

# **GENERAL RESUME OF THE CHIEF EXAMINERS' REPORTS ON THE JUNE 2015 BASIC EDUCATION CERTIFICATE EXAMINATION**

## **1. STANDARD OF THE PAPERS**

All the Chief Examiners reported that the standard of the papers was comparable to that of the previous years and the questions covered topics within the syllabuses.

## **2. PERFORMANCE OF CANDIDATES**

The Chief Examiners' assessment of the performance of candidates varied from paper to paper as illustrated below.

- There was improvement in the performance of candidates over that of the previous years in Dagbani, Dangme, Ewe, Nzema showed performance above average.
- There was general improvement in the performance of the candidates in Religious and Moral Education.
- Performance in Social Studies was good. Candidates' performance was quite better compared with the previous years'.
- There was marginal improvement of performance of candidates in Information and Communication Technology, BDT Home Economics and BDT Visual Arts.
- The performance in English Language was poorer than expected, majority of Candidates fell below average.
- Performance in French though satisfactory, did not measure up to that of last year's.
- Performance in Dagaare, Fante and Kasem generally fell below average.

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

The Chief Examiners highlighted some commendable aspects of candidates' work such as:

### **(1) Adherence To Rubrics**

The Chief Examiners for English Language 2, Twi (Akuapem) 2, Religious and Moral Education 2, Social Studies 2, BDT Pre-Technical Skills 2, BDT Home Economics and BDT Visual Art commended candidates for adhering to the rubrics of the paper.

(2) Provision of Precise Answers to Questions

The Chief Examiners for English Language 2, Dangme 2, Nzema 2, Twi (Akuapem) 2, Twi (Asante) 2, Social Studies 2, Information and Communication Technology 2, BDT, Pre-Technical Skills 2, BDT Home Economics and BDT Visual Art found appreciable precision in answers provided by some candidates.

(3) Exhibition of Skills in Drawing

The Chief Examiner for Mathematics 2 indicated candidates ability to draw venn diagram and labelling the sets involved.

In Integrated Science majority of the candidates drew their diagrams using pencil, the diagrams were large enough and labels provided.

Good draughtsmanship was showed by most candidates in BDT Pre-Technical Skills 2, whilst candidates exhibited good draw skills in BDT Visual Art.

**4. SUMMARY OF CANDIDATES' WEAKNESSES**

The weaknesses of candidates identified by the Chief Examiners included the following:

(1) Poor Grasp of Language

The reports identified the poor linguistic competence of candidates as noted in the following aspects of their language use:

(i) Lack of Vocabulary

The Chief Examiners stated that the candidates lacked both general vocabulary and registers. In French, some used English Language instead of French to answer the questions. Inability to understand and use technical jargons in BDT Pre-Technical Skills 2 and BDT Visual Art.

(ii) Poor Grammar and Construction

The Chief Examiners expressed concern about ungrammatical and poorly constructed sentences by many candidates in English Language 2, Gonja, Religious and Moral Education 2, Social Studies 2 and Information and Communication Technology 2.

(iii) Wrong Spelling

In Dagaare 2, Dagbani 2, Kasem 2, Nzema 2, Twi (Akuapem) 2, Twi (Asante) 2, Religious and Moral Education 2, Integrated Science 2, Information and Communication Technology 2, BDT Home Economics 2 and BDT Visual Art 2

(2) Lack of Skills

The Examiner for Pre-Technical Skills, BDT Home Economics BDT Visual Art reported the lack of skills by candidates.

**5. SUGGESTED REMEDIES FOR CANDIDATES WEAKNESSES**

The Chief Examiners suggested the following remedies for the weaknesses:

- Teachers and parents should encourage candidates to read extensively in order to increase their word power as that will help broaden their stock of general and specialized vocabulary in all the languages and subjects.
- French teachers should use Text Books and Manuals prescribed for Junior High Schools especially texts with dialogues, reading passages, comprehension, question, structural exercises and summary of grammatical points.
- Teachers should engage candidates in regular dictation exercises and spelling drills on both general vocabulary and technical terms.
- Teachers should endeavour to cover all the topics in the syllabuses.
- Teachers should give practical exercises that would develop candidates' knowledge and skills in drawing, sketching, graph work and correct labelling of diagrams.
- Candidates should be advised not to leave blank pages in between their work.
- Candidates should be advised to explain their points in order to obtain the full marks for points raised.
- Candidates should be advised not to lift from comprehension passages to answer questions.

