

ANSWER ALL QUESTIONS

1. The modern standard based curriculum is designed with recognition of the difficulty of modern times and
 - A. high enrolment figures
 - B. the importance of quality education.
 - C. the imbalances associated with pupil-teacher ratio
 - D. high completion rate of teacher trainees
2. Which of the following is not a feature of new GES curriculum?
 - A. The GES new curriculum is standard-based, meaning that every student or learner ought to demonstrate competency and mastery of knowledge.
 - B. Students from P1 to P6 are required to study history as a mandatory subject. This is integral as students ought to be conversant with their identity to be confident and patriotic.
 - C. RME and PE will be a standalone subject. PE will be taught practically.
 - D. French education will be taught in Lower Primary.
3. Under the New GES Standard-based curriculum, a mandatory national assessment to check and track performance will be done at
 - A. P1, P3 and P5
 - B. P2, P3 and P5
 - C. P1, P2 and P4
 - D. P2, P4 and P6
4. Steps to create lesson notes include:
 - I. Step 1: Know your Purpose.
 - II. Step 2: Write your Outline.
 - III. Step 3: Plan your Schedule.
 - IV. Step 4: Know your Students.
 - V. Step 5: Use different Student Communication Designs.
 - VI. Step 6: Use different Learning Methods.
 - A. I, II, III and IV
 - B. I, II, III, IV and V
 - C. I, II, III, IV, V and VI
 - D. II, III, IV, V and VI
5. refers to the number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.

- A. Gross Enrolment Ratio
- B. Gender Parity Ratio
- C. Net Admission Ratio
- D. Net Enrolment Ratio

6. is the number of boys and girls of the age of a particular level of education that are enrolled in that level of education, expressed as a percentage of the total population in that age group.

- A. Gross Enrolment Ratio
- B. Gender Parity Ratio
- C. Net Admission Ratio
- D. Net Enrolment Ratio

7. What measures the actual number of school-aged children who are admitted into basic one?

- A. Gross Enrolment Rate
- B. Gender Parity Ratio
- C. Net Admission Rate
- D. Net Enrolment Ratio

8. At the Basic and Second cycle levels of Education, which of the following does not fall under a facility?

- A. Toilets
- B. Playing field
- C. Urinals
- D. Water

9. The amounts of the Capitation Grant are allocated to all public basic schools based on their

-
- A. ages
 - B. classes
 - C. enrolment
 - D. results of national assessments

10. The National Reading Radio Program was developed in response to the closure of over 25,000 primary schools nationwide due to the COVID-19 global pandemic, the radio program will engage parents, caregivers, and students through daily broadcasts to support and improve reading among Ghana's primary school age students. Pupils now have the opportunity to listen to the program in English and in.....languages.

- A. Six (6)

- B. Eight (8)
C. Ten (10)
D. Eleven (11)
11. Which of the following is not a pedagogical tool of instruction?
A. Textbooks
B. Teaching Learning Materials
C. Exercise Books
D. Black/White Board
12. The five pedagogical approaches of teaching include the following except
I. Constructivist
II. Collaborative
III. Integrative
IV. Reflective
V. Inquiry Based Learning
VI. Assessment
A. III B. IV C. II D. VI
13. Which of the following is a Sub-strand?
A. The Digestive System in Humans
B. Finite and Non-finite clauses
C. Population
D. Measurement
14. The cross-cutting issues of the New Standard based curriculum include
I. Equity and Inclusivity
II. Core and Transferable Skills
III. Assessing Pupils' Learning and Progress
IV. Professional Values
A. I and II
B. I, II, III and IV
C. I, II and III
D. I and III
15. is not one of the four (4) pillars of Education.
A. Subject and Curriculum knowledge
B. Pedagogic Knowledge
C. Literacy Studies (Ghanaian languages and English)
D. Numeracy skills

16. The main mission for ICT for Accelerated Development (ICT4AD) Policy Framework is
- A. to ensure that all children of school going age acquire the needed skills in Information Technology.
 - B. to transform Ghana into an information-rich, knowledge-based and technology-driven high-income economy and society.
 - C. to ensure that all schools in Ghana are connected to a Free Wifi Facility for internet-supported teaching and learning
 - D. to introduce Internet-Supported approaches in teaching and learning in all basic, senior high and TVET schools.
17. The Education Reform of 2007 advocates for the integration of ICT in education to facilitate effective learning and management through
- I. the provision of computer labs
 - II. internet and network productivity
 - III. the supply of school laptops to teachers and learners
 - IV. the capacity development of teachers
- A. I, II and III
 - B. II, III and IV
 - C. I, II, III and IV
 - D. III and IV
18. The main objective of Adolescent Reproductive Health Development (ARHD) is to ensure that the development of policies, guidelines and curricula is based on the growing body of evidence that documents the characteristics of a successful comprehensive Sexual Reproductive Health programme and the positive impact it can have on adolescents when designed and delivered appropriately. The programme must ensure that learners receive important age-appropriate information and skills prior to becoming sexually active. This has implications for the School Curricula, i.e. sexual and reproductive health should be integrated into subjects taught at basic and second cycle levels of education. Which of the following subjects will not be suitable to champion this course?
- A. Fashion and Design
 - B. Citizenship Education
 - C. Home Economics
 - D. Integrated Science
19. A major objective of the Ghana Reading Action Plan (G-RAP) is to improve the school curriculum in order to enhance knowledge, skills and competences for all children in

Ghana as a necessary step to building the necessary human capital for the transformation of the country. What is the target group of this plan?

- A. Lower Primary
- B. Upper Primary
- C. Pre-Primary
- D. Junior High

20. The National Science, Technology and Innovation Policy (NTIP) provides the framework to create the institutions and develop the human resource base. The Policy also makes the appropriate financial arrangements to harness the available science, technology and innovation capacity for sustainable socio-economic development. The policy aims to achieve the national objectives for the following except

- A. wealth creation
- B. poverty magnification
- C. enterprise competitiveness
- D. sustainable environmental management and industrial growth.

21. The National Science, Technology and Innovation Policy objectives include:

- I. facilitate the mastering of scientific and technological capabilities by a critical mass of the products of all institutions
- II. Provide the framework for inter-institutional efforts in developing STI and programmes in all sectors of the economy to provide the basic needs of the society
- III. Create the conditions for the improvement of scientific and technological infrastructure for research and development and innovation
- IV. Ensure that STI supports Ghana's trade and export drive for greater competitiveness
- V. Promote a science and technology culture in society

- A. I, II, III, IV and V
- B. I, III, IV and V
- C. II, III and IV
- D. III, IV and V

22. According to the NTS Guidelines, teachers should be guided by legal and ethical teacher codes of conduct in their development as professional teachers. This is captured as

- A. Professional values
- B. Professional practice
- C. Professional knowledge
- D. Professional skills

23. With respect to..... the teacher should employ a repertoire of learning strategies in order to meet the learning needs of all children through the application of relevant resources.
- A. Professional values
 - B. Professional practice
 - C. Professional knowledge
 - D. Professional skills
24. The teacher should understand how children develop and learn in diverse contexts (cultural, linguistic, socio-economic and educational backgrounds) and apply this in their teaching. This is.....
- A. Professional values
 - B. Professional practice
 - C. Professional knowledge
 - D. Professional skills
25. As far as Review of Curriculum is concerned, Ministry of Education expects acurriculum revision cycle.
- A. three-year
 - B. four-year
 - C. five-year
 - D. six-year
26. Some challenges associated with the old Curriculum which paved way for the new Curriculum are the following except
- A. The absence of clearly defined philosophies, goals and aspirations to guide the educational system, though there were subject specific rationale.
 - B. The lack of performance standards to guide the teaching, learning, assessment and grading of learners.
 - C. The focus on Teaching and Learning other than focus on Assessments.
 - D. The lack of minimum national standards (i.e. the key/core knowledge, attitudes and skills that are considered for the national education entitlement of all learners for the end of each cycle).
27. is to turn out graduates who are good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.
- A. The Aim of the National Pre-tertiary Education Curriculum of Ghana
 - B. The Objective of the National Pre-tertiary Education Curriculum of Ghana
 - C. The Goal of the National Pre-tertiary Education Curriculum of Ghana
 - D. The Principle of the National Pre-tertiary Education Curriculum of Ghana

28. Which development approach promotes the competency of learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems?
- A. Creativity and Innovation
 - B. Critical thinking and problem solving
 - C. Communication and collaboration
 - D. Cultural identity and global citizenship
29. aims at developing learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, social, and economic awareness.
- A. Creativity and Innovation
 - B. Critical thinking and problem solving
 - C. Communication and collaboration
 - D. Cultural identity and global citizenship
30. Which development approach promotes improving self-awareness, self-knowledge, skills, health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs?
- A. Creativity and Innovation
 - B. Personal development and Leadership
 - C. Communication and collaboration
 - D. Digital literacy
31. focuses on promoting in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their lived experiences. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.
- A. Creativity and Innovation
 - B. Personal development and Leadership
 - C. Communication and collaboration
 - D. Digital literacy
32. aims at developing learners to discover, acquire skills in and communicate through ICT to support their learning and make use of digital media responsibly.
- A. Creativity and Innovation
 - B. Personal development and Leadership

- C. Communication and collaboration
 - D. Digital literacy
33. are statements that define what learners should know and be able to do in various disciplinary areas: knowledge (facts, concepts, principles) and skills (processes, strategies, methods).
- A. Performance standards
 - B. Content indicators
 - C. Content standards
 - D. Performance indicators
34. What measures performance against a set of learning targets which help to track and monitor the progress of learners?
- A. Performance standards
 - B. Content indicators
 - C. Content standards
 - D. Performance indicators
35. are statements and illustrations that detail the levels of performance expected of learners, based on what is set out in the content standards. Levels such as Advanced, Proficient, Acceptable, Novice and Beginner.
- A. Performance standards
 - B. Content indicators
 - C. Content standards
 - D. Performance indicators
36. A..... provides information that can be used to guide the teaching and learning process, as well as to determine placement levels before commencing intervention. It is a test tool designed to measure student achievement and the mastery of predetermined curriculum standards.
- A. Content Indicator
 - B. Benchmark Test
 - C. Content standard
 - D. Performance indicator
37. The following are some characteristics of a standards-based classroom:
- I. Classroom climate is characterised by respectful behaviours, routines and discourse
 - II. Classroom practices and instructions honour the diversity of interests, needs and strengths of all learners

- III. The teacher ensures that all components of the lesson (e.g. learning activities, assessment, homework) contribute to the lesson objectives and to the student mastery of the standard(s)
 - IV. Learning time is minimised for all learners
 - V. Instruction activates learners' prior knowledge and experience, and supplies background knowledge
- A. I, II, III, IV and V
- B. I, II, III and IV
- C. I, II, III and V
- D. I, III, IV and V
38. The principles of fair assessment are organised around the following themes:
- I. Developing and Choosing Methods for Assessment
 - II. Collecting Assessment Information
 - III. Judging and Scoring Student Performance
 - IV. Summarising and Interpreting Results
 - V. Reporting Assessment Findings
- A. I, II, III, IV and V
- B. I, II, III and IV
- C. I, II, III and V
- D. I, III, IV and V
39. refers to the process of determining the quality of a learner's performance, the appropriateness of an attitude or behaviour, or the correctness of an answer. Results derived from this procedure may be expressed as written or oral comments, ratings, categorisations, letters, numbers, or as some combination of these forms.
- A. Developing and Choosing Methods for Assessment
 - B. Judging and Scoring Student Performance
 - C. Collecting Assessment Information
 - D. Summarising and Interpreting Results
40. The types of Assessments contained in the New Standard based Curriculum are:
- A. Diagnostic assessment, Formative assessment and Summative assessment.
 - B. Confirmative assessment, Norm-referenced assessment and Criterion-referenced assessment
 - C. Norm-referenced assessment, Criterion-referenced assessment and Ipsative assessment.
 - D. Confirmative assessment, Formative assessment and Summative assessment.

TRUE OR FALSE STATEMENTS

41. Anecdotal Records consist of brief notes written down shortly after a learner's observation. Formal anecdotal records are written accounts of a learner's behaviour documented in the 5 The mock examination in Grade 12 is also the final opportunity to decide which level of the final examination the learner should be entered for, in borderline cases. 41 context of a particular event and written in very objective language. Collected over time, AR can be a rich source of information about children.
- A. True
B. False
42. Teachers observe learners' actions, attention, responses to instructional materials or interactions with other learners. Early childhood educators must focus on the whole child; their physical, psycho-motor, emotional, cognitive and social development.
- A. True
B. False
43. In the New Standard Based Curriculum, a promotion mark will be awarded at the end of each term based on the average of the continuous assessment mark and the mark obtained in the examination. As a transition from the Lower Primary Phase to Basic 4, continuous assessment may count for either 65% of the summative grade in content subjects, or 50% in skills-based subjects.
- A. True
B. False
44. In Basic 5 and 6, continuous assessment counts for 50% of the summative grade in all subjects.
- A. True
B. False
45. Continuous assessment at Junior High level also consists of informal and more formal assessment. The subject curricula specify how many more formal assessments are required for assignments and projects, and shorter tests, to give an overall picture of the learner's knowledge and skills.
- A. True
B. False
46. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity.
- A. True
B. False

47. Ghana has participated in the Trends in Mathematics and Science Study (TIMSS) 2003, 2007 and 2015. Whilst there may be good reasons for Ghana to participate in such international large-scale assessments (ILSAs) during the life span of the National Curriculum, the intention is to focus on improving the learning outcomes of boys and girls in Ghana's schools and ensure that nationally, learners are making good progress against performance standards.
- A. True
B. False
48. The number of school days needed in the year that is sufficient for the implementation of the curriculum is about 150 – 200 days.
- A. True
B. False
49. The Total number of periods per day (Time on task) at the Kindergarten level of Basic Education is 10 periods.
- A. True
B. False
50. The Length of School Day at the Primary level (B1 to B6) of Basic Education is 420 minutes (7 hours).
- A. True
B. False
51. The Length of School Day at the Junior High School level of Basic Education is 540 minutes (9 hours).
- A. True
B. False
52. Under the Reviewed curriculum, the Upper Primary curriculum covers subjects for Basic 3 to 6, whilst the High School curriculum is divided into Junior High School (Basic 7 to 9) and Senior High School (SHS 1 to 3).
- A. True
B. False
53. Profile dimensions are central to subject learning, teaching philosophies and rationales. The concept of profile dimensions that should be the basis for the teaching and learning process, which includes assessment, is meant to enable learners develop crucial learning competences. A 'dimension' is a psychological construct that describes a particular learning construct. More than one dimension constitutes a profile of dimensions.
- A. True
B. False

54. Knowledge and Application are dimensions that should be the prime focus of teaching and learning in schools. As much as possible, the teaching and learning process that learners are exposed to should emphasise and stress more on acquisition of higher-level profile dimensions than knowledge acquisition.
- A. True
B. False
55. The Three dimensions of learning that guide curriculum developers are knowledge, understanding and delivery.
- A. True
B. False
56. The primary role of the school leader therefore involves maintaining a clear focus on learning as an activity. This demands that the leader creates conducive and favourable conditions for learning – an enabling environment that: encourages dialogue about learning, promotes the development of a shared sense of leadership throughout the school, and enhances a shared sense of accountability.
- A. True
B. False
57. Teachers play a leadership role because they are involved in creating, implementing, monitoring, reviewing and refining educational practices and systems so that student learning improves.
- A. True
B. False
58. Curriculum leadership nationally requires a new vision, a significant short-term agenda, and considerable deep thinking and experimentation, and requires questioning the current enterprise of curriculum writing and creating something that is far more effective.
- A. True
B. False
59. The process of quality management has four main components. These are:
- I. quality planning
 - II. quality assurance
 - III. quality control and
 - IV. quality improvement.
- A. True
B. False
60. Pedagogy of teaching and learning refers to the interactions between teachers, learners, and the learning environment and learning tasks. This broad term includes how teachers

and learners relate to each other as well as the instructional approaches implemented in the classroom.

A. True

B. False

61. Boarding SHS have housemasters and mistresses whose responsibilities are carried out during and after school hours in addition to their normal teaching schedule. Each house within a boarding SHS should have one housemaster/mistress per house, which should be supervised by one senior housemaster/mistress for the whole SHS. The senior housemaster/house mistress is to coordinate activities of the housemasters. The housemaster/housemistress (incl. senior) has 18 teaching periods in addition to his/her normal administrative duties.

A. True

B. False

62. 6th March is slated for the celebration of World HIV/AIDS day.

A. True

B. False

63. The number of subjects for special schools are equal independent on the special needs, but rather depend on the level:

a) Learners at the KG level must take a minimum of five subjects

b) Learners at Primary and JHS must take a minimum of six subjects

A. True

B. False

64. The inequitable distribution of teachers is caused by various reasons, including the high level of interference in teacher deployment.

A. True

B. False

65. In GES, teacher promotion depends on the years of service in the current grade. The minimum years that a teacher is required to complete in order to qualify for promotion is three years.

A. True

B. False

66. The main difference between psychology and educational psychology is that psychology refers to the overall study of human condition and behaviour while educational psychology specifically studies the psychological issues concerned with human education and learning.

A. True

B. False

67. Multiple means of representation allow Facilitators to tap into learners' interests, offer appropriate challenges, and increase motivation.
- A. True
 - B. False
68. Multiple means of expression, to provide learners alternatives for demonstration of what they know.
- A. True
 - B. False
69. The child psychology helps not only to develop unique techniques that apply to every child but also gives special attention to those who have learning deficits.
- A. True
 - B. False
70. The National Inspectorate Board (NIB) was established under the 1995 Education Act (Act 506).
- A. True
 - B. False
71. All children in the Complementary Basic Education programme are kept in one class irrespective of their ages but are graduated into the normal system of education, into classes according to their ages.
- A. True
 - B. False
72. Graduates of the Complementary Basic Education programme are enrolled into the mainstream after completion and admitted into Basic One class.
- A. True
 - B. True
73. Heat at 47°C kills the SARS coronavirus at around 10000 units per 15 min (quick reduction).
- A. True
 - B. False
74. In order to ensure proper keeping of school records, the Headteacher of St. Anthony's R/C Junior High School bought a Desktop Computer and started entering all records of the school into an MS. Excel template, already titled in a different school's name. To re-save the document in his school's name, he has to click the Save As on the Standard toolbar.
- A. True
 - B. False
75. To prevent your work on MS. Word from being jammed up on a different computer running a different version of MS Office, it is appropriate that you save your work in PDF format.
- A. True
 - B. False