

THE WEST AFRICAN EXAMINATIONS COUNCIL
ACCRA, GHANA

WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE)
FOR SCHOOL CANDIDATES, 2016

GENERAL RESUME OF THE CHIEF EXAMINERS' REPORTS FOR GHANA

1. STANDARD OF THE PAPERS

All the Chief Examiners reported that the standard of the papers compared favourably with that of previous years. They noted that all the questions were within the scope of the syllabuses and very clear for candidates' understanding. They were not ambiguous.

2. PERFORMANCE OF CANDIDATES

According to the Chief examiners, the performance of the candidates varied. The performance of candidates for Integrated Science 2 and 3, Biology 2, Financial accounting 2, French 2 & 3 for example was reported to have greatly improved while the performance of Mathematics (Core) 2 and Mathematics (Elective) 2 was described as 'encouraging'.

The Chief Examiners for General Agriculture 2, Animal Husbandry 2, Business Management 2, Economics 2, Music 3A and 3B, Graphic Design 2 and Leatherwork 2 as well as Clothing & Textiles, observed relatively poorer output of candidates this year.

Most of the Chief Examiners however, reported an average performance which did not depart from that of previous years. Examples of subjects in this category include Chemistry 2, Forestry 3, Technical Drawing 2 & 3, Electronics 2, Woodwork 3 and Clerical Office Duties 2.

The candidates of Literature-in-English 2, were reported to have surprisingly expressed their responses in good English.

3. A SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners of the various subjects identified the following as commendable features of most of the candidates for the examination

(1) Knowledge of Subject Matter

The Chief Examiners of Christian Religious Studies 2, Islamic Religious Studies 2, Geography 3, Principles of Cost Accounting 2, Business Management 2, Metalwork 3 and Information and Communication Technology (ICT) 3 for instance have observed appreciable improvement in this aspect of the examination.

(2) Orderly Presentation of Material

According to the Chief Examiners of Physics 2 & 3, Chemistry 2 & 3, Government 2 and integrated Science 2 & 3, some of the candidates presented their answers very orderly which made the marking quite easy.

(3) Respect for rubrics.

The Chief Examiners for Picture Making and Social Studies among others observed that the candidates respected the rules of the examination. Most of the candidates selected questions from the appropriate sections and also attempted the correct number of questions.

(4) Improvement in the use of the English Language.

A number of the Chief Examiners reported that some of the candidates of Foods & Nutrition, Geography 3, History 2 and Literature-in-English 2 & 3 presented their answers in free flowing and easy-to-understand language.

(5) Legible Handwriting

The Clothing and Textile 2, Food & Nutrition 2, History 2 and Management-in-Living 2 Chief Examiners reported that most of the candidates' works could be read with little difficulty. They were presented in good readable handwriting.

(6) Use of Good Terminologies

Besides the above, the Chief Examiners for Textiles 2, Sculpture 2 and Picture Making 2 reported that some candidates used subject terminologies very appropriately.

(7) The Chief Examiner for Mathematics (Core) 2 and Mathematics (Elective) 2 enumerated the strengths of some candidates as the ability to

- (a) convert mixed numbers to improper fractions;
- (b) find the values for which a rational function is not defined;
- (c) solve equations involving binary operations and direct variations;
- (d) find unknown variables in a given date;
- (e) rationalize a surd expression leaving the answers in the form $p + q\sqrt{r}$;
- (f) construct cumulative frequency table and draw cumulative curve therefrom;
- (g) differentiate from first principles.

4. CANDIDATES WEAKNESSES

The Chief Examiners reported the following as the main weakness of some of the candidates.

- (1) Poor use of language was observed in Social Studies 2, French 2 and Business Management 2.
- (2) Disregard for rubrics (Government 2, History 2 and Chemistry 2 & 3).
- (3) Poor sketching of diagram and maps (Geography 2 & 3, Economics 2 and Building Construction 2 & 3).
- (4) Deviations and introduction of irrelevant points (Financial Accounting 2, Cost Accounting 2, Economics 2).
- (5) Poor knowledge of chord progression and cadences (Music 3A) and inability to notate rhythms in compound duple time (Music 3B).
- (6) Poor handwriting (English Language, Dagaare, Ewe, Physics 2).
- (7) Signs of poor preparation and readiness for the examination (Integrated Science 2, Physics 2 & Chemistry 2 & 3).

5. SUGGESTED REMEDIES

In order to assist the candidates to overcome the weaknesses identified, the Chief Examiners here recommended the measures below for adoption.

- (1) The candidates should be encouraged to devote much time to read literature and novels to enrich their language and communication abilities.
- (2) Tutors and other persons who prepare candidates for examinations are enjoined to urge their candidates always read and stick to rubrics of papers during examinations.
- (3) The Chief Examiners also suggested that candidates should practise sketching diagrams, graphs and maps as they prepare to write examinations.
- (4) The Chief Examiners also strongly advised the candidates to ensure that they read and understand questions before attempting to answer them. By so doing, they would avoid deviating from the demand of the questions.
- (5) The candidates have also been advised to ensure that they prepare adequately for all examinations to prevent writing shallow responses to questions.
- (6) On the issue of poor handwriting, the Chief Examiners recommended that teacher should insist on their students writing legibly throughout the school period.