

GOVERNMENT 2

1. STANDARD OF THE PAPER

The standard of this year's paper compared favourably with that of the previous years. The paper conformed to the requirements of the WASSCE syllabus and the questions were clear, unambiguous and specific in its demand.

The performance of candidates improved compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates demonstrated adequate knowledge of the subject matter in the presentation of their work.
- (2) Some candidates were very orderly in their presentation as well as legible in their hand writing which made it easy in the marking of their scripts.
- (3) An appreciable number of candidates adhered to the rubrics.
- (4) There was an improvement in the language of many of the candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates presented their answers with irrelevant preambles to the questions.
- (2) Many of the candidates resorted to mere mentioning of points.
- (3) Many candidates fumbled with the explanation of key concepts fundamental to the subject.
- (4) Many candidates did not support their essays with relevant facts.
- (5) There was lack of knowledge of the subject matter leading to deviation of questions attempted.

4. SUGGESTED REMEDIES

- (1) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.
- (2) Candidates should be taught how to identify the key demands of questions and how to answer them.
- (3) Teachers of the subject should help students attain practical understanding of concepts so that they can handle well the exposition aspects of the questions.
- (4) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.
- (5) Candidates should cultivate the habit of reading to improve their vocabulary and build their spelling power.
- (6) Teachers of the subject should do well to give all topics in the syllabus equal attention as well as teach all topics with equal zeal and make the subject interesting to gain the attention and interest of the candidates.

- (7) To touch on all topics in the syllabus, teachers should do well to give some topics out as project work to candidates thereby making them active participants in the quest for search of knowledge and get them to understand the topics they researched on.
- (8) Teachers should do well to whip up the interest of candidates in the section (A) part of Government paper 2, i.e “ELEMENTS OF GOVERNMENT” as the performance of candidates keep falling.

5. **DETAILED COMMENTS**

SECTION A ELEMENTS OF GOVERNMENT

QUESTION 1

- (a) What is political socialization?**
- (b) Identify *four* features of a Nation.**

Many candidates answered this question. The definition was fairly answered. However, many of the candidates explained it in sociological terms i.e., the transmission of societal norms from generation to generation. The right definition to quote is, ‘The process through which an individual acquires a set of political attitudes, values, beliefs and form opinions about political systems and practices.’

Many candidates did very well in the second leg of the question. They were able to identify the important features of a nation and most of them came out with very good exposition. It was also observed that many of the candidates confused ‘Nation’ with a ‘State’ like population, compulsory membership sovereignty, international recognition, etc.

The overall performance of candidates who attempted this question was good.

QUESTION 2

Highlight *five* features of Federalism.

The question was answered by few candidates. The few who did answer the question used points on advantages of federalism instead of the key word ‘*features*’ and clearly deviating from the question. Because of their lack of understanding of the question, they performed poorly.

QUESTION 3

(a) What is a Public Corporation?

This was a popular question attempted by many candidates. A good number of candidates were able to explain Public Corporation well with all the key words. It was observed that some of the candidates left out a key component in their definition i.e. ‘they provide essential services at reduced cost’ which was a major requirement.

(b) Identify four ways in which Public Corporations are controlled.

The second leg of the question was satisfactorily answered by many of the candidates. However, a few others merely listed points and others confused Control of the Public Corporation with its importance.

The overall performance of candidates was very good.

QUESTION 4.

Outline *five* ways in which public opinion is measured.

This was a popular question attempted by many of the candidates and it was one of the well answered questions. They understood the question well and to a great extent answered it satisfactorily.

The overall performance of the candidates was very good.

QUESTION 5

Explain five means of safeguarding rights of citizens.

This was a popular question attempted by many candidates with an equally good performance. However, a few of the candidates misunderstood the question and therefore wrote on “types of rights”. Again, some of them could not explain satisfactorily good points raised.

Overall performance of candidates was very good.

SECTION B

POLITICAL AND DEMOCRATIC DEVELOPMENTS IN WEST AFRICA AND INTERNATIONAL RELATIONS.

QUESTION 6

Identify *five* differences between the Crown colony and the Protectorate

This question was the least and poorly answered. Many of the candidates could not do any meaningful distinction between the Crown Colony and the Protectorates.

The answers provided by the candidates revealed that either the teachers did not teach this part of the syllabus or the candidates did not study the topic well.

The overall performance of the candidates was poor.

QUESTION 7

Highlight *five* sources of finance of political parties in Ghana.

This was another popular question and it was satisfactorily answered by the candidates. Candidates demonstrated evidence of good knowledge of the subject matter through the quality of their exposition.

The overall performance of the candidates was excellent.

QUESTION 8

Outline *five* features of the 1979 Third Republican Constitution of Ghana.

This was not a popular question but the few candidates who attempted did well by raising and explaining adequately some of the peculiar features of the constitution well. The few number of candidates who attempted the question could be as a result of teachers ignoring that aspect of the syllabus or candidates see it as abstract and boring. There is the need for teachers to devise a unique way of teaching constitutional developments in Ghana to make it lively and interesting to study by the candidates.

The overall performance of the candidates was good.

QUESTION 9

Highlight *five* achievements of the Aborigines' Rights Protection Society (ARPS).

This was one of the well answered questions and it was attempted by a good number of candidates. Almost all of them understood the demands of the question and appropriately delivered on it. It was however observed that some of the candidates misunderstood achievements to mean “aims” of the society thereby deviating from the question.

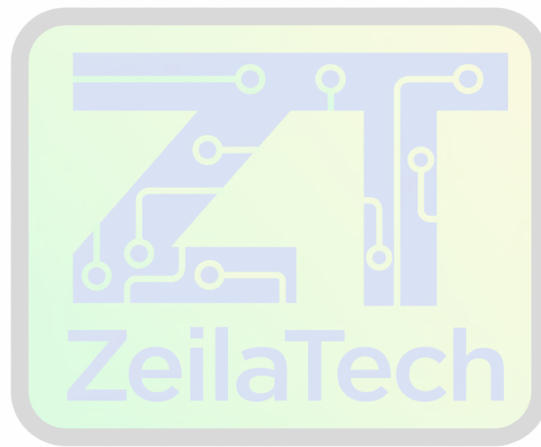
The overall performs of the candidates was very good.

QUESTION 10

Identify five challenges faced by the United Nations Organization (UNO).

This was a popular question attracting most of the candidates with equally good performs delivered by them. They were able to outline and explain the challenges in detail. In some instances, however, wrong explanations were given to the points raised, example, non-payment of taxes instead of non-payment of dues etc. while few others raised points with no explanations attached.

Overall performance of candidates was good.



Smart Learning Tools

HISTORY 2

1. GENERAL COMMENTS

The standard of this year's paper compares favourably with that of the previous year. Questions were within the syllabus, unambiguous, clear and specific in their demands.

The performance of candidates improved compared to that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few good candidates showed in-depth knowledge of the subject matter evidenced in the presentation of their work.
- (2) There is much improvement in the clarity of thoughts and arrangements of facts and explanation of points raised.
- (3) There is much improvement in the hand writing of candidates and spelling of key words.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates did not understand the demands of the questions which led to them deviating in their presentation.
- (2) It is important to note that some candidates continue to answer more questions than required and also select questions from other member countries which they felt could easily be answered thereby disregarding the rubrics.
- (3) Raising of good points without explanation was a major concern in candidates' work.
- (4) Candidates spent a lot of time and emphasis on one question to the neglect of the others.

4. SUGGESTED REMEDIES

- (1) Approved textbook: Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Candidates should be encouraged to follow the rubrics that govern the paper.
- (3) Teachers should come up with a teaching method that will make the teaching and learning of this subject interesting and meaningful to the candidates.
- (4) Candidates should read a lot of books on the subject to improve on their vocabulary.
- (5) Teachers are encouraged to make the teaching of the subject lively in order to arouse the interest of the students.
- (6) Teachers are also admonished to adopt the project work approach to whip up the interest of students in researching on topics to present in class thereby increasing their knowledge base on the subject.
- (7) Candidates are also admonished to read the recommended textbooks and literature to get the right information related to the subject. There is the need to admonish students to read more to improve on their vocabulary.

5. DETAILED COMMENTS

SECTION A: LANDMARKS OF AFRICAN HISTORY UP TO 1800

QUESTION 1

(a) Name the three core groups of people which founded the following Western Sudanese states:

- (i) Ghana;**
- (ii) Mali;**
- (iii) Songhai;**

(b) Highlight any four features of the Western Sudanese political system.

This was a popular question which was generally answered well in both legs of the question. Excellent candidates were able to highlight the features so well and their exposition point to the fact that they read thoroughly on the topic and delivered well on it. The overall performance of the candidates was very good.

QUESTION 2

(a) List any three non-documentary sources of history.

(b) Identify any four reasons for the use of written documents as sources of history.

This was a popular question well answered in both legs of the question. Candidates were able to list correctly non-documentary sources of history and went on to identify correctly the reasons for the use of written documents as sources of history. Candidates must be commended for exhibiting in-depth knowledge of the subject matter.

QUESTION 3

Identify any five achievements of Pharaoh Menes Narmer in Egypt.

This question was not popular and the few candidates who attempted performed poorly. The candidates could not identify Pharaoh Menes' achievements, instead they wrote on the general achievements of the Pharaohnic era, i.e. invention of the shaduff, high level engineering, ship building construction of pyramids etc. The question required candidates to write on the following:

- (i) Pharaoh Menes/Narmer brought Lower Egypt and Upper Egypt together around 3100BC.**
- (ii) He inaugurated the first dynasty of a united Egypt by conquering and annexing the Delta.**
- (iii) He constructed canals to promote agriculture.**

- (iv) He decentralized the system of administration by creating a provincial government to enable him to govern his large kingdom.
- (v) He established the seat of government in the capital city Memphis etc.

Candidates are admonished to treat all topics with equal zeal and seriousness. The overall performance of candidates was poor.

SECTION B

GHANA AND THE WIDER WORLD EARLIEST TIMES TO AD 1900

QUESTION 4

In what five ways was salt important to the people of Ghana in pre-colonial times.

This was a very popular question attempted by many candidates with an equally good performance by them. Candidates did well by explaining in detail the economic, social, religious, medicinal and agricultural benefits of salt to the people of Ghana in pre-colonial times.

The overall performance of candidates was very good.

QUESTION 5

Highlight any five features of indigenous medical practices in Ghana before the advent of modern medical practices.

This was another popular question attempted by many candidates, but their performance was very poor. The question was clear on its demand i.e., “features”. Candidates instead of writing on the features of indigenous medical practices they wrote on how diseases were cured before the advent of modern medical practices.

Candidates were expected to write on the following:

- (i) Herbal medicine was central to the treatment of illness and diseases.
- (ii) Spiritual and psychological means were used in the healing process.
- (iii) Contagious diseases were treated outside at the outskirts of towns and villages.
- (iv) Midwifery was done by elderly women in the society etc.

The overall performance of candidates was poor.

QUESTION 6

- (a) **List any three Akan groups.**
- (b) **Outline any four features of the Akans.**

This question was attempted by many candidates. However, their performance was poor. Candidates poorly answered the question especially the 'b' section where candidates were writing about the social structure of the Akan group instead of her features.

Candidates were expected to write on the following features:

- (i) The Akan spoke Twi and Fanti as their language with some variations.
- (ii) The Akan society was generally matrilineal.
- (iii) There were seven main matrilineal clans.
- (iv) The Akan people were polytheistic.
- (v) Members of clans saw themselves as brothers and sisters and thus forbidden to marry etc.

The overall performance of the candidates was poor.

QUESTION 7

Identify any five socio-economic problems Ghana faced between 1957 and 1991

This was not a popular question but the few candidates who attempted did very well. Candidates raised appropriate points and provided good explanation with relevant examples to compliment their exposition.

The overall performance of the candidates was very good.

QUESTION 8

Outline any five methods used by the nationalists to achieve independence for Ghana.

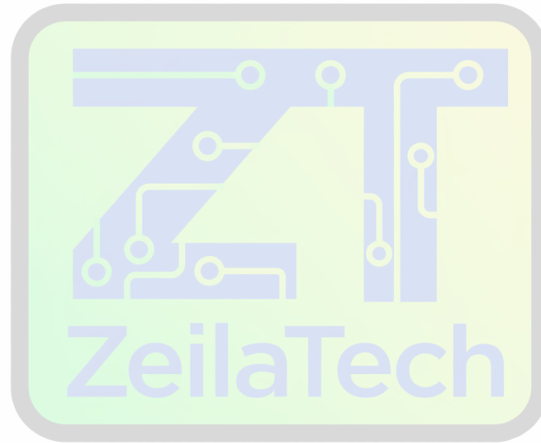
Few candidates attempted this question. Their performance was very good as they satisfied the demand of the question with in-depth knowledge of the subject matter.

The overall performance of the candidates was very good.

QUESTION 9

Identify any five problems of the Organization of African Unity/African Union (OAU/AU).

This was a very popular question which was not answered too well by many candidates who attempted it. The usual problem of candidates raising points but not able to explain came up again. Candidates could not organize their thoughts well and their facts were disjointed and incoherent. Candidates' knowledge of the topic is observed weak.



Smart Learning Tools

ISLAMIC STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper was comparable to that of last year.

2. PERFORMANCE OF CANDIDATES'

The performance was better than the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates were able to provide the completion of the first chapter of the Noble Qur'an and were able to provide commentary of the chapter as well as the translation.
- (2) Candidates were able to define *Tayammum* and how it is performed.
- (3) The definition for *Shari'ah* was excellently provided.
- (4) Most candidates followed the instructions of the paper and provided a good presentation.
- (5) Candidates were able to enumerate the six authentic works on Hadith.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates were unable to discuss the marital life of the Prophet and did not know what *Aamul-fil* was.
- (2) Some candidates answered any four (4) questions forgetting that question one (1) was compulsory which meant that candidates were required to answer question one (1) and any other three (3) questions.
- (3) Some candidates answered five (5) questions when they were to answer four (4) questions
- (4) Few candidates failed to follow the rubrics of the paper.
- (5) There were also cases of total deviation of candidates' answers to some of the questions. For instance, question three (3), instead of writing on the marital life of the prophet, some candidates wrote on the biography of the prophet. Another case of weakness was question five (5) where some candidates wrote on wudu (ablution) instead of *Tayammum*.
- (6) Most of the candidates could not complete the suratun-Nasq (Q.114) translation from the third verse.

5. SUGGESTED REMEDIES

- (1) Teachers should identify topics that are challenging to the candidates, so that they can emphasize on them during teaching hours, eg the marital life of the Prophet, *Tayammun*, *Shari'ah* and the six authentic collections of hadith.
- (2) It is in the interest of candidates to read all the instructions of the paper thoroughly and then answer the questions accordingly.

(3) Candidates must understand the questions before attempting to answer them. This is to avoid unnecessary cancellations and complete deviation.

6. DETAILED COMMENTS

QUESTION 1

Highlight six benefits of Sunnah to the Muslim Ummah.

Performance was very good although with some challenges. Some candidates defined Sunnah as the conversation between Allah and Prophet Muhammad.

There were candidates who discussed Sunnah as the Day of Judgement, Muslim brotherhood, Unity among Muslims among others. There were cases where some candidates wrote on the articles of faith in Sunni Islam. (Tawhid, Nubuwwahmalak, Kutub, Qadr and Yawmul-Qiyammah).

Some candidates highlighted on Hadith nine (9) of an-Nawawi's collection which partly reads.

“It was only their excessive questioning and their disagreement with their prophets that those who were before you destroyed”. Other candidates devoted all their energy on Sunnah from the Islamic jurisprudential point of view, thus recommended acts of Ibadah (Worship- Nawafil, Tatawuwu, Sadaqah and Umrah).

Candidates were required to discuss Sunnah as a source of the Shari'ah (Islamic Law). Sunnah is the second primary source of the Shari'ah. It has intimate relationship with the Qur'an. The prophet demonstrated practically the intent and purposes of the Qur'anic statement especially the Islamic modes of worship. The best explanation of the Qur'an is the Sunnah.

QUESTION 2

Bismillahi- Rahmanir- Rahim. “Qul ‘a’udhubirrabin- NasMalikin- Nas....”

(a) Complete the above Surah.

(b) Comment on the significance of the Surah.

This was a popular question and performance was good. The question is divided into two parts, completion of the Surah one and the commentary of the surah. However, there were some challenges with regards to the commentary.

Some candidates after the completion of the Surah translated it as was required. Other candidates commented on surah al-Ikhlās(Q112). There were others who commented on surah al-fatihah (Q chapter 1). However, candidates who followed the demands of the question did very well.

Candidates were required to complete the Surah and explain issues raised in the chapter. The main issues raised include; there is evil, and mankind is required to overcome evil. The best way to overcome evil is to seek protection from Allah. Evil emanates from humankind and Jin. Evil spirits become powerless if man and Jin depend on Allah constantly in their affairs.

QUESTION 3.

Discuss the marital life of the prophet [S.A.W].

Majority of the candidates attempted this question; however, performance was not all that good. There were candidates who deviated completely.

Some candidates wrote on Aamul- Fil, the year the prophet was born. Others spent their time on the biography of the prophet. Some discussed the first revelation and the role Khadijah played. There were others who dwelt on the ethical and moral life of the Prophet before his call. Some inaccurate statements were made, some of which are: (1) Muhammad (S.A.W) had his call at age 25. (2) Ali gave his daughter Aisha to Muhammed (S.A.W) to marry. (3) Muhammad (S.A.W) was twelve (12) years old when his uncle Abu Talib died. (4) The Prophet did not have a child with Khadijah. (5) He married Aminah who had many children with him. (6) Ummus-Salmah was one of the daughters of the Prophet.

Candidates were required to highlight on the marriage(s) of the Prophet and how he related with his wives.

Candidates were supposed to highlight the following;

- (i) The women he married.
- (ii) His relations with them.
- (iii) His children and his relationship with them.
- (iv) His role in the domestic activities at home.
- (v) How he spent his time at home among others.

QUESTION 4

(a) Enumerate the six authentic collections of hadith.

(b) Describe the best of them.

Performance was average, however, either some candidates who answered the questions did not understand them or did not just have the right information on the issues. The question was in two parts; (a) enumerate the six authentic collections of Hadith and (b) describe the best of them. In response some candidates enumerated the six (6) authentic collections as.

(1) Isnad, Matrn, Rawi, Hasan and Sa'y. (2) Daif, Mawdu and Hasan. (3) Qudsi, Sahih, Hasan Daif and Mawdu.

There were also candidates who wrote on the compilers instead of their collections. Some candidates wrote on the memorization of the Qur'an and Hadith (Sihhahus-Sitta)

The six sound collections of Ahadith in Islam (Sunni) are the Sahih of Imam Bukhari, Sahih of Imam Muslim, Jami'e of Imam at-Tirmidhi, Sunan of Abu dawud, Sunan of Ibn Majah and the Sunan of an-Nasa'i.

The best of all these collections is that of Imam Bukhari (Sahih Bukhari). Imam Bukhari was the pioneer, the most critical and meticulous, he had sharp retentive memory, the most respected among the compilers, he memorized many the the hadith he collected, spent about sixteen (16) years in compilation of the Sahih, visited a great number of Islamic centres of learning at the time among others.

QUESTION 5

(a) What is Tayammum?

(b) Describe how it is performed.

Candidates' performance was excellent, however, there were some challenges. Some candidates were confused what the performance of Tayamimum and Wudu (Ablution). Some candidates indicated that tayammum is the five (5) pillars of Islam (Shahadah, Salat, Zakat, Sawm and Hajj). There were candidates who wrote on how wudu is performed. Some candidates wrote on the performance of the Tawaf and the kissing of the black stone.

However, the following points were the expected answers from the candidates: Tayammum is the Islamic act of dry ritual purification using a purified sand or dust, which may be performed in place of ritual washing (ablution) if no clean water is readily available or if water becomes harmful to the human body. Tayammum is resorted to when you are far

away from the source of water or there is danger to the source of water among others. Tayammum is mostly performed by traders and travellers.

Tayammum is performed by putting one's palm on sand raising the hands and rubbing the face from the forehead to the chin. You again place your palm on the sand, raise them and rub the right and left hand from elbow to finger tips. Finally, you then declare the Kalimatush-Shahadah.

QUESTION 6

- (a) What is Shari'ah?**
- (b) List the four sources of Shari'ah.**
- (c) Explain the two primary sources of Shari'ah.**

Generally, candidates' performance on the question was good. The question is divided into three (3) segments, thus (a, b, c) - (a) definition of Shari'ah (b) Sources of Shari'ah and finally (c) explain the primary source of the Shari'ah. The definition of Shari'ah was quite good.

Listing the sources of Shari'ah was a problem. Some Candidates claim the sources of shari'ah was; 1. at-Tawrah, Injil and Zabur 2. Isnad, matn, jam'i and riwayat among others. Some candidates explained ijma and Qiyas as primary source of the shari'ah.

Some candidates explained the Sunnah as it operates in Islamic jurisprudence (fiqh) rather than Sunnah as a source of the Shari'ah.

However, there are two (2) primary sources of the Shar'ah-The Qur'an and the Sunnah and two (2) secondary sources of the Shari'ah- the Ijma and the Qiyas.

Candidates were required to explain two primary sources of the shar'ah- the Qur'an and the Sunnah, while the Qur'an is absolutely the word of Allah revealed to Prophet Muhammed (S.A.W), the Sunnah is the personal contribution of prophet Muhammed (S.A.W) to the development of the shari'ah.