

**MAY/JUNE 2013 WEST AFRICAN SENIOR SCHOOL CERTIFICATE**  
**EXAMINATION**  
**GENERAL RESUME OF CHIEF EXAMINERS' REPORTS**

**1. STANDARD OF THE PAPERS**

There was unanimity among all the Chief Examiners about their comments on the standard of the papers that it was similar and comparable to that of the previous years.

**2. CANDIDATES' PERFORMANCE**

Performance of candidates, however, varied from one paper to the other, cutting across all the assessment ratings and ranging from 'excellent', in a few instances to 'woeful', in others. While, for example, the performance in Dangme 2, Eje 1, Geography 2, History 2 and Social Studies 2 was said to be 'commendable', it was reported to be 'average' in Akuapem Twi 2, General Agriculture 2, Forestry 1 and 2, Kasem 2, Eje 2, Principles of Cost Accounting 2, Mathematics (Core) 2 and Graphic Design 2. In Ga 2, Financial Accounting 2, Crop Husbandry and Horticulture 2, Integrated Science 1, Business Management 2, Sculpture 2, Economics 2 and Government 2 performance was said to have fallen 'below that of previous years'.

The Chief Examiner for Literature-in-English 2 described the performance as 'below expectation' while in English Language 1, it was 'not good enough'.

For the generality of subjects taken this year performance, reportedly, witnessed a downward trend compared to that of previous years.

**3. A SUMMARY OF CANDIDATES' STRENGTHS**

With the exception of Business Management 2 that did not recognize any commendable feature in candidates' output, the following positive qualities were noted:

**(1) Good Organization and Presentation Skills**

It was reported that some candidates had demonstrated ability to present their answers in a well-planned manner. This was exemplified in papers such as Ga 2, Eje 2, Principles of Cost Accounting 2, History 2 and CRS 2.

(2) **Adherence to Rubrics**

Candidates were applauded for answering the required number of questions chosen from the various sections as instructed, as typified in Literature-in-English 3, Eje 1, Financial Accounting 2, Islamic Studies 2, CRS 2, Geography 2, Integrated Science 1, Animal Husbandry 2 and Management-in-Living 2.

(3) **In-depth Knowledge of Subject-Matter**

There was demonstrable evidence of mastery of subject-matter as reported in Kasem 2, Ga 2, French 1, Social Studies 2, Geography 1B, General Agriculture 1 Integrated Science 1, Visual Art 3, Jewellery 2 and Textiles 2.

(4) **Knowledge of the Formal Features in Essay Writing**

Candidates were commended for showing appreciable knowledge of the formal features of the various types of essay. Examples of these were noted in English Language 1, Fante 2, Dagaare 1 and Nzema 1.

(5) **Demonstrating Good Practical Skills**

Chief Examiners for some of the practical-oriented subjects lauded the efforts of candidates in the selection of the appropriate tools and circuit-diagram principles. These were noted in Auto Mechanics, Electronics and Applied Electricity.

(6) **Knowledge of Key Mathematical Principles**

Candidates for Mathematics (Core) 2 were praised for their ability to simplify fractions following the order of operations, i.e. BODMAS, complete tables of values and simplify surds. In Elective Mathematics 2, they were able to write down binomial expressions, solve quadratic equations, differentiate implicit fractions and draw scatter diagrams.

4. **A SUMMARY OF CANDIDATES' WEAKNESSES**

Despite the commendable features, all the Chief Examiners identified certain weaknesses that accounted for the poor performance of candidates in those papers. These have been summed up follows:

(1) **Poor Orthography and Inappropriate Use of Language**

Most candidates were found wanting as far as the correct spelling of words and the syntactic rules governing language usage were concerned.

These were noted in Literature-in-English 3, Geography 2, Government 2, History 2, Social Studies 2, Eje 1, Akuapem Twi 1, Fante 1 and English Language 1.

Again, poor usage of English to explain scientific and Accounting terminology was underlined in Chemistry 2, Forestry 1, General Agriculture 2, Biology 1 & 2 and Financial Accounting 2.

(2) **Lack of Answering Skills and Understanding of Questions**

Some questions were said to have been misunderstood by some candidates.

Answers given, therefore, had little or nothing to do with the questions posed.

Examples were cited in Eje 2, French 1, Business Management 2, Integrated Science 2, Physics 2, Biology 1, Fisheries 1, CRS 2 and Economics 2.

(3) **Poor Preparation**

The scrappy nature of answers provided by some candidates in English Language 1, French 1, Principles of Cost Accounting 1 and Financial Accounting 2 pointed to ill-preparedness on the part of those candidates, according to the Chief Examiners.

(4) **Poor Plotting of Graphs**

This was cited as the bane of a significant number of candidates in Fisheries 1, Physics 1, Integrated Science 2 and Cost Accounting 2.

(5) **Lack of Knowledge of Certain Mathematical Principles**

Candidates in Mathematics (Core) 2 were unable to solve business-related mathematical problems, apply the laws of logarithm properly and solve problems involving logical reasoning. In Elective Mathematics 2, they could not solve irrational equations, factorize cubic expressions and find position vectors of points dividing the segments.

(6) **Non-Adherence to Conventions in Writing Scientific Names**

Chief Examiners for Animal Husbandry 1, Biology 1, Crop Husbandry and Horticulture 1 and Integrated Science 1 reported that many candidates failed to observe the conventions in writing scientific names.

(7) **Illegible Handwriting**

Poor handwriting, said to have made scoring difficult in some instances, was reported in Crop Husbandry and Horticulture 1, Gonja 1 and English Language 1.

5. **SUGGESTED REMEDIES**

To address the weaknesses identified, the following remedial measures were proposed.

- (1) Intensive and extensive reading of good material to improve language use.
- (2) In-depth study and appreciation of set texts instead of over-reliance on pamphlets.
- (3) Deliberate effort by teachers and students to cover all aspects of entire syllabus.
- (4) Need for careful reading and understanding of questions before attempting them.
- (5) Emphasis on class exercises and spelling drills.
- (6) Formation and encouragement of subject associations that will periodically move out of the classroom to industry for a more practical approach towards learning, especially for the practical-oriented subjects.