

GENERAL RÉSUMÉ OF THE CHIEF EXAMINERS' REPORTS ON THE BASIC EDUCATION CERTIFICATE EXAMINATION FOR SCHOOL CANDIDATES, 2021

1. STANDARD OF THE PAPERS

All the Chief Examiners of the various papers unanimously reported that the standard of the papers was comparable to that of the previous years. They added that the questions were unambiguous and within the scope of the syllabuses.

2. LANGUAGES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners observed that candidates' performance in the various subjects varied; but on the whole, they indicated that performance this year was good and was a slight improvement over last year's. However, the Chief Examiner for Dagaare stated that there was a decline in performance.

(2) SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners noted that the candidates performed well in the following areas:

(a) Adherence to Rubrics

The Chief Examiners for English Language 2, French 2, Dagaare 2, Fante 2, Kasem 2, Twi (Akuapim) 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, Dagbani 2, Dangme 2, Twi (Asante) 2, and Twi (Akuapem) 2 presented well-organised essays. Some candidates demonstrated mastery over the features of the various forms of essays, hence they presented their essays in a systematic order.

(c) Appropriate Use of Language/Clarity of Expression

The Chief Examiners noted that few candidates for French 2, English Language 2, Dagbani 2, Kasem 2 and Ga 2 showed improvement in their use of expressions.

They reported that candidates used appropriate vocabulary to construct acceptable sentences in their essays.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

The Chief Examiners of the various languages identified the following weaknesses of candidates:

(a) Poor use of language

The Chief Examiners for all the Languages lamented at faulty constructions, poor grammar and spelling errors in the responses of most candidates. Also the Chief Examiners for Ewe 2 and Dangme 2 expressed worry about the use of the spoken form of the Languages instead of the standard one. They lamented that some candidates also misused certain personal pronouns in their essays.

(b) Poor Stock of Vocabulary

The Chief Examiners for French 2, Kasem 2 and Dagaare 2 observed that candidates' stock of vocabulary was severely limited. As such, they wrote their essays with a lot of English words in it. This made it very difficult to understand some of the sentences they constructed.

(c) Poor skills in answering comprehension passages

The Chief Examiners for English Language 2, Ewe 2, Ga 2, and Dagaare 2 expressed concern about some candidates lifting portions of the comprehension passages, which were irrelevant, as answers to some questions.

(4) SUGGESTED REMEDIES

The following remedies were recommended to address the weaknesses identified:

- (a) Teachers should endeavour to teach all aspects of the syllabuses, conduct frequent word drills and other exercises to equip candidates with the appropriate skills to tackle all aspects of the questions.
- (b) Candidates should be given adequate exercises that should be marked and discussed.
- (c) Candidates should embrace the practice of solving past questions and reading the Chief Examiners Report so as to learn how to tackle questions effectively.
- (d) Workshops should be organized for Language teachers to update their knowledge in content and pedagogy.

- (e) Candidates should be taught to be creative in essay writing.
- (f) Teachers should teach the rules of language and also advise candidates to desist from copying whole or part of comprehension passages as answers to questions.

3. HUMANITIES

(1) PERFORMANCE OF THE CANDIDATES

The Chief Examiner of Religious and Moral Education 2 noted that the general performance of the candidates was higher than that of the previous year while the Chief Examiner for Social studies 2 observed that the performance of the candidates was slightly lower as compared to that of the previous year.

RELIGIOUS AND MORAL EDUCATION

(2) SUMMARY OF CANDIDATES' STRENGTHS

According to the Chief Examiner, a few of the candidates:

- (a) adhered to the rubrics of the paper;
- (b) stated the factors to be considered when choosing a name for a child and reasons for which naming ceremony is important;
- (c) stated the forms of greetings in a community and factors to consider when greeting someone;
- (d) stated causes of substance abuse by students and ways in which substance abuse could be prevented;
- (e) identified the rules that are expected to be obeyed in school and reasons for which hard work must be encouraged in the society.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

According to the Chief Examiner, a good number of the candidates could not answer questions on the following topics well:

- (a) the creation of light according to the Bible
- (b) the moral teachings of Prophet Muhammed (SAW)
- (c) benefits Muslims can derive from their commitment to Allah
- (d) reasons for which cheating should not be encouraged.

(4) SUGGESTED REMEDIES

Teachers should help candidates to:

- (a) understand the scope of the creation story according to the Bible
- (b) master the moral teachings of Prophet Muhammed (SAW)
- (c) know the benefits Muslims can derive from their commitment to Allah.
- (d) know the reasons why cheating should not be encouraged.

SOCIAL STUDIES 2

(1) SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner noted that some of the candidates were well versed in the following topics:

- (a) the negative effects of colonization on Ghana;
- (b) ways of improving the health needs of the youth;
- (c) the symbols of national unity;
- (d) measures to be taken to improve agricultural output in Ghana;
- (e) various ways Ghanaians demonstrate their culture.

(2) SUMMARY OF CANDIDATES' WEAKNESSES

Some of the candidates found it difficult to answer questions on the following topics:

- (a) ways in which education can cause change in the society;
- (b) ways to sustain unity among various ethnic groups in Ghana;
- (c) definition of political stability;
- (d) ways indisciplined behaviour affect individuals in the society;
- (e) the contribution of NGOs to the development of Ghana;
- (f) ways of resolving conflicts in the society;
- (g) application of knowledge of scale to calculate actual distance;
- (h) benefits of relief features.

(3) SUGGESTED REMEDIES

Teachers must help candidates to know:

- (a) how to calculate actual distance using knowledge of scales;
- (b) know the contributions of NGOs to Ghana's development;
- (c) how education can cause change in societies;
- (d) the relief features in Ghana and their benefits.

4. INTEGRATED SCIENCE

(1) PERFORMANCE OF CANDIDATES

The performance of the candidates was above average; nevertheless, there were some few outstanding performances.

(2) SUMMARY OF CANDIDATES' STRENGTHS

A few of the candidates were able to:

- (a) identify the different types of soil;
- (b) define mixed farming;
- (c) define pollination very well;
- (d) solve the calculation questions;
- (e) identify some laboratory apparatus.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

The Chief Examiner reported that most candidates:

- (a) could not state the correct scientific units;
- (b) could not use the appropriate scientific formulae and expressions;
- (c) could not distinguish between experimental observation and conclusion;
- (d) did not understand the formation of eclipse hence were unable to explain the concept;
- (e) exhibited poor knowledge of agricultural concepts.

(4) SUGGESTED REMEDIES

- (a) Teachers should involve candidates in practical exercises to enhance their understanding of scientific concepts;
- (b) Schools should have gardens or farms where students could go to acquire practical skills;
- (c) Teachers should teach candidates the differences among the terms, explain, what is, state, etc. and their demands when used to construct a question.

5. MATHEMATICS

(1) PERFORMANCE OF CANDIDATES

The Chief Examiner stated that candidates' performance was comparable to that of the previous year.

(2) SUMMARY OF CANDIDATES' STRENGTHS

Candidates showed mastery in solving problems involving:

- (a) sets;
- (b) algebraic factorisation;
- (c) ratio relating to sharing;
- (d) vectors;
- (e) frequency distribution table:

(3) SUMMARY OF CANDIDATES' WEAKNESSES

Some of the candidates had difficulty in:

- (a) applying laws of indices to simplify given expression;
- (b) clearing fraction and expansion of linear equation;
- (c) solving word problems;
- (d) finding rule of a given mapping;
- (e) simplifying division of numbers and leaving it in the nearest whole numbers.

(4) **SUGGESTED REMEDIES**

- (a) Teachers should use activities, teaching-learning materials and involve candidates in teaching concepts and solving of sample questions;
- (b) Candidates should be encouraged and motivated by teachers and parents to practice what they have been taught;
- (c) Candidates should be given enough exercises in their areas of weakness.

6. **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

(1) **PERFORMANCE OF CANDIDATES**

The Chief Examiner reported that there was an improvement in candidates' performance compared to that of the previous year.

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

The Chief Examiner commended some of the candidates for being able to:

- (a) explain the ICT terminologies very well;
- (b) demonstrate appreciable knowledge of keyboard shortcut key in word processing;
- (c) give examples of word processing applications;
- (d) explain **cell** and **cell address** appropriately as applied in spreadsheet application;
- (e) outline the features of an active cell correctly.

(3) **SUMMARY OF CANDIDATES WEAKNESSES**

The Chief Examiner noted that some of the candidates:

- (a) had difficulty in expressing themselves in the English Language resulting in poor responses;
- (b) could not write the ICT terminologies correctly. For example: **Fire force** for **Firefox**, **Exprorer** for **Explorer** and **Opra** for **Opera** etc;

- (c) had inadequate knowledge in e-mail concept and spreadsheet application;
- (d) had very poor handwriting leading to examiners having difficulty in reading their responses.

(4) SUGGESTED REMEDIES

The Chief Examiner suggested that ICT teachers should:

- (a) guide the candidates to master ICT terminologies and their correct spellings;
- (b) always refer to the syllabus when in doubt since all the questions come from the syllabus;
- (c) guide the candidates to develop good handwriting skills;
- (d) provide adequate practical lessons for the candidates since most of their weaknesses are on the practical questions and they should be taken through a lot of spelling drills.

7. BASIC DESIGN AND TECHNOLOGY (PRE-TECHNICAL SKILLS, HOME ECONOMICS AND VISUAL ART)

(1) PERFORMANCE OF CANDIDATES

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

(2) SUMMARY OF CANDIDATES' STRENGTHS

PRE-TECHNICAL SKILLS

The Chief Examiner commended some of the candidates for:

- (a) providing very good answers to questions under the core skills;
- (b) showing very good draughtsmanship skills;
- (c) performing very well on the orthographic projection question.

HOME ECONOMICS

The Chief Examiner commended most of the candidates for:

- (a) using correct terminologies;
- (b) using legible handwriting;
- (c) answering the required number of questions.

VISUAL ARTS

The Chief Examiner was impressed with some of the candidates' performance in:

- (a) adhering to the rubrics of the questions;
- (b) identifying the correct words and expressions to fill the blank spaces as the questions demanded.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

PRE-TECHNICAL SKILLS

The Chief Examiner identified the following weaknesses:

- (a) Candidates provided poor sketches of workshop tools;
- (b) Majority of the candidates confused the try square with the builder's square;

HOME ECONOMICS

The Chief Examiner noted the following weaknesses:

- (a) Most candidates missed some of the key words in their explanations;
- (b) Some of the candidates spelt the terminologies wrongly;
- (c) Some of the candidates wrongly showed poor grammatical constructions.

VISUAL ARTS

The Chief Examiner noted that majority of the candidates:

- (a) made spelling mistakes;
- (b) did not understand the instructions given and attempted so many questions;
- (c) did not answer fully the questions they attempted.

(4) SUGGESTED REMEDIES

The Chief Examiner recommended that candidates should:

- (a) be given assignments involving the sketching of workshop tools;
- (b) be exposed to workshop processes and use of tools;
- (a) be encouraged to read instructions thoroughly before attempting to answer the questions.

- (b) be advised to concentrate on the questions attempted in order to answer them in full rather than attempting more questions and answering them partially.
- (c) be encouraged to read the relevant textbooks and novels to improve upon their vocabulary and spellings.

