

THE WEST AFRICAN EXAMINATIONS COUNCIL



EXECUTIVE SUMMARY OF
ENTRIES, RESULTS AND CHIEF
EXAMINERS' REPORTS
ON THE

**WEST AFRICAN SENIOR SCHOOL
CERTIFICATE EXAMINATION
(WASSCE)**

AND THE

**SENIOR SECONDARY SCHOOL CERTIFICATE
EXAMINATION (SSSCE)**

CONDUCTED IN

GHANA

IN 2006

THE WEST AFRICAN EXAMINATIONS COUNCIL

EXECUTIVE SUMMARY OF ENTRIES, RESULTS AND CHIEF EXAMINERS' REPORTS ON THE 2006 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE) CONDUCTED IN GHANA

1. MAY/JUNE 2006 WASSCE (FOR SCHOOL CANDIDATES)

(1) Statistics of Entries and Results

(a) Entry Figures

- Number of candidates that sat the examination = 121,175
- Number of Male candidates = 68,111
- Number of Female candidates = 53,064

(i) Core Subjects

Table I: Subject Entries for Core Subjects

Subject	Male	Female	Total
English Language	68,111	53,064	121,175
Social Studies	68,111	53,064	121,175
Mathematics (Core)	68,103	53,059	121,162
Integrated Science	68,103	53,059	121,162

(ii) Elective Subjects

Table II: Elective Subjects with Entries of over 6,000

Subject	Male	Female	Total
Economics	36,734	31,987	68,721
Mathematics (Elective)	24,789	8,466	33,255
Government	15,560	14,386	29,946
Business Management	16,685	12,237	28,922
Financial Accounting	16,485	9,537	26,022
Chemistry	16,937	6,683	23,620
Geography	13,945	8,718	22,663
Principles of Costing Accounting	12,840	7,756	20,596
Physics	15,861	4,249	20,110
General Knowledge-In-Art	6,678	9,925	16,603
Biology	8,998	6,884	15,882

Literature-In-English	3,500	10,093	15,593
History	7,726	7,498	15,224
Christian Religious Studies	6,254	8,165	14,419
Management-In-Living	659	10,582	11,241
General Agriculture	8,613	2,124	10,737
Foods & Nutrition	397	8,702	9,099
Crop Husbandry & Horticulture	6,241	1,580	7,821
Graphic Design	4,720	2,502	7,222
French	1,859	5,524	7,383
Twi (Asante)	3,230	3,454	6,684
Textiles	3,542	2,827	6,369

Table III: Elective Subjects with Entries below 100

Subject	Male	Female	Total
Electronics	50	1	51
Kasem	34	14	48
Jewellery	35	10	45
Fisheries	3	4	7

(b) **Interpretation of Entry Statistics**

- (i) Each of the four core subjects had an entry figure of over 120,000.
- (ii) Nine of the Elective subjects had entries of over 20,000 each.
- (iii) Four Elective subjects namely: Electronics, Kasem, Jewellery and Fisheries had entries below 100.
- (iv) There were more male candidates than female candidates in the maiden edition of the WASSCE in Ghana.
- (v) Economics and Mathematics (Elective) were the only elective subjects which had entry figures of over 30,000 each.
- (vi) Each of the pure sciences (Biology, Chemistry, Physics) recorded an entry of less than 30,000.
- (vii) Arts and Business subjects recorded high entry figures of between 45% and 70% of the total candidature for the 3-year period (See Table II).

(c) **Statistics of Results /Performance**

(i) **Core Subjects**

Table IV: Statistics of Results/Performance in the Core Subjects

SUBJECT	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Social Studies	67,415	21,820 32.37%	52,638	12,987 24.67%	120,053	34,807 28.99%
Mathematics	67,576	12,946 19.15%	52,688	5,727 10.88%	120,264	18,673 15.53%
Integrated Science	67,464	7,638 11.32%	52,639	3,117 5.92%	120,103	10,755 8.95%
English Language	67,718	4,729 6.98%	52,768	4,009 7.60%	120,486	8,738 7.25%

Table V: Statistics of Performance in the Agriculture Programme

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Fisheries	94	87 92.55%	13	13 100.00%	107	100 93.44%
Forestry	3	1 33.33%	4	0 0.00%	7	1 14.29%
Crop Husbandry & Horticulture	6,201	1,064 17.16%	1,567	131 8.36%	7,768	1,195 15.38%
General Agriculture	8,567	1,348 15.73%	2,113	188 8.90%	10,680	1,536 14.38%
Animal Husbandry	3,237	166 5.11%	939	28 2.96%	4,176	194 4.65%

Table VI: Statistics of Performance in the Business Programme

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1 – C4	No. Sat	No. & % Passed A1 – C4	No. Sat	No. & % Passed A1 – C4
Business Management	16,527	11,115 67.25%	12,125	6,052 49.91%	28,652	17,157 59.91%
Principles of Cost Accounting	12,676	5,892 46.48%	7,673	2,798 34.47%	20,349	8,690 42.70%
Financial Accounting	16,328	7,266 44.50%	9,441	3,004 31.82%	25,769	10,270 39.85%
Clerical Office Duties	239	107 44.77%	2,109	657 31.15%	2,348	764 32.54%
Typewriting	214	23 10.72%	2,790	215 7.68%	3,004	238 7.91%

Table VII: Statistics of Performance in the Technical Programme

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Electronics	50	34 68.00%	1	0 0.00%	51	34 66.67%
Auto Mechanics	280	163 58.21%	3	0 0.00%	283	163 57.60%
Applied Electricity	362	178 49.17%	10	3 30.00%	372	181 48.66%
Metal work	684	265 38.74%	7	2 28.57%	691	267 38.64%
Building Construction	2,600	819 31.50%	78	17 21.78%	2,678	836 31.22%
Woodwork	1,638	394 24.05%	36	5 13.89%	1,674	399 23.84%
Technical Drawing	4,409	686 15.56%	106	11. 10.38%	4,515	697 15.44%

Table VIII: Statistics of Performance in the Vocational Programme

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Jewellery	33	28 84.85%	9	8 88.89%	42	36 85.71%
Clothing and Textiles	214	63 29.44%	2,201	1,174 53.34%	2,415	1,237 51.22%
Sculpture	984	465 47.26%	314	127 40.45%	1,298	592 45.61%
Foods & Nutrition	392	124 31.63%	8,627	3,629 42.07%	9,019	3,753 41.61%
Picture Making	1,614	619 38.35%	813	347 42.68%	2,427	966 39.80%
Leatherwork	342	114 33.33%	109	14 12.84%	451	128 28.38%
General Knowledge-In-Art	6,532	1,923 29.44%	9,798	1,854 18.92%	16,330	3,777 23.13%
Management-In-Living	658	159 24.16%	10,491	2,935 27.98%	11,149	3,094 27.75%
Ceramics	1,245	292 23.45%	489	103 21.06%	1,734	395 22.78%
Textiles	3,439	537 15.61%	2,792	447 16.01%	6,231	984 15.79%
Graphic Design	4,652	648 13.93%	2,476	353 14.26%	7,128	1,001 14.04%

Table IX: Statistics of Performance in the General Arts Option

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Ga	141	83 58.87%	238	182 76.47%	379	265 69.92%
Twi (Akwapem)	624	381 61.06%	971	650 66.94%	1,595	1,031 64.64%
Ewe	585	362 61.88%	804	516 64.18%	1,389	878 63.21%
Kasem	34	23 67.65%	14	7 50.00%	48	30 62.50%
French	1,763	815 46.22%	5,418	2,301 42.47%	7,181	3,116 34.39%
Music	246	99 40.22%	246	80 32.50%	492	179 36.36%
Twi (Asante)	3,157	1,140 36.11%	3,396	1,233 36.31%	6,553	2,373 36.21%
Islamic Religious Studies	1,501	592 39.44%	743	217 29.21%	2,244	809 36.05%
Fante	479	158 32.99%	522	185 35.44%	1,001	343 34.26%
Dagaare	1,211	33 27.27%	82	26 31.70%	203	59 29.06%
Literature-In-English	5,310	1,563 29.44%	9,976	3,434 34.42%	15,286	4,997 32.69%
Government	15,358	5,566 36.24%	14,193	3,647 25.70%	29,551	9,213 31.18%
Dangme	65	19 29.23%	40	11 27.50%	105	30 28.57%
Geography	13,742	3,885 28.27%	8,569	2,055 23.98%	22,311	5,940 26.62%
Dagbani	487	134 27.52%	210	42 20.00%	697	176 25.25%
Christ. Religious Studies	6,120	1,024 16.73%	8,062	1,481 18.37%	14,182	2,505 17.66%
Gonja	152	25 16.45%	82	13 15.85%	234	38 16.24%
History	7,610	1,334 17.52%	7,423	1,034 13.93%	15,033	2,368 15.75%
Nzema	88	14 15.91%	71	10 14.08%	159	24 15.09%
Economics	36,335	6,241 17.18%	31,604	3,292 10.42%	67,939	9,533 14.03%

Table XI: Statistics of Performance in the General Science Option

Subject	Male		Female		Total	
	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4	No. Sat	No. & % Passed A1-C4
Biology	8,881	3,974 44.74%	6,823	1,687 24.73%	15,704	5,661 36.05%
Mathematics (Elective)	23,985	7,394 30.83%	8,291	2,382 28.73%	32,276	9,776 30.29%
Physics	15,640	4,038 25.82%	4,225	1,189 28.14%	19,865	5,227 26.31%
Chemistry	16,641	4,114 24.72%	6,557	1,331 20.30%	23,198	5,445 23.47%

(d) **Interpretation of Performance Statistics**

- (i) Social Studies recorded the best overall performance among the Core Subjects with 28.9% of the candidates passing at Grades A1-C4.
- (ii) Fisheries recorded the highest cumulative percentage pass in the Agricultural programme with 93.44% of the candidates passing at Grades A1-C4.
- (iv) Electronics recorded the best performance in the Technical programme with 66.67% of the candidates passing at grades A1 - C4.
- (v) Jewellery recorded the best performance in the Vocational programme with 85.71% of the candidates passing at grades A1 - C4.
- (vi) Ga recorded the best performance in the General Arts option with 69.92% of the candidates passing at grades A1 - C4.
- (vii) Biology recorded the overall best performance in the pure sciences with 6.05% of the candidates passing at grades A1 - C4.
- (viii) Between 26.31% and 36.05% of the candidates passed Physics, Mathematics (Elective) and Biology.
- (ix) The cumulative percentage pass at Grades A1-C4 for the male candidates was higher than that of the female candidates in the Agricultural programme.
- (x) Female candidates performed better in the General Arts option than their male counterparts.

(2) **Implications of Entry and Results/Performance Statistics for Policy Formulation**

- (a) The relatively low entries in many subjects call for a review of the strategies for the teaching and learning of these subjects.
- (b) The low entries for technical/vocational subjects call for concern as they may be indicative of candidates lack of interest in the subjects.
- (c) The generally poor performance of candidates over the three-year period is indicative of **poor (and perhaps, declining) quality of education** at the senior secondary school level.
- (d) The poor performance in subjects like Animal Husbandry, Typewriting and Technical Drawing calls for serious concern.

(3) **Recommendations**

- (a) Government and school authorities should **identify the causative factors** for the poor (and in some cases steadily declining) performance level of school candidates at the senior secondary school level.
- (b) Government and school authorities should **apply necessary intervention strategies for quality assurance** in education at the secondary level. Critical issues such as the **learning environment, appropriate infrastructure, required teaching aids and equipment, appropriate number and quality of teachers**, etc., should be addressed by the appropriate authorities in the education sector.
- (c) Government should make conscious efforts to encourage students to study technical/vocational subjects by engaging qualified teachers, providing necessary laboratory equipment, and **ensuring post-qualification job opportunities**, etc.
- (d) Government should **review the existing Policy on Book Development with a view to making relevant books readily available and affordable** for students' use.

2. **NOVEMBER/DECEMBER 2006 SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION (SSSCE) FOR PRIVATE CANDIDATES**

(1) **Statistics of Entries and Results**

(a) **Entry Figures**

- Number of candidates that registered for the examination = 115,196
- Number of Male candidates = 64,866
- Number of Female candidates = 50,330

Table I: Core Subjects

Subject	Male	Female	Total
Mathematics	55,162	42,973	98,135
English Language	56,526	42,404	89,930
Integrated Science	45,655	37,161	82,816
Social Studies	29,111	20,455	49,566

Table II: Elective Subjects with High Entries

Subject	Male	Female	Total
Economics	25,249	20,977	46,226
Mathematics (Elective)	19,438	5,484	24,922
Business Management	10,478	8,227	18,705
Physics	12,991	3,151	16,142
Accounting	10,742	6,445	17,187
Chemistry	11,834	3,916	15,750
Government	10,497	9,062	19,559
Geography	8,360	4,437	12,797
Biology	6,688	3,641	10,329
Business Mathematics & Principles of Costing	6,128	3,873	10,001
History	5,133	4,752	9,885
Graphic Design	1,362	714	2,076
Islamic Religious Studies	1,503	593	2,096
Literature-In-English	2,787	5,984	8,771
Christian Religious Studies	3,158	4,403	7,561
General Agriculture	4,767	1,179	5,946
General Knowledge-In-Art	2,348	2,847	5,195
Management-In-Living	500	4,762	5,262
Crop Husbandry & Horticulture	2,619	589	3,208
Twi (Asante)	1,177	1,208	2,385
French	573	1,752	2,325
Animal Husbandry	1,924	420	2,344

Table III: Elective Subjects with low Entries

Subject	Male	Female	Total
Electronics	37	2	39
Music	29	25	54
Leatherwork	38	21	59
Fisheries	40	19	59
Dangme	33	22	55
Nzema	29	20	49
Basketry	1	1	2
Jewellery	5	0	5
Woodwork	86	1	87

(b) **Statistics of Performance for the November/December 2006 Examinations**

(i) **Core Subjects**

Table IV: Core Subjects

Subject	Male		Female		Total		NO. & % Failed(F)
	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	
Mathematics	52,106	20,194 38.75%	41,132	9,688 23.53%	93,238	29,882 32.05%	35,027 37.57%
Integrated Science	41,893	8,993 21.47%	34,961	2,957 8.46%	76,854	11,950 15.55%	39,703 51.66%
Social Studies	25,951	16,495 63.56%	18,742	8,646 46.13%	44,693	25,141 56.25%	5,299 11.86%
English Language	54,485	13,319 24.45%	41,125	8,336 20.27%	95,610	21,655 22.65%	32,064 33.54%

(ii) **Elective Subjects**

Table V: Agriculture Programme

Subject	Male		Female		Total		No. & % Failed (F)
	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	
Animal Husbandry	1,802	568 31.52%	391	65 16.62%	2,193	633 28.86%	658 30.00%
Crop Husbandry and Horticulture	2,404	894 37.19%	539	88 16.33%	2,943	982 33.37%	880 29.90%
Fisheries	32	12 37.50%	16	4 25.00%	48	16 33.33%	10 20.83%
Forestry	75	45 60.00%	13	6 46.15%	88	51 57.95%	14 15.90%
General Agriculture	4,409	1,436 32.57%	1,110	161 14.50%	5,619	1,597 28.42%	1,741 30.98%

Table VI: Business Programme

Subject	Male		Female		Total		No. & % Failed (F)
	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	
Accounting	9,862	1,650 16.73%	6,016	533 8.86%	15,878	2,183 13.75%	10,090 63.55%
Business Mathematics and Principle of Costing	5,343	1,367 25.58%	3,481	669 19.22%	8,824	2,170 24.59%	4,217 47.79%
Clerical Office Duties	253	71 28.06%	1,275	179 14.04%	1,528	250 16.36%	645 42.21%
Typewriting	44	21 47.73%	1,162	350 30.12%	1,206	371 30.76%	615 50.99%
Business Management	9,685	3,492 36.06%	7,713	1,505 19.51%	17,398	4,997 28.72%	8,417 48.38%

Of the five (5) subjects shown in Table VI, Typewriting registered the best performance with more than 30% of candidates obtaining at least credit.

Table VII: Technical Programme

Subject	Male		Female		Total		No. & % Failed (F)
	No. Sat	No. & % Passed A-D	No. Sat	NO. & % Passed A-D	No. Sat	NO. & % Passed A-D	
Building Construction	1,281	331 25.84%	29	4 13.79%	1,310	335 25.57%	572 43.66%
Woodwork	70	22 31.43%	1	0 0.00%	71	22 30.99%	22 39.98%
Metalwork	109	84 77.06%	0	- -	109	84 77.06%	7 6.42%
Applied Electricity	318	131 41.19%	5	0 0.00%	232	131 40.56%	86 26.62%
Electronics	28	15 53.57%	1	1 100.0%	29	16 55.17%	10 34.48%
Auto Mechanics	109	79 72.48%	-	- -	109	79 72.48%	10 9.17%
Technical Drawing	1,570	693 44.14%	28	14 50.00%	1,598	707 44.24%	325 20.34%

Table VIII: Vocational Programme

Subject	MALE		FEMALE		TOTAL		No. & % Failed (F)
	No. Sat	NO. & % Passed A-D	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	
Management-In-Living	452	117 25.88%	4,486	993 22.14%	4,938	510 10.33%	2,034 41.19%
Clothing & Textiles	16	4 25.00%	205	67 32.68%	271	71 26.20%	75 27.68%
Foods & Nutrition	50	20 40.00%	1,440	779 54.10%	1,490	799 53.62%	330 22.15%
General Knowledge-In-Art	2,049	232 11.32%	2,438	136 5.58%	4,487	368 8.20%	2,627 58.55%
Basketry	0	- -	0	- -	0	- -	- -
Leatherwork	31	7 22.58%	18	4 22.22%	49	11 22.45%	20 40.82%
Graphic Design	1,214	427 35.17%	634	186 29.34%	1,848	613 33.17%	671 36.31%
Picture Making	428	191 44.63%	213	109 51.17%	641	300 46.80%	180 28.08%
Ceramics	160	58 36.25%	51	24 47.06%	211	82.86%	67 31.75%
Sculpture	126	65 51.59%	36	21 58.33%	162	86 53.09%	40 24.69%
Textiles	569	180 31.63%	503	145 28.83%	1,072	325 30.32%	504 47.01%
Jewellery	3	1 33.33%	- -	- -	3	1 33.33%	2 66.66%

Table IX: General Programme (Arts Option)

Subject	Male		Female		Total		No. & % Failed (F)
	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	No. Sat	No. & % Passed A-D	
Literature-In-English	2,349	283 12.05%	5,321	586 11.01%	7,670	869 11.33%	4,181 54.51%
French	512	232 45.31%	1,601	440 27.48%	2,113	672 31.80%	932 44.10%
Dangme	30	26 86.67%	21	18 85.71%	51	44 86.27%	3 5.88%
Dagaare	100	50 50.00%	61	24 39.34%	161	74 45.96%	40 24.84%
Dagbani	903	628 69.55%	250	122 48.80%	1,153	750 65.05%	153 13.27%
Ewe	237	163 68.78%	283	197 69.61%	520	360 69.23%	52 10.00%
Fante	144	109 75.69%	164	122 68.29%	308	221 71.75%	32 10.39%
Ga	42	27 64.29%	72	62 86.11%	114	89 78.07%	7 6.14%

Gonja	120	68 56.67%	46	21 45.65%	166	89 53.61%	27 16.26%
Kasem	52	37 71.15%	46	34 73.91%	98	71 72.45%	9 9.18%
Nzema	24	13 54.17%	19	15 78.95%	43	28 65.12%	6 13.95%
Twi (Akuapem)	282	217 76.95%	419	303 72.32%	701	520 74.18%	41 5.84%
Twi (Asante)	1,006	746 74.16%	1,040	690 66.35%	2,046	1,436 70.19%	172 8.41%
History	4,494	1,436 31.96%	4,182	852 20.37%	8,675	2,288 26.37%	3,211 37.01%
Economics	23,242	12,421 53.44%	19,542	6,662 34.09%	42,784	19,083 44.60%	12,672 29.62%
Geography	7,440	2,748 36.94%	3,956	903 22.83%	11,396	3,651 32.04%	4,431 38.88%
Government	9,692	2,519 25.99%	8,337	931 11.17%	18,029	3,450 19.14%	9,093 50.44%
Christian Religious Studies	2,874	1,464 50.94%	4,082	1,865 45.69%	6,956	3,329 47.86%	1,920 27.60%
Islamic Religious Studies	1,407	440 31.27%	549	64 11.66%	1,956	504 25.77%	869 44.43%
Music	23	10 43.48%	16	9 56.25%	39	19 48.72%	10 25.65%

Table X: General Programme (Science Option)

Subject	Male		Female		Total		No. & % Failed (F)
	No. Sat	No. & % Passed A-D	No. Sat	NO. & % Passed A-D	No. Sat	No. & % Passed A-D	
Biology	5,888	1,371 23.28%	3,300	355 10.76%	9,188	1,726 18.79%	4,105 44.68%
Physics	11,104	1,617 14.56%	2,783	287 10.31%	13,887	1,904 13.71%	7,371 53.08%
Mathematics (Elective)	16,999	5,729 33.70%	4,914	1,324 26.94%	21,913	7,053 32.19%	8,306 37.90%
Chemistry	10,349	2,081 20.11%	3,509	416 11.86%	13,858	2,497 18.02%	7,518 54.25%

(c) **Interpretation of Entry and Performance Statistics**

The Statistics of entries and performance for the November/December 2006 Senior Secondary School Certificate Examination (SSSCE) did not vary significantly in pattern from that of the WASSCE.. The comments under *Interpretation of Entry and*

Performance Statistics for the May/June WASSCE are therefore also applicable to the November/December SSSCE.

(d) **Recommendations**

The statistics of entries and performance for the November/December 2006 SSSCE did not vary significantly in pattern from those of the May/June 2006 WASSCE.

To that extent, the *Recommendations* made for the May/June 2006 WASSCE may also be applicable to the November/December 2006 SSSCE.

3. **EXECUTIVE SUMMARY OF CHIEF EXAMINERS' REPORTS ON THE MAY/JUNE 2006**

(1) **Standard of the Papers**

All the Chief Examiners reported that the standard of the papers in the various subjects compared favourably with the Senior Secondary School Certificate papers.

(2) **Performance of Candidates**

The Chief Examiners reported that candidates had registered a satisfactory performance in majority of the subjects, such as Financial Accounting, Typewriting, Management-In-Living, Sculpture, French 2, Economics, Social Studies, Islamic Religious Studies, Biology 2, Forestry 1 & 2, Technical Drawing, Electronics, Woodwork, Jewellery and Foods & Nutrition. Performance was reported to have declined in Physics 2, Integrated Science, Business Management, Ceramics, Kasem, Dagare 2, Ewe 1 & 2, and English Language 1. Candidates' performance was reported to have fluctuated in the following papers: Christian Religious Studies, Government, Chemistry 2, Twi (Akwapem) 1, Dagbani 1, Twi (Asante) 1 & 2 and Nzema 2.

(3) **Candidates' Weaknesses**

The following weaknesses were highlighted by the Chief Examiners.

- (a) Lack of Understanding of Questions and Instructions
- (b) Poor Spelling and Expression
- (c) Non-adherence to Rubrics
- (d) Inadequate Knowledge of the Subject Matter

(4) **Candidates' Strengths**

The Chief Examiners' reported the following commendable features in the scripts of some of the candidates:

- (a) Knowledge of the Subject Matter
- (b) Orderly Presentation of Facts/Good Expression
- (c) Adherence to Rubrics
- (d) Appropriate Use of Terminology and Spelling of Technical Terms

- (e) Concise and Relevant Answers
- (f) Relevant Illustrations/Neat Diagrams

(5) **Suggested Remedies**

The Chief Examiners suggested the following remedies for improving candidates' performance:

- (a) Candidates should be taught how to identify the demands of the questions.
- (b) The habit of reading should be inculcated in the students.
- (c) Teachers should endeavour to cover the syllabuses and give enough exercises to their students.
- (d) Candidates should read the rubrics and ensure they understand the questions.
- (e) The teaching and learning of the English Language should be taken seriously.
- (f) Auto Mechanics and other Technical/Vocational students should be assisted in obtaining attachments to recognised Workshops during the holidays to enhance their practical know-how.

**4. EXECUTIVE SUMMARY OF CHIEF EXAMINERS' REPORTS
ON THE NOVEMBER/DECEMBER 2006 SSSCE IN GHANA**

(1) **Standard of the Papers**

All the Chief Examiners reported that the standard of the SSSCE papers compared favourably with those of WASSCE.

(2) **Performance of the Candidates**

The Chief Examiners reported that the performance of candidates in all but eight of the subjects was satisfactory. The performance of candidates in Physics 2, Integrated Science, Business Management, Ceramics, Kasem, Dagare 2, Ewe 1 & 2, and English Language 1 was said to have declined.

(3) **Candidates' Weaknesses**

The Chief Examiners identified a number of weaknesses in the scripts of candidates. These were:

- (a) Poor Spelling and Expression
- (b) Inadequate Knowledge of Subject Matter
- (c) Non-adherence to Rubrics
- (d) Misinterpretation of Questions

(4) **Candidates' Strengths**

The Chief Examiners noted the following commendable features in the scripts of the candidates:

- (a) Knowledge of the Subject Matter
- (b) Concise and Relevant Answers
- (c) Appropriate use of Terminology and Spelling of Technical Terms
- (d) Adherence to Rubrics
- (e) Relevant Illustrations and Neat Diagrams

(5) **Suggested Remedies**

The Chief Examiners proffered the following remedies for improving candidates performance:

- (a) Candidates should be taught how to identify the demands of the questions and the relevant point to use in the answers.
- (b) The teaching and learning of English Language should be improved upon and emphasis placed on grammar.
- (c) Students should inculcate the habit of reading.
- (d) Teachers should endeavour to cover the syllabuses and give enough exercises to the students.
- (e) Candidates should make sure they understand the rubrics before answering questions.
- (f) Arrangements should be made for candidates to have a period of attachment to well-equipped vocational centres/workshops to enable them acquire the basic skills in the various vocational subjects.