

LANGUAGES

RÉSUMÉ OF LANGUAGES

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The year's paper has met the standard in terms of quality and substance. All the sections put together touched on the important areas of the English Language that are required to bring candidates up to international standards so that their understanding of English and their flexibility in the use of the language will not be in jeopardy. There is no drop in the quality of the questions even though there was no question on debate or speech writing. That does not affect the standard of the paper.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (a) There is improvement in the writing of essays especially friendly letters. The candidates know all the required features and their exact positions in the essays. Almost all of them know that in the subscription it is only the writer's first name that is accepted and not the full name. They also know that a signature is not required in friendly letters.
- (b) The candidates are equally comfortable in the writing of articles to the press. They are at home with the use of all the formalities.
- (c) The formal features of official letters no longer pose a problem to candidates.
- (d) There is equally great improvement in the writing of narrative essays. Candidates are able to talk about the past by using the past tense of verbs consistently.

3. SUMMARY OF CANDIDATES' WEAKNESSES

1. Poor Management of paragraphs in essay writing especially the use of transitional words to show the difference in the paragraphs:
Candidates end up writing boring and redundant paragraphs by using substandard structures such as "Firstly", "Secondly", "Thirdly", "Fourthly" and others such as "To start with", "To move on with", "To go on with", "Last of all", etc. They are also fond of using structures such as "Furthermore", and "Moreover", whether such structures fit in appropriately or not. There is also the influence of social media when candidates use "I was like....." in their essays.

4. SUGGESTED REMEDIES

- (1) In the classrooms, teachers should write sample essays and read to them.
- (2) The teaching of grammar should be intensified.
- (3) Students should be encouraged to do extensive reading in school and at home.

5. DETAILED COMMENTS

1. For Question 1 the candidates only outlined the end-of-year activities without describing them. Outlining alone does not bring out the excitement that is supposed to be there.
2. No candidate attempted Question 2. Teachers need to intensify the teaching of speech writing.
3. Only a few candidates attempted Question 3. The features of articles were adequately done, and the general performance was very good.
4. The candidates were not able to use English formally to address the drastic fall in the quality of social amenities.
5. Question 5 was a narrative essay and the candidates did well. The use of the past tense was adequate but there is still the need to encourage students to read beyond the curriculum in order to acquire flexibility.
6. The Comprehension passage was interesting to read but the candidates did not take time to understand the passage. A lot of them reproduced some portions of the passage which were wrong.

For Question (6j) where the candidates were supposed to give the meaning of the underlined items/words as they are used in the passage. Those who performed poorly were those who gave two meanings to replace one word. In such instances, one meaning is likely to negate the other and that was what brought such candidates down.

7. The Summary passage was on the effects of illegal mining in Mbebe. Candidates are already familiar with “galamsey” in Ghana and their application of that knowledge made them perform poorly in the summary since they added a lot of extraneous ideas.
8. The use of a preamble in the writing of summary answers is a lazy way of tackling the summary. It requires a great skill to marry the preamble to the individual items adequately and so the candidates who used preambles did not meet the standard.
Students need to be taught the appropriate skills of summary writing. Going forward, students must read beyond the curriculum to become versatile in the use of English.