

GENERAL RÉSUMÉ OF THE CHIEF EXAMINERS’ REPORTS FOR THE WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION FOR SCHOOL CANDIDATES, 2019

1. STANDARD OF THE PAPERS

The Chief Examiners generally agreed in their reports that the standard of the papers compared favourably with that of the previous year. They stated that the questions were appropriate and were without ambiguities.

2. BUSINESS SUBJECTS

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for most of the Business subjects namely Principles of Cost Accounting, Business Management, Clerical Office Duties and Typewriting unanimously agreed that the candidates’ performance was better than that of the previous year. However, the Chief Examiner for Financial Accounting noted that the candidates’ performance in the subject was slightly below that of the previous year.

(2) SUMMARY OF CANDIDATES’ STRENGTHS

(a) FINANCIAL ACCOUNTING

The Chief Examiner for Financial Accounting noted the following commendable features in the essays of most of the candidates:

- (i) explaining how accrued expenses, prepaid expenses and accrued incomes are treated in the balance sheet;
- (ii) preparing of Customers’ Accounts in the Sales Ledger;

(b) PRINCIPLES OF COST ACCOUNTING

The Chief Examiner for Principles of Cost Accounting also listed the following as candidates’ strengths:

- (i) ability to explain some of the qualities of Cost Accounting information;
- (ii) classifying cost correctly into their various types;
- (iii) preparing cost ledgers to show cost of sales using First in, First Out and First in, Last Out methods of valuing stock issues.

(c) BUSINESS MANAGEMENT

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

- (i) state the features of a private limited liability company;

- (ii) list parties to a bill of exchange;
- (iii) explain external sources of recruitment;
- (iv) state the disadvantages of public corporations.

(d) CLERICAL OFFICE DUTIES

The Chief Examiner for Clerical Office Duties noted that some of the candidates were able to:

- (i) show clear understanding of the Case Study;
- (ii) identify causes of accidents in the office;
- (iii) state duties of the receptionist;
- (iv) outline characteristics of an entrepreneur.

(e) TYPEWRITING

The Chief Examiner for Typewriting commended some of the candidates for

- (i) adherence to the rubrics and other marginal instructions;
- (ii) consistency in style of display in the production tasks;
- (iii) correct ruling of tabular work;
- (iv) correct use of line spacing in letter and tabulation;

(3) SUMMARY OF CANDIDATES' WEAKNESSES

(a) FINANCIAL ACCOUNTING

The Chief Examiner reported that candidates fared poorly in the following topics:

- (i) petty Cash Float, Contra Entry and Imprest System;
- (ii) correction of Errors and Preparation of Suspense Account.

(b) PRINCIPLES OF COST ACCOUNTING

The Chief Examiner reported that candidates were not able to:

- (i) highlight the costs associated with labour turnover;
- (ii) explain standard costing and list the benefits of variance analysis;
- (iii) explain budget committee;
- (iv) prepare a statement to reconcile profits disclosed by Financial Accounts and Cost Accounts.

(c) BUSINESS MANAGEMENT

The Chief Examiner noted that candidates could not explain the:

- (i) term "time management" and the techniques of time management;
- (ii) functions of trade unions;
- (iii) functions of a human resource manager.

(d) TYPEWRITING

The Chief Examiner listed the following weaknesses:

- (i) poor level of accuracy in the speed test;
- (ii) poor alignment of figures and materials;
- (iii) inconsistencies in style of display.

(e) CLERICAL OFFICE DUTIES

The Chief Examiner reported that some of the candidates displayed:

- (i) poor grammar usage in their essays;
- (ii) lack of understanding of some of the questions.

(4) SUGGESTED REMEDIES FOR THE WEAKNESSES:

The Chief Examiners suggested that candidates should:

- (i) adhere to the rubrics of the papers;
- (ii) be helped to cover the topics in the syllabuses thoroughly;
- (iii) be given sufficient exercises and these exercises must be marked promptly and discussed in class;
- (iv) be encouraged to read extensively on both the topics and other relevant materials to improve upon their language usage.

3. HUMANITIES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the Humanities reported that the performance of candidates in the various subjects was better than that of the previous year.

(2) SUMMARY OF CANDIDATES' STRENGTHS

All the Chief Examiners reported that majority of the candidates were able to answer questions on the following topics:

(a) SOCIAL STUDIES

- (i) the Institution of Marriage;
- (ii) responsible Parenting;
- (iii) national Independence and Self-reliance;
- (iv) promoting National Socio-Economic Development.

(b) GEOGRAPHY 2

- (i) road transportation;
- (ii) tourism and ways by which tourism can be promoted in Ghana;
- (iii) lumbering in Africa.

(c) GEOGRAPHY 3

- (i) formation of lakes by wind action;
- (ii) benefits derived from sedimentary rocks;
- (iii) characteristics of time zone and international date line;

(iv) method of recording rainfall amounts using the rain gauge.

(d) GOVERNMENT

- (i) political and Constitutional Developments in West Africa;
- (ii) international Relations.

(e) HISTORY

- (i) a good number of candidates planned and presented their essays well indicating clear understanding of the subject matter.
- (ii) candidates have improved upon their writing skill and grammar.
- (iii) the rubrics of the paper was adhered to and essays of candidates clearly written.

(f) MUSIC

- (i) African Music, Art Composers and Traditional Musicians;
- (ii) melody Writing;
- (iii) handling of Musical Instruments e.g. Atenteben.

(g) CHRISTIAN RELIGIOUS STUDIES

- (i) the sovereignty of God;
- (ii) the nature of God.

(h) ISLAMIC STUDIES

- (i) in questions where candidates were to write in Arabic, this was beautifully done.
- (ii) most candidates answered the compulsory question which is an improvement because previously some candidates ignored the compulsory question.

(i) ECONOMICS

- (i) Concepts on geographical and occupational mobility.

(3) SUMMARY OF CANDIDATES WEAKNESSES

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

(a) SOCIAL STUDIES

Candidates generally fared poorly in answering questions on the following topics:

- (i) Socialization and Social Environment;
- (ii) Physical Environment and Environmental Challenges;
- (iii) Leadership and Followership;
- (iv) Rights and Responsibilities of Citizens.

- (b) **GEOGRAPHY 2**
- (i) poor knowledge of the benefits derived from the concentration of manufacturing industries in urban centres;
 - (ii) limited understanding of the Climate of Africa;
 - (iii) inability to sketch free-hand the maps of Ghana, West Africa and Africa.
- (c) **GEOGRAPHY 3**
- (i) inability to draw annotated cross profiles;
 - (ii) inability to describe the relief and drainage of the mapped area.
- (d) **GOVERNMENT**
- (i) A good number of the candidates resorted to lengthy introductions and conclusions which were not related to the subject matter;
 - (ii) A lot of the essays had random cancellation, poor spellings and clumsy English expressions;
 - (iii) the topic “Elements of Government”, continued to be a challenge for candidates.
- (e) **HISTORY**
- (i) inability of candidates to expound on the points they raised;
 - (ii) many candidates were not able to distinguish between socio-economic and political factors as demanded in Questions 2 and 4b;
 - (iii) a good number of the candidates did not complete the questions they attempted.
- (f) **MUSIC**
- (i) inadequate knowledge of the rudiments and theory of music;
 - (ii) inability to arrange clefs, key signatures and time signatures orderly on the staff;
 - (iii) challenges with breath control techniques and weak diction.
- (g) **CHRISTIAN RELIGIOUS STUDIES**
- (i) difficulty in spelling biblical names and places.
- (h) **ISLAMIC STUDIES**
- (i) Candidates had difficulty in expressing the narratives on women in Pre-Islamic Arabia.
- (i) **ECONOMICS**
- (i) lack of understanding of concepts in the subject;
 - (ii) inability to plot graphs properly.
- (4) **SUGGESTED REMEDIES**
- The Chief Examiners recommended among other things that:

- (i) candidates of Economics should spell economics terminologies properly and should also practise plotting of graphs properly;
- (ii) candidates should read extensively on all the topics in the syllabus.
- (iii) candidates of History should be advised to expound on their points in order to earn extra marks where required;
- (iv) teachers should engage students of Music to focus on sight reading lessons from the early stages of the course;
- (v) students of Christian Religious Studies should be encouraged to read their textbooks, especially the prescribed version of the Bible.

4. LANGUAGES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the languages reported that there was a general improvement in performance of candidates over that of the previous year.

(2) SUMMARY OF CANDIDATES STRENGTHS

The scripts of a good number of candidates recorded some laudable characteristics. They included the following:

(a) Adherence to Rubrics

Chief Examiners for English Language 2, French 2, Literature-in-English 2, Asante Twi 1 and 2, Akwapim Twi 2, Dagaare 2, Dangme 2 and Fante 2 reported that a good number of candidates adhered to the rubrics of the papers for the respective subjects. The candidates attempted the required number of questions from the various sections and were focused in their responses.

(b) Good Organization of Essays

An appreciable number of candidates for English Language 2 and French 2 reportedly presented well-organized essays devoid of the usual long irrelevant introductions.

(c) In-Depth Knowledge of Set Texts

It was observed by the Chief Examiners for Dangme 2, Dagbani 2 and Kasem 2 that a significant number of candidates demonstrated a remarkable degree of knowledge of the set texts.

(d) Knowledge of the Formal Features of Essays

The Chief Examiners for English Language 2 and French 2 commended candidates for their display of high level of conversance with the formal features of the various forms of essays, viz., articles, debates, as well as informal letters.

- (e) Good Approach to Answering Comprehension, Summary and Literature Questions

The Chief Examiner for English Language 2 lauded candidates' efficient use of clauses and phrases in answering questions on comprehension and summary passages.

(3) SUMMARY OF CANDIDATES WEAKNESSES

A number of weaknesses identified in the scripts of candidates are listed below.

- (a) Weak Language Use

The Chief Examiners for English Language 2, Literature-in-English 3, French 2, Asante Twi 2, Fante 2 and Dangme 2 expressed great concern over poor grammar and spelling errors evident in some candidates' responses to questions. Rambling sentences with little or no punctuation marks in candidates' essays rendered the essays nearly unintelligible. Poor paragraphing was observed by Chief Examiner for Fante 2.

- (b) Inadequate Preparation

Answers to Literature-in-English 2, Literature-in-English 3, Asante Twi 2, and Akwapim Twi 2 questions were reported to have exhibited a worrying trend of candidates either totally refusing to read the set texts or not reading them well enough. The resultant lack of familiarity with the texts occasioned instances in which candidates confused characters from one text with those of another text.

The Chief Examiners for Literature-in-English 2 and Literature-in-English 3 added that reliance on unassessed commentaries that provided misleading interpretations and over-reliance on narration rather than explanation affected candidates' performance negatively.

- (c) Poor Store of Vocabulary

The Chief Examiners for English Language 2 and French 2 found candidates' store of vocabulary to be quite limited, which made it difficult for them to give the meanings of expressions quoted from the comprehension passage.

(4) SUGGESTED REMEDIES

Outlined below are a number of recommendations made to help address the weaknesses observed in candidates' written responses to questions:

- (i) emphasis should be placed on spelling drills and teaching of grammar to equip candidates with enough knowledge to tackle questions well;
- (ii) the importance of reading well-written materials to improve linguistic proficiency should be emphasized;

- (iii) teachers should be encouraged to give adequate lessons and exercises. Errors identified in students' scripts should be explained and strategies to answering questions appropriately discussed with them;
- (iv) the need for diligent reading of set texts should be impressed upon students of Literature-in- English and Ghanaian Languages;
- (v) literary devices should be taught within the context of texts and not in isolation;
- (vi) students should be given exposure to best practices in answering literature questions.

5. MATHEMATICS

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for both Mathematics (Core) and Mathematics (Elective) reported that the performance of candidates was better than that of the previous year.

(2) SUMMARY OF CANDIDATES STRENGTHS

The Chief Examiner for Mathematics (Core) listed some of the strengths of candidates as ability to:

- (i) express decimals in their standard forms;
- (ii) complete tables for trigonometric equations and draw the associated graph;
- (iii) solve questions involving transformation;
- (iv) convert numbers from one base to the other;
- (v) express irrational numbers in their surd form.

The Chief Examiner for Mathematics (Elective) also listed the strengths of the candidates as ability to:

- (i) rationalise a given surd;
- (ii) find the mean and standard deviation from a given data;
- (iii) find the resultant and magnitude of a given vector;
- (iv) find the determinant and inverse of a given matrix.

(3) CANDIDATES WEAKNESSES

The Chief Examiners listed some of the weaknesses of candidates as difficulty in:

(a) Mathematics (Core)

- (i) translating word-problems into mathematical statements;
- (ii) solving probability-related problems;
- (iii) solving basic computation without the use of calculator;
- (iv) solving problems involving mensuration;
- (v) showing evidence of reading from a graph.
- (vi) failure to show appropriate steps used in arriving at the final answer.

(b) Mathematics (Elective)

- (i) finding the coordinates of a point using internal division of a line in a given ratio;
- (ii) solving problems on mechanics;
- (iii) finding the range of a given inequality;
- (iv) using trigonometric identities to solve trigonometry related problems.
- (v) pre-mature approximation.

(4) SUGGESTED REMEDIES

The Chief Examiners for both Mathematics (Core) and Mathematics (Elective) suggested that teachers should:

- (i) give equal attention to the whole syllabus rather than specializing in selected topics of the syllabus;
- (ii) expose candidates to a lot of questions as exercises for them to have a good command on the topics in the syllabus;
- (iii) encourage students to show all steps used in solving a question clearly without jumping steps as is the case when a calculator is used;
- (iv) impress on the candidates to work with at least four decimal places and round off answers after the whole calculation.
- (v) stress on the need to read and understand the demands of the question before attempting it.

6. SCIENCE SUBJECTS

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the various Science subjects expressed varied views on the performance of the candidates. While the performance of candidates in Fisheries, Forestry, General Agriculture, Crop Husbandry and Horticulture, Integrated Science, Physics and Chemistry was above average, the performance of candidates in Animal Husbandry and Biology was reported to be average.

(2) SUMMARY OF CANDIDATES STRENGTHS

The Chief Examiners for the Science Subjects reported that candidates performed well in the following topics:

(a) Biology

- (i) secondary sexual characteristics of males and females;
- (ii) genetics;
- (iii) classification of living things.

(b) General Agriculture

- (i) ways of controlling tapeworm infestation in farm animals;
- (ii) preparation of profit and loss account;
- (iii) contribution of forest to national development.

- (c) **Crop Husbandry and Horticulture**
(i) nutritional importance of vegetables to humans;
(ii) reasons for establishing ornamental plants on a school compound;
(iii) calculation of plant population.
- (d) **Chemistry**
(i) recognition of types of energy changes from a given thermochemical equations;
(ii) knowledge of periodic properties (electron affinity and electronegativity);
(iii) Faraday's constant;
(iv) primary and secondary cells;
(v) determination of empirical and molecular formulae for elemental data;
(vi) calculation of solubility and concentration in mol dm^{-3} and g dm^{-3}
(vii) plotting of graph from a given set of data.
- (e) **Physics**
(i) presentation of data in a composite table;
(ii) derivation of Newton's equation of motion;
(iii) use of large triangle in determining slope of graphs.
- (f) **Integrated Science**
(i) definitions of compound and mixture;
(ii) environmental factors that affect the life cycle of crops;
(iii) plotting of points for the drawing of graphs.
- (g) **Animal Husbandry**
(i) reasons protein is important in the diet of farm animals;
(ii) ways in which egg breakage in poultry house could be reduced;
(iii) diseases transmitted by tick;
(iv) functions of gizzard, skin and kidney.
- (h) **Forestry**
(i) Income-generating activities in forestry;
(ii) Stakeholders of the Forestry Sector in Ghana;
(iii) Weeds which grow in natural water bodies.
- (i) **Fisheries**
(i) Feed ingredients;
(ii) Water quality parameters.

In addition, the Chief Examiners for Integrated Science, Biology, Chemistry, General Agriculture, Crop Husbandry and Horticulture and Animal Husbandry reported that candidates adhered to the rubrics of the papers.

Candidates for Biology, Chemistry, Physics, Animal Husbandry and Forestry were commended by the respective Chief Examiners for the orderly presentation of their responses.

Improvement in the spelling and usage of scientific terms was a noted feature in the responses of candidates for Integrated Science, General Agriculture and Fisheries.

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

The Chief Examiners reported that the candidates performed woefully in the following topics:

- (a) **Biology**
- (i) components of the Nervous system;
 - (ii) differences between structural features and physiological features.
- (b) **General Agriculture**
- (i) causes of mortality in broiler production;
 - (ii) steps involved in carrying out germination test on cowpea;
 - (iii) ways of controlling cotton stainer.
- (c) **Crop Husbandry and Horticulture**
- (i) explanation of the terms: monocropping, monoculture, crop rotation and relay intercropping;
 - (ii) differentiating between budding and grafting;
 - (iii) process of floral induction in pineapple production.
- (d) **Chemistry**
- (i) differences between dehydrating agent and drying agent;
 - (ii) the use of kinetic theory of matter to explain how solids change when heated;
 - (iii) elemental analysis of organic compounds;
 - (iv) the formation of the dipolar ion (Zwitterion) by amino acids under acidic and alkaline conditions;
 - (v) how recrystallization is carried out in the laboratory.
- (e) **Physics**
- (i) use of odd scales;
 - (ii) dimensional analysis;
 - (iii) the concept of terminal velocity.
- (f) **Integrated Science**
- (i) concept of greenhouse effect and climate change;
 - (ii) functions and structural adaptations of the placenta.
- (g) **Animal Husbandry**
- (i) explanation of the terms 'flushing' and 'steaming up';
 - (ii) determining the number of ducks that could be kept in a given area of land;

- (iii) sources of calcium and carbohydrates in poultry production;
- (iv) differences between tick and weevil.

(h) Forestry

- (i) uses of bark of a tree;
- (ii) environmental conservation;
- (iii) factors that determine the choice of species for forest plantation establishment;

(i) Fisheries

- (i) explanation of simple scientific occurrences;
- (ii) assigning proper units to figures;
- (iii) drawing and interpretation of graphs.

(4) SUGGESTED REMEDIES

The Chief Examiners suggested that candidates should:

- (i) be taken through calculation drills to improve upon their speed and accuracy;
- (ii) learn the conventions of writing scientific or technical terms;
- (iii) identify and understand the scientific principles underlying everyday occurrence;
- (iv) be allotted more time during practical lessons;
- (v) be taught the procedure used in practical activities.

7. TECHNICAL SUBJECTS

1. PERFORMANCE OF CANDIDATES

The chief examiners reported that an average performance was recorded in Applied Electricity 2, Building Construction 2, Metalwork 2, Technical Drawing 2, Auto mechanics 3, Woodwork 2 and reported an above average performance in Woodwork 3.

They also stated that candidates' performance in Applied Electricity 3, Auto Mechanics 2, Building construction 3, Metalwork 3 and Technical Drawing 3 improved significantly. In addition to these, performance in information and communication studies 3, Building Construction 3 and Electronics 3 was reported to be very good while Information and Technology 2 was good. Performance in Electronics 2 was however reported to be fair.

2. SUMMARY OF CANDIDATES' STRENGTHS

(a) Adherence to Rubrics of the Examination

Chief Examiners of Electronics 3, Applied Electricity 2, Information and Communication Technology 2 and Metalwork 2 reported that most candidates adhered to the rubrics of the papers.

(b) Orderly Presentation of Answers

Most candidates according to the Chief Examiners of Woodwork 2 and 3, Building Construction 2 and 3 and Metalwork 2 numbered their work neatly and orderly presented their work.

(c) Demonstration of In-depth Knowledge of Subject Matter.

The Chief Examiners reported that a few candidates demonstrated excellent Knowledge in their subject matter.

Candidates of Applied Electricity 2 showed strength in concepts and principles in magnetic theories and logic gates; and plotting of graphs in Applied Electricity 3. In Electronics 2 and 3, most candidates showed appreciable Knowledge in application of electromagnetism and performing experiments appropriately respectively. Candidates offering ICT 3 showed strength in spreadsheet application and in Metalwork 3, most candidates were able to cut and file metal parts to size. Candidates demonstrated commendable strength in draughtsmanship in Technical Drawing 2 and 3 and constructed well fitted joints in woodwork 3. Most candidates demonstrated strength in removing the clutch plate in Auto Mechanics 3.

(d) Exhibition of Skills in Sketching and Drawing

The Chief Examiners reported that most candidates of Auto Mechanics 2, Woodwork 2, Building construction 2 and 3 and Technical Drawing 2 and 3 produced very good sketches and drawings to answer their questions.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(a) Lack of Adequate Preparation

The Chief Examiners reported that candidates' responses demonstrated inadequacy in their preparation. In Technical Drawing 2 and 3 most candidates used the wrong grade of pencils for their work. Candidates of Metalwork 3 lacked practical competence in the selection of various bench tools and how to use them effectively. In woodwork 3, some candidates showed lack of adequate preparation through their inability to mark-out accurately and cut out joints neatly. Candidates of ICT 3 could not format background colour of the HTML properly.

Majority of candidates of Applied Electricity 2 demonstrated lack of in-depth Knowledge about circuit analysis and poor arithmetical skills.

(b) Non-Adherence to the Rubrics of the Examination

Some candidates were reported to have disregarded the dictates of the rubrics. Some candidates of Building Construction 2 and 3 were reported to have answered less questions while others answered more than demanded by the rubrics. In Technical Drawing 3, almost all the candidates used guided

instruments for the freehand sketches which was against the instruction that no guided instrument should be used.

(c) Lack of Practical Exposure

Chef Examiners reported that most candidates demonstrated their lack of practical exposure through their responses to questions. Candidates of Auto Mechanics 3 could not identify parts of the starter motor and the inspection of component parts was poorly done. Most candidates for Metalwork 3 lacked the competence in the selection of various tools and how to use them effectively. Most candidates for Woodwork 3 were unable to mark out accurately and work to the given dimensions.

(d) Poor Handwriting

The Chief Examiners for Auto Mechanics 2 and Building Construction 3 bemoaned the illegible handwriting of most candidates.

4. SUGGESTED REMEDIES

The following were suggested as remedies for the weaknesses:

- (i) practical work should be intensified by instructors and teachers;
- (ii) candidates should be impressed upon to always read and observe the dictates of the rubrics of the examination;
- (iii) teachers should endeavour to complete all sections of the syllabus before the examination;
- (iv) teachers should have all the necessary tools, instruments equipment and textbooks for the training of students.
- (v) candidates should read over their solutions to enable them correct errors such as omissions and poor spellings;
- (vi) candidates should practice various sketches before they sit for the examination.

8. VOCATIONAL SUBJECTS

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the Vocational subjects expressed varied views on the performance of the candidates. While the Chief Examiners for General Knowledge-in-Art (GKA), Management-in-Living 2 and 3, Jewellery 2, Picture Making 2, Foods and Nutrition 2 reported that candidates' performance was the same as last year's, the Chief Examiners for Graphic Design 2, Textiles 2, Leatherwork 2, Sculpture 2, and Ceramics 2 reported that there was a drop-in performance of candidates.

(2) SUMMARY OF CANDIDATES' STRENGTHS

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

- (i) improved competency in the use of the sewing machine in Clothing and Textiles 3 and preparation of dishes in Foods and Nutrition 3;
- (ii) correct use of terminologies was exhibited by candidates in Textiles 2, Sculpture 2 and Picture Making 2;
- (iii) skilful use of tools was exhibited in General Knowledge-in-Art 3B&3A and Clothing and Textiles 3.
- (iv) ability to support answers with illustrations was displayed in Sculpture 2, Graphic Design 2, Leatherwork 2 and Basketry 2.
- (v) improvement in the use of grammar was evident in Foods and Nutrition 2, Textiles 2, Management-in-Living 2 and Management-in-Living 3;
- (vi) adherence to rubrics was observed in Foods and Nutrition 2, Management-in-Living 3, Clothing and Textiles 2, Picture Making 2 and Visual Art 3.

(3) SUMMARY OF CANDIDATES' WEAKNESSES

The Chief Examiners identified the following weaknesses of candidates:

- (i) poor drawing skills were reported in General Knowledge in Art 3A, Clothing and Textiles 2, Jewellery 2 and Visual Art 3;
- (ii) inability of some candidates to apply certain principles to practical situations was evident in General Knowledge in Art 2, Clothing and Textiles 3, Management-in-Living 3, Textiles 2 and Visual Art 3.
- (iii) poor spelling of basic terminologies and words was a weakness exhibited by some candidates in Clothing and Textiles 2, Jewellery 2, Management-in-Living 3, Ceramics 2, Foods and Nutrition 2, Picture Making 2 and Basketry 2;
- (iv) backgrounds and foregrounds of the picture composition were poorly exhibited by candidates in General Knowledge-in-Art 3A.

(4) SUGGESTED REMEDIES

The Chief Examiners made the following recommendations as remedies to some of the challenges:

- (i) students should be given more assignments which involve all types of drawing and shading;
- (ii) students should be encouraged to read prescribed textbooks in addition to notes given by their tutors;
- (iii) students must be taught to reduce their dependence on computer-generated designs and to be more creative in their drawings and designs;
- (iv) teachers should teach students to handle tools and materials well;
- (v) use of correct terminologies should be emphasized during lessons and students should be encouraged to use these terminologies correctly;
- (vi) teachers should encourage students to read and use the library more often to improve on their spelling, vocabulary and expressions in English;