

## **GENERAL RESUME OF THE CHIEF EXAMINERS' REPORTS**

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

The Chief Examiners reported that the standard of the papers compares favourably with that of the previous year. They stated that the questions were clear and were all within the scope of the syllabuses.

### **2. LANGUAGES**

#### **(1) PERFORMANCE OF CANDIDATES**

The Chief Examiners observed that candidates' performance in the various subjects varied. The Chief Examiner for English Language 2 and Gonja 2 indicated that there was a slight improvement in the performance of candidates. However, for Dangme 2, Fante 2, Dagaare 2, Ga 2, Twi (Akuapem) 2, Twi (Asante) 2, Kasem 2, Dagbani 2, Nzema 2, and French 2, the Chief Examiners noted that the performance remained the same.

#### **(2) SUMMARY OF CANDIDATES' STRENGTHS**

The Chief Examiners stated the following as some of the strengths of candidates:

##### **(a) Adherence to Rubrics**

The Chief Examiners for English Language 2, French 2, Dagaare 2, Fante 2, Kasem 2, Twi (Akuapem) 2, and Twi (Asante) 2, reported that a good number of candidates adhered to the rubrics of the papers.

##### **(b) Good Organisation of Essays**

A good number of candidates for English Language 2, Dagaare 2, Dagbani 2, Dangme 2, Twi (Asante) 2 and Twi (Akuapem) 2, presented well-organised essays. Candidates demonstrated mastery over the features of the various forms of essays and presented their essays in a systematic order.

##### **(c) Appropriate Use of Language and Clarity of Expression**

The Chief Examiners noted that some of the candidates for French 2, English Language 2, Dagaare 2, Dagbani 2, Kasem 2 and Ga 2 had improved in their expression. They reported that candidates used appropriate vocabulary in their essays.

(d) Presentation of Precise Answers

The Chief Examiners for Gonja 2, Dagaare 2, Kasem 2, Ga 2, Twi (Akuapem) 2, Twi (Asante) 2, commended candidates for their remarkable handling of questions on comprehension passages. They especially lauded candidates for the precise way in which they presented their answers.

(3) **SUMMARY OF CANDIDATES' WEAKNESSES**

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

(a) Poor use of language

The Chief Examiners for English Language 2, Twi (Asante) 2, Fante 2, Ga 2 and Dagaare 2 lamented the rate at which faulty constructions, poor grammar and spelling errors were found in candidates' responses. Similarly, the Chief Examiners for Ewe 2 and Dangme 2 expressed concern about the use of the spoken form of the language instead of the standard one.

(b) Poor Use of Vocabulary

The Chief Examiners for French 2, Kasem 2 and Dagaare 2 observed that candidates' stock of vocabulary was limited. As such, they wrote their essays mixed with English words.

(c) Poor Skills in Answering Comprehension Questions

It was a worry to the Chief Examiners for English Language 2 and Ewe 2 that some candidates lifted portions of the comprehension passages which were irrelevant and presented them as answers to some questions.

(4) **SUGGESTED REMEDIES**

The following were some of the remedies recommended to address the weaknesses identified:

- (a) Teachers should endeavour to teach all aspects of the syllabus, conduct frequent word drills and other exercises to enable candidates tackle all aspects of the questions.
- (b) Students should embrace the practice of solving past questions and reading the Chief Examiners Report so as to learn how to tackle questions effectively.
- (c) Workshops should be organized for language teachers to update their knowledge in content and pedagogy.

- (d) Candidates should be taught to be creative in their essay writing in order to get the required marks for that section.
- (e) Teachers should teach the rules of the language and also advise candidates to be creative in answering questions.

### 3. **HUMANITIES**

#### (1) **PERFORMANCE OF CANDIDATES**

The Chief Examiners of Social studies 2 and Religious and Moral Education 2 reported that there was improvement in the performance of candidates:

#### (2) **SUMMARY OF CANDIDATES' STRENGTHS**

##### (a) **SOCIAL STUDIES**

The Chief Examiner for Social Studies 2 identified the strength of the candidates in the following areas of the syllabus:

- (i) effects of colonization in Ghana;
- (ii) conflicts resolution in the community;
- (iii) citizenship;
- (iv) domestic violence in our communities;
- (v) promotion of tourism in Ghana.

##### (b) **RELIGIOUS AND MORAL EDUCATION**

The Chief Examiner for Religious and Moral Education 2 reported that some of the candidates were able to handle questions on the following topics with relative ease:

- (i) the parable of the sower and lessons from the parable;
- (ii) description of the process of offering libation and importance of libation to the believer;
- (iii) good deeds and their rewards in society;
- (e) religious youth organizations and their importance in Ghana.

(3) **SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiner for Social Studies 2 identified the candidates' weaknesses in the following areas of the syllabus:

- (i) use of the cardinal points;
- (ii) poor definition of terms in the subjects;
- (iii) definition of national integrity
- (iv) inability to expound on points to attract full marks.

The Chief Examiners for Religious and Moral Education 2 reported that some candidates could not provide adequate answers to questions on the following topics:

- (i) how marriage rites are performed in Islam;
- (ii) benefits of reconciliation;
- (iii) healthy family relationships.

(4) **SUGGESTED REMEDIES**

The Chief Examiner for Social Studies 2 suggested that:

- (1) candidates must devote time to the reading of relevant literature and novel to improve on their expression;
- (2) Social Studies teachers should cover all sections of the syllabus.
- (3) candidates should expound points where required to earn more marks.

The Chief Examiner for Religious and Moral Education 2 suggested that:

- (i) candidates must stick to the demands of the questions;
- (ii) candidates must cultivate the habit of reading always to enable them improve on their grammar and spellings;
- (iii) candidates must learn all the topics in the syllabus.

#### 4. **INTEGRATED SCIENCE**

##### (1) **PERFORMANCE OF CANDIDATES**

The Chief Examiners described the performance of the candidates as average.

##### (2) **SUMMARY OF CANDIDATES' STRENGTHS**

The Chief examiner reported that some of the candidates were able to state:

- (i) scientific principles and their applications;
- (ii) the characteristics of living things.

##### (3) **SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiner noted that:

- (i) most of the candidates could not explain why tomato plant wilt when too much fertilizer is applied;
- (ii) some candidates could not describe the experiment on how to measure the volume of an irregular shaped lead ball;
- (iii) most candidates could not write scientific words correctly;
- (v) some of the candidates could not draw diagrams properly.

##### (4) **SUGGESTED REMEDIES**

The Chief Examiner recommended that teachers should:

- (i) use relevant teaching and learning materials;
- (ii) conduct more practical activities to help the candidates to understand the underlying concepts in the syllabus;
- (iii) introduce candidates to equipment and apparatus used in the laboratory;
- (iv) try and cover all of the syllabus;
- (iv) explain scientific terms and formulae.

## 5. MATHEMATICS

### (1) PERFORMANCE OF CANDIDATES

The Chief Examiner reported that the performance of candidates was better than that of last year.

### (2) SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner listed some of the strengths of candidates as ability to:

- (i) find Least Common Multiple;
- (ii) solve linear equation;
- (iii) solve questions on ratios;
- (iv) simplify algebraic expression;
- (v) add vectors;
- (vi) plot line graph;
- (f) construct frequency table and use it to find mode and mean.

### (3) SUMMARY OF CANDIDATES' WEAKNESSES

Some of the weaknesses of candidates listed by the Chief Examiner included:

- (i) simplifying equation to the form  $\frac{p}{q}$ ;
- (ii) finding gradient from a graph;
- (iii) finding equation of a line;
- (iv) drawing and labeling a Venn diagram;
- (v) finding angle in a given triangle.

### (4) SUGGESTED REMEDIES

Teachers should:

- (i) encourage students to read and understand questions well before answering;
- (ii) prepare students well for examination by giving them more exercises on the topics listed as weaknesses;
- (iii) teach students how to apply concepts acquired in one area to solve problems in other areas.

## 6. **INFORMATION AND COMMUNICATION TECHNOLOGY**

### (1) **PERFORMANCE OF CANDIDATES**

The Chief Examiner stated that the performance of the candidates was better than that of the previous year.

### (2) **SUMMARY OF CANDIDATES' STRENGTHS**

Some of the candidates' strengths outlined by the Chief Examiner included:

- (a) display of adequate level of knowledge in word processing application and ability to differentiate between font styles (bold, italic), alignment types and steps involved in underlining a text;
- (b) demonstration of in-depth understanding of basic input and output devices, as well as functions of some stated devices;
- (c) display of knowledge in the use of computers in everyday life.

### (3) **SUMMARY OF CANDIDATES WEAKNESSES**

The Chief Examiner stated that:

- (a) some candidates did not adhere to rubrics;
- (b) most of the candidates could not write ICT terms and keywords correctly.
- (c) some candidates displayed lack of practical knowledge in their responses to some of the questions.
- (d) a few of the candidates could not differentiate between font type and font style.

### (4) **SUGGESTED REMEDIES**

The Chief Examiner suggested the following remedies to the candidates' weaknesses:

- (a) candidates should adhere to rubrics.
- (b) ICT teachers must take their students through various vocabulary building activities such as dictation, quiz, or spelling competition in ICT terminologies to help develop their spelling skills;

- (c) teachers should guide candidates to provide appropriate responses to past questions;
- (d) Schools should thoroughly assess ICT textbooks before recommending them for use by teachers and students.

## 7. **BASIC DESIGN AND TECHNOLOGY**

### (1) **PERFORMANCE OF CANDIDATES**

The Chief Examiners for BDT (Home Economics), BDT (Visual Art) and BDT (Pre-Technical Skills) reported that the candidates' performance was better than that of the previous year.

### (2) **SUMMARY OF CANDIDATES' STRENGTHS**

The Chief Examiners highlighted the following strengths in candidates' work.

#### (a) **Adherence to Rubrics of the Paper**

The Chief Examiners for BDT(Home Economics), BDT (Pre-Technical Skills) and BDT (Visual Art) reported that candidates observed the rubrics.

#### (b) **Neat and Orderly Presentation of Work**

The Chief Examiner for BDT (Home Economics) commended candidates for neat and orderly presentation of work. Cancellation of wrong answers was also done neatly.

#### (c) **Good Drawing Skills**

Candidates exhibited good drawing skills in BDT (Visual Art) and BDT (Pre-Technical Skills).

### (3) **SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiners identified the following weaknesses in candidates' work:

#### (a) **Wrong spelling of words**

The Chief Examiners reported that some candidates could not spell some technical words correctly;

(b) Poor command of the English Language

Some candidates in BDT (Home Economics) and BDT (Visual Art) could not use the appropriate vocabulary to express their ideas;

(c) Poor drawing skills

The Chief Examiner for BDT (Visual Art) and BDT (Pre-Technical Skills) reported that some candidates could not draw simple objects as demanded by the questions;

(d) Inadequate knowledge of workshop processes

The Chief Examiner for BDT (Pre-Technical Skills) reported that some candidates demonstrated limited knowledge of workshop processes including the use of tools for blockwork.

(4) **SUGGESTED REMEDIES**

To address the weaknesses identified, the Chief Examiners suggested the following remedies:

- (a) qualified teachers should be employed to teach the subjects;
- (b) teachers should take students through dictation drills on technical terms;
- (c) teachers should give class exercises to students, mark and discuss them in class;
- (d) Teachers should intensify the teaching of the Technical Drawing aspect of the subject.

## RESUME OF LANGUAGES

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