in each stanza, etc

The responses of majority of the candidates who answered this question was very discouraging. Most of them could not identify the themes let alone explain them. However, most of them were able to answer the “b” part of the question correctly.

QUESTION 8

Enye Ka Nko ne Ohia

(a) Kyerekteretebea a onwemfonwo mu no mu yiye. (Discuss the mood of the poet).

(b) Kyerewkasasuahorowabiesa a ewo anwensem no mu, nakyerekyeresenea onwemfo no de dii dwuma (Identify three literary devices and show how the poet used them to enhance the meaning of the poem).

This poetry question was popular though, the performance of candidates was poor. It required the statement of mood and identification of poetic devices used.

The poet was in a worrying or distressed mood. This is evidenced by the statements below.

Woso ne tiguahome

De ahoyerakeseteem

Tenaasedwen

The poet employed the use of the devices below.

(i) Repetition (ntimu)- “enyekanko ne ohia” .

(The poet used repetition in his work as a form of emphasis).

(ii) Personification (Se-nipa)- Na oyare agu no mpokyer

(iii) Idioms (Kasakoa) -Gyenen’anihwé, -Su gu ne Yam

The identification of the mood was commendable. Candidate rightly stated, ‘repetition’, personification’ idioms as devices used but they could not support them with the desired quotes from the poem.

TWI (ASANTE) 1

1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous years. The questions fell within the scope of the syllabus and were within the reach of the candidates.

Compared with previous years', candidates' performance this year was a bit lower. Fewer candidates scored above 50% out of the total marks.

2. SUMMARY OF CANDIDATES' STRENGTHS

The following were the commendable features observed in candidates' answers:

- 1) Some candidates made a good use of figures of speech like idiomatic expressions and proverbs in their essays. This is good and other candidates should be encouraged to do the same.
- 2) Also, some candidates were able to write the required number of words in the essay.
- 3) The organization of answers by many candidates was good. They wrote every new question on a new page. Their paragraphing was also good and they presented their ideas and answers in an orderly and logical manner.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- 1) The first weakness identified was poor spelling. Most candidates could not spell simple words and this affected their Mechanical Accuracy in both the essay writing and the translation exercise.
- 2) Again, it was observed that some candidates could not read and comprehend the passage, based on the answers they provided.

4. SUGGESTED REMEDIES

- 1) Teachers should conduct more spelling drills and vocabulary building activities to help improve candidates' spelling. Candidates should also be given more essay writing exercises to equip them with the correct spelling and usage of words.
- 2) The teaching of comprehension should be intensified in schools and students should be made to give a summary of every piece they read. This will assist them to read and understand every given passage.

5. DETAILED COMMENTS

SECTION A

COMPOSITION

Question 1

Discuss three ways through which HIV/AIDS is spread, three effects of its spread and suggest two ways by which it could be prevented.

This was the most popular question among the four. A good number of candidates were able to write the required number of words.

Many of the candidates were able to state some of the things that cause HIV/AIDS as having unprotected sex with those who have already contracted the disease kissing an HIV/AIDS patient and using infected blades and needles that have been used by such patients.

The majority of candidates who answered this question were able to state some of the effects as, loss of appetite, growing lean, being shunned by relatives and friends, and finally death. As to the prevention of the disease, the use of condoms, and avoidance of the use of infected sharp instruments like used old blades and syringes were mentioned.

Generally, candidates gave good introductions and conclusions. They also used the informal language as required.

However, out of the 10 marks allotted for mechanical accuracy, almost all of them scored zero.

Question 2

Kyerew ayesem bi a n'awei ne: Na εye anigyesem.

(Write a story that ends: " It was a joyous experience")

This question is a narrative and 4 demanded from the candidate to write a story that ends, ... *It was an joyous experience*. What the candidates were expected to bring out in the story included, the time of the story, the source, the major and minor characters and the events. At the end, the candidate was expected to state the moral lesson he/she learnt from the story.

The candidates who chose this question gave wonderful stories and ended them on interesting notes.

Question 3

Kyerew krataa bi a wobetintim wɔ dawubɔ krataa bi mu a εfa akwan ahorow anan a εnam so ma nnipa ye akorɔmfo weremfo. Kyere akwan ahorow anan a wobetumi de asiw akorɔmfo weremfo dwumadi no ano. (Write an article for publication in a newspaper on four causes of armed robbery and suggest four ways to curb it).

The question demanded the writing of an article to be published in a newspaper on the causes, effects and prevention of armed robbery. Here, the candidate had to provide heading as well as a good introduction, attesting the fact that armed robbery truly exists in the country.

Candidates were expected to outline some of the causes of armed robbery as peer influence, the crave for luxurious things eg cars, magnificent building without necessarily working for them, drug abuse, lapses in the national security system craving to become rich over night etc.

Candidates could also give reasons such as the creation of job opportunities, harsh or severe punishment for culprits, police to be well equipped and well trained to cope with the situation, formation of neighbourhood watch-dog committees and arresting people keeping illegal weapons, placing CCTV cameras at vantage points on highways as remedies to the problem etc.

The question was well answered except that a few candidates failed to write the introductory note. Some candidates also failed to write the heading.

Question 4

Wo ne adesuaf o mowɔ gyinapen biako koo nsrahwe wɔ ɔman yi amantam no biako bi mu. Kyerekyere senea w'ani si fa gyee wɔ saa nsrahwe yi mu.

(Your class made an educational trip to one of the regions in Ghana. Discuss your impression about the trip.)

This was another question which was answered satisfactorily. The candidate was expected to give detailed narration about the trip which included preparations made, the time and day of the trip, experience/encounters on the way eg, towns and villages they passed through, nature of the road, water bodies, vegetation, mountains and valleys etc. Others to be included were experiences/encounters at their destination eg. How they were ushered in, entertainment, visit to places of interest and return.

The candidate was to conclude by expressing his or her impression about the trip either he or she was happy or sad because expectations were not met.

Although majority of the candidates performed quite satisfactorily on this question, a good number of them rendered it in a letter writing mode and therefore provided the features of an informal letter for it.

Section B: Translation

Question 5

Candidates were required to translate a prose passage into Akuapem Twi. The passage was within the level of the candidates but most candidates lacked the skills of translation and hence only ran a commentary on the passage instead of doing a text-based translation.

Some candidates also got meaning of some words in the passage wrong e.g.

- lion *sebɔ** instead of *gyata*
- goat *odwan** instead of *abirekyie/ aponkye*, etc

On the whole the candidates' performance was average.

Section C:**Comprehension****Question 6**

Candidates were expected to answer questions based on a given passage.

The questions were based on stated facts, grammar, inference and summary. The questions on stated facts, inference and summary were adequately answered but those on grammar and meaning were not well answered.

Most candidates did extremely well as they provided accurate responses to the questions. Few candidates used incomplete sentences as answers hence scored low marks. The overall performance of candidates on this question was good.

SECTION D**LANGUAGE STRUCTURE****PHONOLOGY**

Answer one question from this section

Question7

- a. Kyerekyere sedee wɔye hwenemu nnyegyeε. (Explain how nasal sounds are produced)
- b. Twεrε hwenemu nnyygyεε mmienu wɔ Twi kasa mu (State/give two examples of nasal sounds in Twi language)
- c. Twεrε hwenemu nnyegyeε mmienu a εwɔ (b) no dwumadie (show the distribution of the nasal sounds in (b))

A few candidates opted for this question and most of them fumbled with it. Most of them could not explain how nasal sounds are produced as well as their distribution in words.

Candidates should note that nasal sounds are sounds made when the air is completely blocked in the mouth, but the passage through the nose is open so that all the air comes out through the nose. E.g. /m/, /n/, /ñ/, /ŋ/

Candidates should also note that of all the nasal sounds in Asante Twi, only /m/ can occur at a word initial, media and final positions. The rest can occur only at the initial and the medial positions.

Question 8

- a. Kyerskyere Vowel a edidi soɔ yi biara su

- i. /e/ ii. /o/, iii. /i/, iv. /u/

(give the phonetic description of the following vowels - /e/, ii. /ɔ/, iii. /i/, iv. /u/

- a. Twεrε saa nsemfua a edidi soɔ yi wɔ nnyegyeε kwan so (Transcribe the following words i. Afuo
i. Dawuro

- ii. Okuafoo

- iii. Akoko

- c. Twere ttreets ne kurukuruwa a ewo asemfua biara mu. (Write down the unrounded/ spread and rounded vowels in each word).

Candidates did well in answering this questions especially the description of the vowels and the transcription of the words. However, under ‘c’, instead of indicating the unrounded and rounded vowels in each word separately, some of them wrote them together.

PART II

SYNTAX

Answer one question from this section

Question 9

- a. Edeen ne okasa sini? (What is a phrase)?
- b. Twere kasa sini ahodoo mmiensa a ewo twi kasa mu (Write down three types of phrases in the Twi Language)
- c. Kyere kasa sini koro a woasensan aseε wo okasamu yi biara mu. (Indicate the underlined phrases in each of the following sentences).
 - ii. Efie feefeno ben sukuu no
 - iii. obarima a ϕhyε ataadeε tuntum no ne sukuu panin Fofor
 - iv. obaa no nante ntemtem pa ara
 - v. Nnora yesesaa nwoma a na ewo adaka no mu nyinaa
 - vi. Kofi nante eakwansinsi beye du ansa na ɔreduru ho.

Few candidates attempted this question. Most of them could not explain what a phrase is.

Candidates should note that a phrase is a group of words which can be replaced by one word or a group of words belonging to the same or different word-class with one headword. It is worth mentioning that candidates were able to give the types of phrase – noun phrase, verb phrase, adverb phrase and adjectival phrase.

However, most of them failed to identify the type of phrase under ‘C’ especially ii. and iii.

Question10.

- a. Edeen ne okasamu tiawa? (What is a simple sentence)?
- b. Kyere okasamu tiawa dwumadie mmiensa mu wo Twi mu. (Explain three functions of the simple sentence in the Twi language.)
- c. Ma okasamu tiawa dwumadie a ewo ‘b’ no mu biara ho nhwesoo mmienu (Give two examples of each of the functions)

Candidates who attempted this question performed relatively well. They showed mastery in the explanation of a simple sentence – a group of words expressing one idea.

Candidates were able to come out with the functions as well but some of them failed to explain the functions. (Thus, they just indicated it without explaining). It must also be noted that some candidates started the sentences with lower-case letters (small letters) and also wrote the sentences without any punctuations.

TWI (ASANTE) 2

1. GENERAL COMMENTS

This year's paper was generally of a good standard as has been the case over the years. Questions covered a good range of topics and measured up to candidates' level of understanding. Performance wise, the majority of candidates scored above average mark though, slightly below expectation if compared with last year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) In the area of Customs and Institutions, candidates did quite well. Characterization and poetry appreciation under the written literature section also received a good attention.
- (2) Aspects of some context questions were also handled adequately especially as candidates could easily attribute the given quotes from the text to their speakers and addressees.
- (3) Candidates also made a good effort at analyzing the structural content of a poem as the question demanded.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Inability on the part of some candidates to understand the rubrics of questions in order to tackle them head-on was the bane of candidates' orderly presentation and development of ideas.
- (2) Poor language use (e.g. lack of control over the orthography of the language) marred the beauty of the answers provided by most candidates who understood the questions.

4. SUGGESTED REMEDIES

- (1) Classroom teachers must devote time to students, not only in giving them the content but also taking them through how the content can be organized into a good package under examination conditions. This means teaching them the fine details of the demands of questions and how to tackle them.
- (2) Students should be encouraged to read more Twi books to improve upon their orthography.

5. DETAILED COMMENTS

Question 1

- (a) **Dɛn ne Abisae? (What is a riddle?)**
- (b) **Twɛrɛ abisaeɛ num na ma emu biara anoyie a ɛfata. (Write five (5) riddles and give their expected responses)**
- (c) **Kyerkyerɛ abisaeɛ ho mfasoɔ mmienu wɔ Akanman mu mu. (Discuss two (2) functions of a riddle).**

This question was popular. Its main demand was for the candidate to discuss riddles with examples and its functions.

Expected response:

A riddle is generally a question devised so as to require clever or unexpected thinking for its answer.

Abisaeε ye Akanfoo agoru a wodi no mu baako. Eyε ano ne ano agoro a wodi de sɔ wɔn adwene hwe)

Some examples are:

- i. Agya rekɔ no, ɔmaa me akonnwa kesee bi sɛ mentena so. Meboɔ me ho mmɔden biara nanso mantumi antena so. Eyε deen?

Mmuae: Paneε.

- ii. Agya rekɔ no, ogyaa me asraafo mpempem bi a wɔn nyinnaa bɛete/absɔo ye baako. Eyε deen? Mmuae: Praeε.

Riddles are used for entertainment purposes, for enhancing deep thinking, for helping people gain knowledge about their surroundings etc.

The majority of the candidates did well by giving the correct definition of a riddle. Again, they were able to give examples of riddles with their responses correctly. However, a few candidates could not understand the question. Some understood it to mean consulting the oracle while others took it as puzzle “Aborɔme”.

Question 2

- (a) Twere nsuiε mmienu a emu biara bεyε nsensanee du (Write two (2) dirges of not less than 10 lines each).
- (b) Kyerεkyerε nsuiε mmienu a woatwerε wɔ ‘a’no mu biara mu fann (Explain/Discuss the two (2) dirges you have written).
- (c) Kyerε berε beaεε ne senti a Akanfoo de nsuiε di dwuma. (Discuss where when and why the Akans use dirges)

The question asked for two simple dirges, an explanation to the given dirges where a dirge is used and its significance.

A few candidates tackled this questions and unfortunately, expectations were not met. The dirges were written without any explanation.

An example of a dirge is:

Buei, Buei, Buei,
Ade aye me oo!
Obi mmehwε me εε
Ei! Anya adwo,
Yare af[re oo!
Owu adi me awu!
Agya ee, agya ee
Mayε agyanka oo!
{he na memfa?
oboafø wɔ he ni oo?

The above dirge was by a child who lost one of his/her parents. He/she was lamenting on how he/she would be fed in the absence of one of the parent).

A dirge is sung when someone dies. It is used to depict the status of the dead in his/her town, or the community, to show how the person was loved and to attract the pity of onlookers.

Question 3

- (a) **Kyerɛkyerɛ sèdeɛ ɔtwerɛfɔv no hyehyɛɛ ayesɛm no mu nsem nnidisoɔ nnidisoɔ.**
(Discuss the plot of the story)
- (b) **Kyerɛkyerɛ sèdeɛ ɔtwerɛfɔɔ no de kasasu ahodoɔ nan dii dwuma wɔ ayesɛm no mu**
(Identify and discuss four (4) literary devices used in the story.)

This question expected the candidates to systematically give the summary of the major events as they unfolded and relate to one another to give the story a structure in the novel, *Se Ebewie*. The candidate who chose this question proved that they had indeed read the text.

Expected Response:

(The story talks about a man named Kofi Beyeeden who is a native of Pewohoyesu. His wife was Yaa Nwɔtwewaa and they lived at Pewohoyesu. Life became difficult for this couple. In view of this, Kofi Beyeeden took to palm wine tapping. The money he realized from this work, he gave it to a lady for safekeeping.

This lady however could not render proper account to Kofi Beyeeden. Hence his inability pay the money he borrowed from Opanyin Timpen.

Beyeeden had his cocoa farm sold. Life became unbearable for him and his family. He therefore embarked on a journey leaving his wife and the child Ntensene at Pewohoyesu.

When Beyeedens son, Ntensere completed school, he made up his mind to go and search for his father because they were not hearing from him. He set off and faced a lot of difficulties on the way. Some of these difficulties include:

- (i) He met some young men who wanted to use him as a sacrifice for their gods.
- (ii) He was nearly devoured by foxes but was saved by the colanut he had on him.
- (iii) He also met some people who eat human flesh.

Climax: Ntensere's adventure sent him to a place where he met a group of people speaking Akan. He contributed in their discussion and this enabled him to locate where his father was. They took into farming and was lucky to get some gold under one of the palm trees. This fortune made them return to their hometown Pewohoyesu.

Ntensere and the father helped developed Pewohoyesu their hometown with their resources.

Some literary devices used are:

- (i) Kasakoa (Idioms)- Oregye nna awo
- (ii) Ntim (repetition) -nam, nam mmaako, mmaako, etc.

Question 4

- (a) **Kyerɛ deɛ odi akotene pa ara wɔ ayesɛm no mu, na kyerɛkyerɛ dwuma titire ahodoɔ nan a odii wɔ ayesɛm no mu mu.** (Identify the major character in the story and discuss four (4) roles that he played in the story)
- (b) **Kyerɛkyerɛ asentitire a ewɔ ayesɛm no mu no, mu fann.** (Discuss the main theme of the story)

This question required of the candidate, a discussion of the major character and the major these of the novel, *Se Ebewie*.

The major character is Ntensere.

These are four roles that he played in the story:

- a. Ntensere escaped from those who intended to use him as a sacrifice at Kasaa.
- b. Ntensere was able to kill a leopard.
- c. Ntensere was imprisoned at Soko.
- d. Ntensere had a battle with a leopard at Bradan.

One of the main themes of the story is perseverance. This was a popular question. However, it was not well handled by most of the candidates who attempted it. They could not understand the word “dwumadi” to mean role rather they took it to mean “work”. Those who had the understanding could also not explain the roles. They only stated them.

Again, most of them could not identify the theme in the story, let alone discuss it.

Question 5

Kyerɛkyerɛ dwuma a nnipa a wodidi so yi mu biara dii w] ahw[goru no mu, s[nea nhoma no ka no pɛpɛɛpɛ. (Discuss the following characters and show the roles they played in the drama).

- (a) Bodu**
(b) Ntim Gyakari
(c) Boahenatuo

This question was on characterization. Three characters from the drama, Afrakoma were to be discussed briefly.

- a. Bodu

Bodu was denied the occupancy of the Denkyira stool when his uncle Boseanti died. This did not go down well with him so he planned to bring disgrace to the Denkyira state. He succeeded in bringing enmity between Ntim Gyakari and his mother. He again paid to kill Owusu at Adanse and finally he killed his brother, Ntim Gyakari.

b. Ntim Gyakari

(Ntim Gyakari was enstooled as a chief for the people of Denkyira when his uncle, Boseanti died. He showed disrespect towards his elders. As a result, he caused the downfall of the Denkyira Kingdom. For example, he disgraced his mother at the palace. He also sacked the stool wives from their residence, etc).

c. Boahenatuo

(Boahenatuo was one of the Asante chiefs. He was the chief of Asante Mampong. When Ntim Gyakari was enstooled as a chief at Denkyira, he was one of those who came to pay homage to him. Later, due to Ntim's behavior, they became enemies.

He led the Asantes to fight Denkyira. Even though the Asantes defeated the Denkyiras in the war, Bohenatuo died).

This was a preferred question and most of the candidates did well by providing the expected responses. However, few of them exchanged the roles played by Bodu and Ntim Gyakari.

Question 6

“Ayoo,

Enti εye wo ya, wunim wo dee

Amεpa. W’animguase a wode

Abto ḡman so na enyε wo
Aniwu. Ka wo nko a, anka

Asante ne ḡman, na Otutu

Afrε wo n’akradee.

(a) Hwan na ḡkaa saa asem yi na hwan na ḡka kyereε no?

(Who made this statement and who was the addressee?)

(b) Hefa ne bere ben na ḡkaa saa asem yi? (Where was the statement made and on what occasion?)

(c) Kyerεkyere nsunsuansoo a saa nkitahodie yi de baa ahwεgoro no mu. (Discuss the outcome of the statement made)

This was a context question. It demanded of candidates to:

(a) state who made a given statement,

(b) when the statement was made, and

(c) state the outcome of the statement.

Expected response:

(i) Nana Ntim Gyakari na ḡkaa saa asem yi.

(Nana Ntim Gyakari made this statement).

(ii) ḡka kyereε Ohemmea Bensuaa

(He was addressing his mother Queen Bensuaa)

This happened when King Osei Tutu sent two of his sub-chiefs, Boaten and Boahenatuo to the Denkyira Chief Nana Ntim Gyakari to congratulate him for his ascension to the throne).

This statement brought disgrace and sorrow to the Queen, Ohemmea Bensua, who embarked on a hunger strike till she became weak and died.

Generally, the candidates who attempted this question were able to provide the required responses as specified in the marking scheme. However, a few could not expatiate on the ‘c’ part of the question.

Question 7

Owu (death)

- (a) **Twerɛ nsentiriw mmienu a ɛwɔ anwonsɛm no mu na kyerɛkyerɛ emu biara mu yiye.** (Identify two (2) themes of the poem and explain each of them)
- (b) **Kyerɛkyerɛ anwonsɛm no nhyehyɛ mu yiye.** (Discuss the structure of the poem)

The candidate was asked to state two themes of the poem and discuss its structure.

- (i) Owu nyɛ nhwehweanim (Death does not discriminate)
(ii) ɔdasani biara bewu (Death is inevitable) are the major themes of the poem.

The poem has eight stanzas with each stanza has four lines.

The poet used rhetorical question in each stanza, etc

The responses of the majority of the candidates who answered this question performed averagely. They were able to identify the theme and they attempted the structure as well.

Question 8

Enyɛ Ka Nko ne Ohia

- (a) **Kyerɛkyerɛ tebea a ɔnwemfoɔ no wɔ mu no mu yiye.** (Discuss the mood of the poet).
- (b) **Twerɛ kasasu ahodoɔ mmiensa a ɛwɔ anwonsɛm no mu, na kyerɛkyerɛ senea ɔnwemfoɔ no de dii dwuma** (Identify three literary devices and show how the poet used them to enhance the meaning of the poem.)

Expected Response:

The poet was in a worrying or distressed mood. This is evidenced by the statements below.

Woso ne ti gu ahome

De ahoyer ka kese teem

Tena ase dwen

The poet employed the use of the devices below.

- (i) Repetition (ntimu)- “enye ka nko ne ohia”.

(The poet used repetition in his work as a form of emphasis).

- (ii) Personification (Se-nipa) – Naoyare agu no mpokyere

- (iii) Idioms (Kasakoa) – Gyene n’ani hwe -Sugu ne yam

Majority of the candidates attempted this question. Most of the candidates got the mood right but could not explain it. This led to loss of marks.

With regards to the “B” part of the question, most of them could only write the literary devices. They could not write their functions as used in the poem.

