

THE WEST AFRICAN EXAMINATIONS COUNCIL



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

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

CONDUCTED IN
NIGERIA

IN 2006

THE WEST AFRICAN EXAMINATIONS COUNCIL

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

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

(1) Statistics of Entries and Results

(a) Entry Figures

- Number of candidates that sat the examination = 1,154,266
- Number of Male candidates = 630,903
- Number of Female candidates = 523,363

(i) Table I: Subjects with Entry Figures of over Eight Hundred Thousand (800,000) in 2004 - 2006 WASSCE in Nigeria

| Subject | Entries | | | % Increase Over 2005 |
|----------------------|-----------|-----------|-----------|----------------------|
| | 2004 | 2005 | 2006 | |
| Economics | 992,272 | 1,028,155 | 1,114,065 | 8.36% |
| English Language | 1,035,280 | 1,080,162 | 1,170,522 | 8.37% |
| General Mathematics | 1,035,280 | 1,080,133 | 1,170,522 | 8.37% |
| Agricultural Science | 833,217 | 872,811 | 941,322 | 7.86% |
| Biology | 1,027,938 | 1,072,607 | 1,152,045 | 8.34% |

The entries in the five subjects in this group increased steadily over the period (2004-2006).

(ii) Table II: Subjects with Entry Figures of between 200,000 and 800,000 in 2004-2006 WASSCE in Nigeria

| Subject | Entries | | | % Increase Over 2005 |
|-------------------------------|---------|---------|---------|----------------------|
| | 2004 | 2005 | 2006 | |
| Commerce | 456,945 | 460,836 | 502,338 | 9.01% |
| Financial Accounting | 202,151 | 199,274 | 211,552 | 6.16% |
| Christian Religious Knowledge | 420,480 | 446,832 | 489,743 | 9.10% |
| Government | 637,042 | 660,894 | 726,343 | 9.10% |
| Geography | 595,529 | 618,372 | 675,569 | 9.15% |
| Literature-in-English | 335,824 | 336,134 | 353,404 | 5.14% |
| *Yoruba Language | 332,789 | 319,407 | 336,312 | 5.19% |
| Chemistry | 334,491 | 357,658 | 389,462 | 8.19% |
| Physics | 327,829 | 351,778 | 384,777 | 9.10% |

**Subject name changed to Yoruba in 2006.*

The 2006 entries for all the subjects in Table II exceeded the 2005 figures.

(iii) **Table III: Subjects with Entry Figures of between 50,000 and 200,000 in the May/June 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|-----------------|---------|---------|---------|----------------------|
| | 2004 | 2005 | 2006 | |
| History | 61,273 | 64,465 | 63,276 | -1.84% (Decrease) |
| *Hausa Language | 147,699 | 174,768 | 196,204 | 12.27% |
| *Igbo Language | 165,394 | 175,683 | 180,158 | 2.55% |
| Islamic Studies | 142,387 | 167,609 | 194,053 | 15.78% |

**Subject names changed to Hausa and Igbo respectively in 2006*

With the exception of History, the 2006 entry figures for all the subjects in Table III exceeded the 2005 figures.

(iv) **Table IV: Subjects with Entry Figures of between 1,000 and 50,000 in the May/June 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|---------------------|---------|--------|--------|----------------------|
| | 2004 | 2005 | 2006 | |
| Further Mathematics | 27,271 | 29,998 | 35,207 | 17.36% |
| Health Science | 17,389 | 19,096 | 19,455 | 1.88% |
| Physical Education | 9,378 | 9,426 | 9,842 | 4.41% |
| Applied Electricity | 635 | 1,551 | 1,163 | -25.02% (Decrease) |
| Electronics | 436 | 2,208 | 2,860 | 29.53% |
| Technical Drawing | 9,694 | 10,136 | 11,007 | 8.59% |
| Clothing & Textiles | 763 | 1,187 | 1,250 | 5.31% |
| Foods & Nutrition | 23,878 | 25,354 | 29,252 | 15.37% |
| Home Management | 15,158 | 17,571 | 18,556 | 5.61% |
| Visual Art | 5,681 | 6,380 | 7,253 | 13.69% |

Except for Applied Electricity, the 2006 entry figures for all the subjects in Table IV exceeded the 2005 figures.

(v) **Table V: Subjects with Entry Figures of less than 1,000 in the May/June 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|-----------------------|---------|-------|------|----------------------|
| | 2004 | 2005 | 2006 | |
| Shorthand | 439 | 543 | 480 | -11.60% (Decrease) |
| Hausa Literature + | 2,040 | 2,039 | 972 | -52.32% (Decrease) |
| Igbo Literature+ | 746 | 893 | 549 | -38.52% (Decrease) |
| Yoruba Literature+ | 1,526 | 1,038 | 545 | -47.50% (Decrease) |
| Auto Mechanics | 243 | 411 | 431 | 4.87% |
| Building Construction | 266 | 910 | 914 | 0.004% |
| Metalwork | 758 | 1,081 | 873 | -19.24% (Decrease) |
| Woodwork | 604 | 581 | 715 | 23.06% |
| Music | 128 | 160 | 137 | -14.38% (Decrease) |

+Phased out with effect from 2006

Except for Woodwork, Auto Mechanics and Building Construction, the 2006 entry figures for all the subjects in Table V fell short of the 2005 figures.

(b) **Interpretation of Entry Statistics**

- (i) Overall entry figures increased over the 3-year period.
- (ii) Subject entries increased in most cases but dropped in some and fluctuated in some others.
- (iii) Apart from English Language and Mathematics which are compulsory subjects, the highest entry figures (over 70% of the total candidature) were recorded in Biology, Economics and Agricultural Science (See Table I).
- (iv) 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).
- (v) Less than 40% of the candidates registered for Chemistry and Physics during the 3-year period (See Table II).
- (vi) The lowest entry figures of less than 5% of the total candidature for the 3-year period were recorded in the technical/vocational subjects (See Tables IV & V).
- (vii) Less than 0.1% of the candidates registered for each of Auto Mechanics, Building Construction, Metalwork, Woodwork and Music during the 3-year period (See Table V).

(c) **Statistics of Results**

Table VI: Three-Year Results in Twenty-two (22) Popular Subjects in the May/June 2004-2006 WASSCE in Nigeria

| Subject | % of Passes at Credit Level (Grades 1 - 6) | | | % of Failure | | |
|-------------------------------|--|-------|-------|--------------|-------|-------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Commerce | 36.66 | 47.81 | 56.77 | 35.38 | 30.33 | 24.81 |
| Financial Accounting | 23.14 | 24.81 | 18.47 | 46.20 | 41.98 | 48.90 |
| Christian Religious Knowledge | 32.30 | 46.48 | 36.45 | 35.26 | 23.58 | 33.45 |
| Economics | 37.59 | 36.24 | 49.45 | 22.26 | 20.20 | 15.71 |
| Geography | 18.98 | 28.62 | 45.84 | 47.31 | 44.17 | 29.29 |
| Government | 62.14 | 60.88 | 67.82 | 16.31 | 20.48 | 13.62 |
| History | 41.71 | 29.97 | 31.30 | 36.08 | 43.04 | 41.24 |
| Islamic Studies | 19.56 | 17.73 | 51.53 | 42.92 | 49.89 | 24.02 |
| English Language | 29.59 | 25.63 | 32.48 | 37.61 | 36.93 | 29.65 |
| French | 42.82 | 33.36 | 51.55 | 45.84 | 30.66 | 22.57 |
| Hausa Language | 43.04 | 42.85 | 33.96 | 24.95 | 20.70 | 30.96 |
| Igbo Language | 55.53 | 50.26 | 34.52 | 13.73 | 17.09 | 37.93 |
| Yoruba Language | 36.21 | 18.97 | 34.40 | 36.62 | 66.41 | 46.07 |
| Further Mathematics | 23.99 | 29.57 | 43.69 | 37.40 | 38.05 | 27.15 |
| General Mathematics | 33.97 | 38.20 | 41.12 | 34.47 | 34.41 | 24.95 |
| Agricultural Science | 23.48 | 15.51 | 35.01 | 43.87 | 53.46 | 35.42 |
| Biology | 29.68 | 35.74 | 49.23 | 34.68 | 32.18 | 22.96 |
| Chemistry | 37.86 | 50.94 | 44.90 | 32.76 | 27.28 | 30.11 |
| Physics | 49.40 | 41.50 | 58.06 | 19.26 | 25.88 | 16.52 |
| Technical Drawing | 49.43 | 46.01 | 31.86 | 21.16 | 23.85 | 39.14 |
| Foods & Nutrition | 54.74 | 58.08 | 61.47 | 12.15 | 14.04 | 7.93 |
| Literature-In-English | 14.31 | 18.68 | 32.20 | 43.49 | 41.67 | 24.99 |

(d) **Interpretation of Results Statistics**

- (i) Between 25% and 35% of the candidates passed English Language at credit level (grades A1 - C6) in the 3-year period.
- (ii) Between 32% and 42% of the candidates passed Mathematics at credit level (grades A1 - C 6) in the 3-year period.
- (iii) Between 30% and 60% of the candidates passed at credit level (grades A1- C6) in many of the Arts and Business subjects in the 3-year period.
- (iv) Between 30% and 60% of candidates passed Biology, Chemistry and Physics at credit level in the 3-year period.

(v) Between 45% and 62% of the candidates passed Technical Drawing and Foods & Nutrition at credit level (grades A1- C6) within the 3-year period.

(vi) Candidates' performance in French and Yoruba Language fluctuated within the period while performance in Hausa Language and Igbo Language dropped steadily within the 3-year period.

(vii) Candidates' performance improved steadily in the following subjects during the 3-year period:

| | |
|---------------------|-----------------------|
| Commerce | Biology |
| Geography | Foods & Nutrition |
| Further Mathematics | Literature-in-English |
| General Mathematics | |

(viii) Performance in the following subjects improved in 2006 relative to the year 2005 level but fluctuated over the 3-year period:

| | |
|------------------|------------------------|
| Economics | French |
| Government | Yoruba Language/Yoruba |
| History | Agricultural Science |
| Islamic Studies | Physics |
| English Language | |

(ix) Performance in the following subjects in 2006 fell below the 2005 level and fluctuated over the 3-year period:

Financial Accounting
Christian Religious Knowledge
Chemistry

(2) **Implications of Entry and Result Statistics for Policy Formulation**

(a) The steady increase in overall entry figures over the 3-year period is a confirmation of **increasing access to education** at the senior secondary school level.

(b) The constantly low entries of below 30,000 candidates for technical/vocational subjects relative to Arts and Business subjects, call for concern as they are indicative of a **serious gap** between the **expectations of the National Policy on Education (NPE)** and the **actual situation** in terms of the enrolment for these 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 low level of performance in English Language and Mathematics (25% - 42%) over the three-year period calls for a **review of the strategies for the teaching and learning** of the two subjects.
- (c) The steady fall in the performance level in technical/vocational subjects like Technical Drawing is indicative of a serious variance between the expectations of NPE and reality, and calls for an **assessment of the available infrastructure as well as the strategies for the teaching and learning** of these subjects.
- (d) The drop in the performance level in Financial Accounting and the Nigerian languages calls for a **review of current strategies in the teaching and learning** of the affected subjects.

(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.
- (c) The appropriate authorities in the education sector should address the critical issues such as the **learning environment, appropriate infrastructure, required teaching aids and equipment, appropriate number and quality of teachers**, etc.
- (d) Government and school authorities should engage the services of **qualified teachers** of English Language and Mathematics and provide **appropriate teaching/learning equipment/facilities**.
- (e) Government and school authorities should encourage the **development of literary and debating societies and other subject-based societies** (especially in the Sciences, Mathematics and vocational/technical subjects), **sponsorship of intra-school and inter-school debates, quizzes and essay contests**, among others.
- (f) Government should take necessary steps **to make relevant books readily available and affordable** for students' use.

2. **NOVEMBER/DECEMBER 2006 WASSCE (FOR PRIVATE CANDIDATES)**

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

(a) **Entry Figures**

- Number of candidates that sat the examination = 399,300
- Number of Male candidates = 217,692
- Number of Female candidates = 181,608

(i) **Table I: Subjects with Entry Figures of Over 300,000 in the November/December 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|---------------------|---------|---------|---------|----------------------|
| | 2004 | 2005 | 2006 | |
| Economics | 497,084 | 386,220 | 409,176 | 5.94% |
| English Language | 513,451 | 398,689 | 421,975 | 5.84% |
| General Mathematics | 513,446 | 398,689 | 421,977 | 5.84% |
| Biology | 469,711 | 377,147 | 401,795 | 6.54% |

The entries for the four subjects in the group increased in 2006 relative to the 2005 figures but fell short of the 2004 figures.

(ii) **Table II: Subjects with Entry Figures of between 100,000 and 300,000 for the November/December 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|-------------------------------|---------|---------|---------|----------------------|
| | 2004 | 2005 | 2006 | |
| Commerce | 271,201 | 202,039 | 210,333 | 4.11% |
| Government | 331,177 | 250,218 | 262,174 | 4.57% |
| Agricultural Science | 340,508 | 274,701 | 289,647 | 5.44% |
| Financial Accounting | 147,258 | 107,718 | 113,012 | 4.91% |
| Christian Religious Knowledge | 178,893 | 145,362 | 150,178 | 3.31% |
| Geography | 191,149 | 165,688 | 176,686 | 6.34% |
| Literature-In-English | 156,758 | 129,209 | 131,799 | 2.00% |
| *Yoruba Language | 214,672 | 162,235 | 171,555 | 5.74% |
| Chemistry | 192,024 | 158,421 | 172,127 | 8.65% |
| Physics | 188,871 | 155,737 | 170,577 | 9.53% |

**Subject name changed to Yoruba with effect from M/J 2006.*

The entries for all the subjects in this group increased in 2006 relative to the 2005 figures but fell short of the 2004 figures.

(iii) **Table III: Subjects with Entry Figures of between 1,000 and 100,000 in the November/December 2004 - 2006 WASSCE in Nigeria**

| Subject | Entries | | | % Increase Over 2005 |
|---------------------|---------|--------|--------|-----------------------|
| | 2004 | 2005 | 2006 | |
| Typewriting | 2,081 | 1,103 | 1,001 | - (9.25%) (Decrease) |
| History | 16,989 | 13,723 | 14,157 | 3.16% |
| Islamic Studies | 24,594 | 22,479 | 26,513 | 17.95% |
| French | 1,529 | 1,596 | 1,726 | 8.15% |
| Arabic | 1,120 | 826 | 1,050 | 27.12% |
| *Hausa Language | 11,008 | 11,608 | 15,072 | 29.84% |
| *Igbo Language | 71,522 | 57,724 | 58,885 | 2.01% |
| Further Mathematics | 31,096 | 26,549 | 30,321 | 14.21% |
| Health Science | 8,246 | 5,714 | 5,455 | - (4.53%) (Decrease) |
| Physical Education | 2,769 | 2,252 | 1,949 | - (13.45%) (Decrease) |
| Technical Drawing | 5,769 | 5,233 | 5,426 | 3.69% |
| Foods & Nutrition | 5,794 | 6,011 | 6,313 | 5.02% |
| Home Management | 3,012 | 3,040 | 3,121 | 2.66% |
| Visual Art | 2,534 | 2,187 | 2,419 | 10.61% |

**Subject names changed to Hausa and Igbo respectively with effect from M/J 2006*

With the exception of Typewriting, Health Science, and Physical Education, the entry figures for the subjects in this group were higher in 2006 than in 2005.

(iv) **Table IV: Subjects with Entry Figures of Less than 1,000**

| Subject | Entries | | | % Decrease Over 2005 |
|-----------------------|---------|------|------|----------------------|
| | 2004 | 2005 | 2006 | |
| Shorthand | 703 | 399 | 346 | -13.28% |
| +Hausa Literature | 398 | 188 | 79 | -57.98% |
| +Igbo Literature | 728 | 313 | 222 | -29.07% |
| +Yoruba Literature | 2,211 | 769 | 717 | -6.76% |
| Applied Electricity | 1,009 | 897 | 588 | -34.45% |
| Auto Mechanics | 517 | 449 | 221 | -50.78% |
| Building Construction | 918 | 752 | 524 | -30.32% |
| Electronics | 807 | 976 | 688 | -29.51% |
| Metal Work | 638 | 502 | 332 | -33.86% |
| Woodwork | 231 | 215 | 156 | -27.44% |
| Clothing & Textiles | 242 | 356 | 175 | -50.84% |
| Music | 452 | 408 | 335 | -17.89% |

+Phased out with effect from May/June 2006.

Except for Electronics and Clothing & Textiles which recorded fluctuating entries, the entry figures for all the subjects in Table VI declined steadily over the three-year period.

(b) **Interpretation of Entry Statistics**

- (i) The overall entry figure increased in 2006 over the 2005 figure but fell short of the 2004 figure.
- (ii) Most subject entries increased in 2006 relative to 2005, though some subject entries dropped.
- (iii) Apart from English Language and Mathematics which are compulsory subjects, the highest entry figures in the Nov/Dec 2006 WASSCE (over 65% of the total candidature) were recorded in Economics, Biology and Agricultural Science (See Tables I and II).
- (iv) Less than 40% of the candidates registered for Chemistry and Physics during the 3-year period (See Table II).
- (v) Technical/vocational subjects formed the bulk of the subjects with the lowest entry figures for the 3-year period (See Tables III & IV).
- (vi) Applied Electricity, Auto Mechanics, Building Construction, Metalwork, Woodwork and Music recorded a steady decrease in their entries during the period (See Table IV).

(c) **Statistics of Results**

Table V: 3-Year Results in Seventeen (17) Popular Subjects in the November/December 2004 - 2006 WASSCE in Nigeria

| Subjects | % of Passes at Credit Level (Grades A1-C6) | | | % of Failure | | |
|----------------------|---|--------|--------|--------------|--------|--------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Commerce | 45.55% | 44.96% | 47.17% | 34.24% | 29.48% | 27.47% |
| Financial Accounting | 43.35% | 42.11% | 35.38% | 24.97% | 28.42% | 29.18% |
| C. R. K. | 45.65% | 33.31% | 49.67% | 25.46% | 32.57% | 19.70% |
| Economics | 44.48% | 37.37% | 40.41% | 21.29% | 28.41% | 24.37% |
| Government | 69.96% | 66.12% | 58.41% | 8.07% | 9.45% | 12.04% |
| History | 33.44% | 42.17% | 26.77% | 46.62% | 35.68% | 48.39% |
| Islamic Studies | 26.20% | 34.23% | 50.49% | 39.06% | 36.67% | 21.50% |
| French | 47.00% | 46.43% | 51.56% | 38.12% | 30.22% | 34.61% |
| English Language | 40.82% | 29.58% | 26.34% | 22.27% | 26.39% | 28.16% |
| Igbo Language | 45.90% | 52.67% | 35.50% | 34.84% | 26.68% | 31.93% |
| Hausa Language | 44.77% | 57.62% | 34.01% | 27.39% | 19.88% | 33.54% |
| Yoruba Language | 26.26% | 27.71% | 23.52% | 38.36% | 36.11% | 54.54% |
| General Mathematics | 55.75% | 37.63% | 46.06% | 20.08% | 26.27% | 17.29% |
| Agricultural Science | 29.02% | 28.97% | 36.30% | 38.17% | 41.99% | 33.44% |
| Biology | 41.81% | 37.30% | 43.90% | 28.79% | 30.10% | 23.56% |
| Chemistry | 38.17% | 36.43% | 40.36% | 33.82% | 32.55% | 29.21% |
| Physics | 37.91% | 31.73% | 46.89% | 30.74% | 34.58% | 23.58% |

(d) **Interpretation of Results Statistics**

- (i) Overall candidates' performance in the examination fluctuated over the three-year period.
- (ii) Candidates' performance in Financial Accounting, Government and English Language dropped steadily over the period.
- (iii) Failure rate in Commerce, Islamic Studies and Chemistry dropped steadily over the 3-year period.

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

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

Although the November/December WASSCE is for private candidates, majority of those who sit the examination are graduates of the senior secondary school system who could not make the required number of papers in the May/June examination. To that extent, the comments under *Implications of Entry and Results Statistics for the May/June WASSCE* may also be applicable to the November/December WASSCE.

(3) **Recommendations**

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

Although the November/December WASSCE is for private candidates, majority of those who sit the examination are graduates of the senior secondary school system who could not make the required number of papers in the May/June examination. To that extent, the *Recommendations* made for the May/June WASSCE may also be applicable to the November/December WASSCE.

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

(1) **Standard of the Papers**

The Chief Examiners unanimously agreed that the standard of the papers compared favourably with those of the preceding years. The questions were straightforward and evenly spread to cover the subject syllabuses. The rubrics were quite explicit and the marking schemes detailed enough to provide for all plausible answers.

(2) **Performance of Candidates**

The performance was said to have varied among the subjects – poor in some, fair in some and better than before in others.

Candidates' performance was said to be **poor** in English Language 1, French 3, Hausa 2, Igbo 2, Yoruba 2, Literature-In-English 2, History 2, Biology 1, Visual Art 2, Financial Accounting 2, Shorthand, Auto-Mechanics 2 and Woodwork 1 & 2.

On the other hand, candidates' performance was said to be just fair in Literature-In-English 3, Geography 1B, Christian Religious Knowledge 2, Visual Art 3, Music 1A, Commerce 2, Typewriting, Biology 2, Physics 2B, General Mathematics 2, Further Mathematics 2, Applied Electricity 1, Electronics 2, Building Construction 1, Metalwork 1 & 2, Woodwork 3 and Technical Drawing 2.

Candidates' performance in 2006 was reported to have improved in French 2, Arabic 2, Yoruba 2, Islamic Studies 2, Geography 2, Government 2, Economics 2, Visual Art 1, Music 1B and Building Construction 2 relative to the previous years.

(3) **Candidates' Weaknesses**

The poor performance of candidates as reported by the Chief Examiners was attributable to the following factors:-

- (a) Inadequate preparation for the examination as shown in candidates' scanty and irrelevant responses to questions.
- (b) Poor grammatical construction and incomprehensible expressions.
- (c) Poor calculative and descriptive skills.
- (d) Mis-interpretation of questions.
- (e) Non-adherence to rubrics.

(4) **Candidates' Strengths**

The strengths exhibited by the candidates in some subjects were highlighted.

In English Language 1 for instance, candidates were reported to have been able to give the correct grammatical names and functions of the quoted expressions.

In Chemistry 1, candidates reportedly showed a marked improvement in their understanding of the requirements for volumetric/quantitative analysis.

In Health Science, candidates were reported to have possessed a good grasp of the knowledge of the location and functions of the alveolus, synovial fluid, glomerulus and tricuspid valve in Health Science 1.

(5) **Suggested Remedies**

The Chief Examiners suggested the following measures for improvement on candidates' performance:

- (a) Adequate coverage of the teaching and examination syllabuses.
- (b) Acquisition of knowledge by the candidates in the subject area.
- (c) Access to relevant textbooks for teachers and students.
- (d) Development of good reading habits by the candidates.
- (e) Improvement in candidates' language skills.
- (f) Access to well-equipped libraries and laboratories.
- (g) Adherence to the rubrics of the question papers.

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

(1) **Standard of the Papers**

All the Chief Examiners reported that the standard of the papers was well within the capability of the candidates and compared favourably with those of the previous years. The rubrics were reported to be quite explicit and the marking schemes were said to have adequately reflected the demands of the questions.

(2) **Performance of Candidates**

The performance of the candidates was variously described as good, fair and poor by the Chief Examiners.

Candidates' performance was reported to be **poor** in many subjects including English Language 1, French 3, Literature-In-English2, Economics 2, Biology 2B, Health Science, Auto Mechanics and Woodwork.

Candidates' performance was reported to be **just fair** in Hausa 2, Igbo 2, Government 2, Geography 2, Visual Art, General Mathematics 2, Further Mathematics 2, Building Construction, Physical Education, Chemistry and Metalwork.

A good performance was registered by candidates in Music 1B, Agricultural Science 2 & 3, Electronics 2, Biology 3 and Arabic 2.

(3) **Candidates' Weaknesses**

Many factors were reported to have accounted for the candidates' poor performance including:

- (a) Poor understanding and usage of English Language.
- (b) Failure to adhere strictly to the rubrics of the papers.
- (c) Illegible handwriting and rampant spelling mistakes.
- (d) Ill-preparedness and poor coverage of the syllabus.
- (e) Lack of understanding of the demands of the questions resulting in irrelevant responses.

(4) **Candidates' Strengths**

In spite of the poor performance, some candidates were reported to have exhibited some strengths in some of the subjects like Clothing & Textiles 2, Metalwork 1, Physics 3 and Biology 3.

In Clothing & Textiles 2, a good number of the candidates were reported to have mastered the concept of arranging fullness in Dressmaking and also had a good understanding of consumer rights.

Candidates in Metalwork I were said to have been able to use the right tools to get the required shape of the work piece.

In Physics 3, candidates were reported to have been able to select good scales, identify graph axes correctly, plot good graphs, state good precautions and correctly calculate the slopes of their graphs.

(5) **Suggested Remedies**

The Chief Examiners suggested the following in order to alleviate candidates' weaknesses:-

- (a) Adequate preparation for examinations - proper coverage of the examination syllabus.
- (b) Exposure to the use of public libraries.
- (c) Acquisition of adequate knowledge of science practical work and skills.
- (d) Acquisition of good communication skills.
- (e) Strict adherence to the stated rubrics of each paper.