

CHAPTER ONE

REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) OF MARCH, 2019

Structure of the Paper

The Essential Professional Skills (EPS) paper was made up of 60 multiple choice questions. It tested candidates' knowledge of three domains of the National Teachers' Standards (NTS) for Ghana namely Professional Knowledge, Professional Practice, and Professional Values and Attitudes. Four aspects of these domains were tested according to the following weighting:

Professional roles and responsibilities	25 items
Instruction and assessment	15 items
Child development and learning	10 items
Learning environment	10 items

Candidates were expected to answer all the questions by choosing the best answer from a list of four options labelled A-D.

General Performance

The candidates' performance was generally satisfactory as about 50% scored between 25 and 30 out of a total score of 60. The highest score was 48 and the lowest was 9. It was observed that the lowest scores were obtained by the re-sit candidates.

Candidates' Weaknesses

The performance of the candidates shows that majority of prospective teachers do not have adequate knowledge of the NTS.

Recommendations

All teacher training institutions should incorporate the NTS in their teacher education programmes.

CHAPTER TWO

CHIEF EXAMINERS' REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) OF SEPTEMBER 2019 GTLE

Structure of the Paper

The Essential Professional Skills (EPS) paper had 60 multiple choice questions and candidates were expected to choose the best answer from a list of four options labeled A-D. The questions were based on the three major domains of the National Teachers' Standards and their sub-domains namely:

- A) Professional Values and Attitudes
 - Professional Development
 - Community of Practice
- B) Professional Knowledge
 - Knowledge of educational frameworks and curriculum
 - Knowledge of students
- C) Professional Practice
 - Managing the learning environment
 - Teaching and Learning
 - Assessment

General Performance

Overall, the statistics on the students' performance in the paper shows a negatively skewed direction in performance (that is, the candidates performed well) since their mean score is less than their median score (mean score [31.43] < median score [32.00]). The breakdown of the performance on the main and subcomponents are as follows:

The third major component, which is "Teachers' Professional Practice" made up of three subcomponents recorded the highest mean of 14.52. Among the subcomponent, "Teaching and Learning (TL)" recorded the highest mean score of 9.21. Within this same major component, "Assessment (A)" recorded the next highest mean score of 4.14. The lowest mean score of 1.17 was recorded by "Managing the Learning Environment (MLE)".

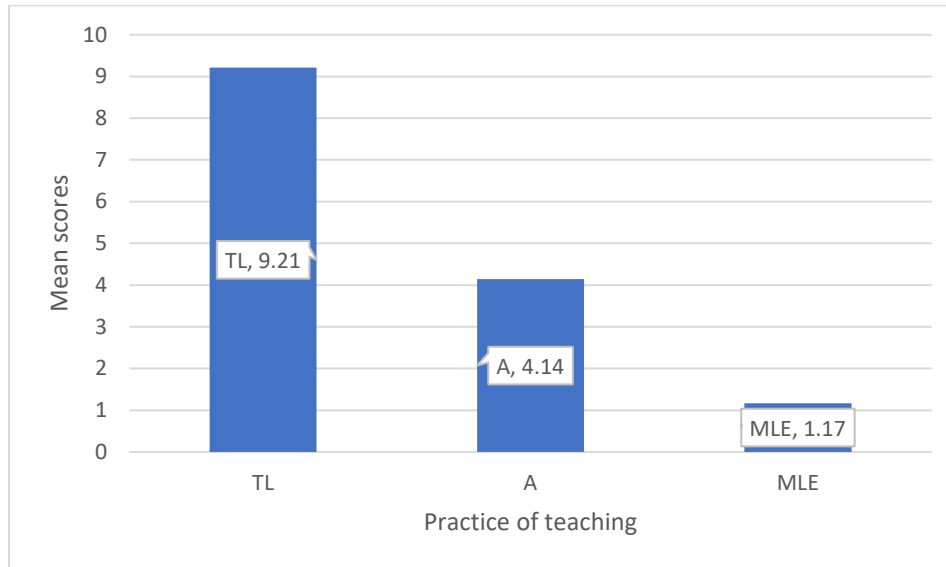


Figure 1. Professional Practice

Again, the first major component, “Professional Values and Attitudes” recorded the second highest mean score of 10.87. “Professional Development (PD)” of this major component recorded the highest mean score of 5.79. In addition, the subcomponent “Community of Practice (CP)” recorded the lowest mean score of 5.08.

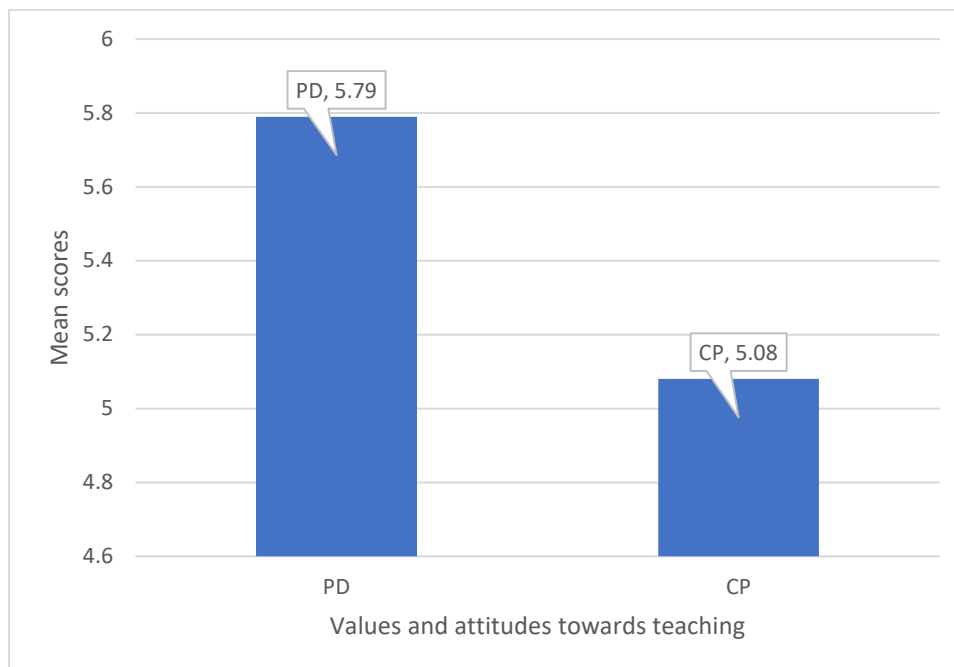


Figure 2. Professional Values and Attitudes

Finally, the statistics clearly indicate that the major component “Professional Knowledge” recorded the lowest mean score of 6.04. Within this component, the subcomponent “Knowledge

of Educational Frameworks and Curriculum (KEFC)” recorded the highest mean score of 3.09. The lowest mean score of 2.95 was recorded by the subcomponent “Knowledge of Students (KS)”.

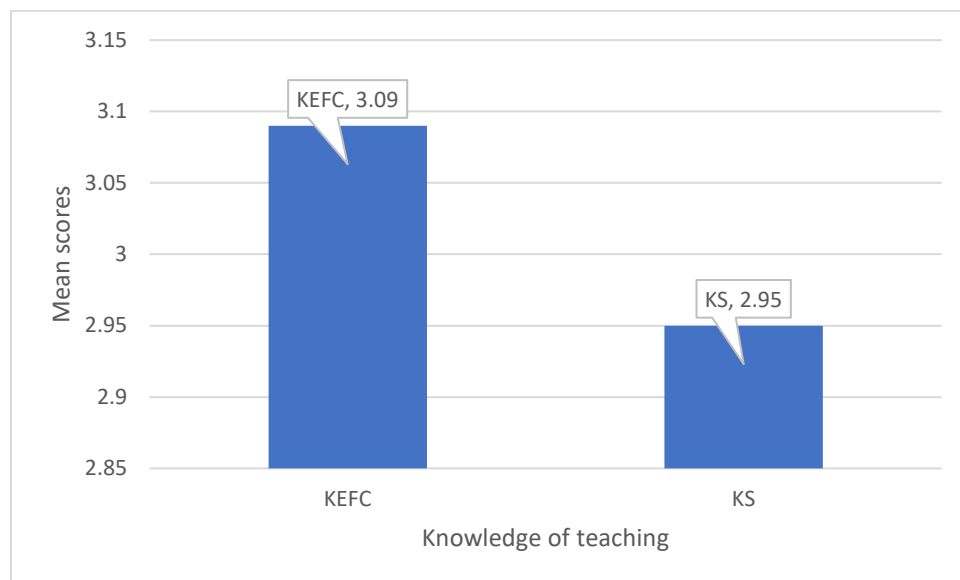


Figure 3. Professional Knowledge

The table below shows the tabular representation of the above statistics:

Title: Summary of Students Performance in the Essential Professional Skills paper

MAJOR COMPONENT	SUBCOMPONENTS	MEAN SCORE	RANK
Professional Practice	Teaching and Learning	9.21	1 st
	Assessment	4.14	2 nd
	Managing the Learning Environment	1.17	3 rd
	Total Mean Score	14.52	
Professional Values and Attitudes	Professional Development	5.79	1 st
	Community of Practice	5.08	2 nd
	Total Mean Score	10.87	
Professional Knowledge	Knowledge of Educational Frameworks and Curriculum	3.09	1 st
	Knowledge of Students	2.95	2 nd
	Total Mean Score	6.04	
Overall Mean		31.43	
Median		32.00	
Mode		33.00	

Candidates' Strengths

An analysis of a sample of the candidates' scripts shows that the strength of the candidates was prominent in the aspects of 'managing the learning environment' and 'teaching and learning' under professional practice in the following specific indicators:

1. The need for reflective practice, i. e. finding out about what went wrong in a lesson and addressing it.
2. The value of involving students in lessons to help keep focus on the lesson; capturing their attention by presenting tasks in interesting and meaningful ways.
3. How to support poor readers/low achievers.
4. The importance of using knowledge of pupils' backgrounds as a basis for varying teaching approaches.
5. Knowledge about the importance of interrogating/investigating some classroom situations that need remediation.
6. Activities that stimulate students' interest, such as role play.
7. Using concrete materials to aid explanation instead of verbal explanation of concepts.
8. The importance of finding out whether learners have achieved the desired learning outcomes in order to decide whether to modify assignment or not.

Candidates' Weaknesses

The candidates mostly scored wrongly items under the following aspects of professional knowledge:

Knowledge of educational frameworks, policies and curriculum

1. Many candidates believed that:
 - a. caning will address classroom management issues.
 - b. asking pupils who are not paying attention to leave the classroom is a way of making pupils sit still.
2. Candidates had weak knowledge of:
 - a. the teacher's role in sharing government policies with the communities.
 - b. the content/details of educational reforms such as FCUBE

- c. the new curriculum and its emphasis, e.g. on the 4Rs
 - d. the need to evaluate educational programmes and determine its benefits.
 - e. how to ensure/encourage inclusivity
3. Poor understanding of the professional value/concept of 'community of practice', although they showed understanding about collaborating with colleagues.

Candidates also exhibited weaknesses in:

Some assessment principles and practices:

1. The difference between norm-referenced and criterion-referenced tests.
2. Use and assessment of portfolios.
3. The most appropriate time in the school term to construct items for end-of-term examinations.
4. How to identify bias in test items.

Recommendations

Teacher training institutions need to pay more attention to the following in the training and retraining of teachers:

- Knowledge of educational frameworks and policies,
- Professional values, e.g. professional development through collegial learning/collaboration and
- Principles and practices of assessment.

CHAPTER THREE

CHIEF EXAMINERS' REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) OF JUNE 2020 GTLE

Structure of the Paper

The Essential Professional Skills (EPS) paper had 60 multiple choice items. Candidates were expected to choose the best answer/option from a list of four options labeled A-D. The items were based on the three domains and sub-domains of the National Teachers' Standards namely: Professional Values and Attitudes, Professional Knowledge and Professional Practice.

Professional Values and Attitudes had two sub-domains namely professional development and community of practice. Professional knowledge also had two sub-domains: knowledge of students and knowledge of educational policies/reform, education system and curriculum whilst Professional practice tested candidates' knowledge and understanding of three sub-domains namely, managing the learning environment, teaching and learning and assessment. Seventeen (17) items were constructed to test candidates' knowledge on Professional Values and Attitudes; 15 on Professional Knowledge and 28 on Professional Practice.

General Performance

A total of nine thousand five hundred and eighty-seven (9587) scripts were scored. The performance of the candidates was generally good, with a mean score of 55.9% and a standard deviation of 10.9. The highest score was 52 out of 60 (86.7%) and the lowest was 6 (10%).

A total of 500 scripts were sampled for analysis of the candidates' performance in the various domains and sub-domains tested. The analysis showed that generally, the candidates' strength was in items under Professional Practice, followed by Professional Values and Attitudes and Professional Knowledge. In terms of the sub-domains, items under Professional Development had high scores whilst Assessment had low scores.

Candidates' Strengths

1. Knowledge about the profession: teaching as a profession that requires rigorous preparation.

2. Professional practice: managing the physical classroom environment for teaching and learning.
3. Professional practice: the importance of investigating classroom situations that need remediation, e.g. the cause of students' poor participation in class.
4. Community of practice: the teacher as an agent of change; examples of ethical conduct/misconduct, e.g. sexual harassment, illicit relationships between teachers and students, etc.
5. Knowledge of students: children's growth/development and abilities, and how it informs the teacher's choice of teaching and learning activities and resources, assessment modes, etc.
6. Professional practice: finding out about what went wrong in a lesson and addressing it.

Candidates' Weaknesses

1. Professional practice: how to ensure a safe and encouraging learning environment for learning.
2. Professional practice: Assessment principles – concepts/factors that affect the validity of scores.
3. Professional development: engaging in reflective practice through peer/collegial collaboration; collegial collaboration for professional learning.
4. Professional practice: knowledge about the need to adopt contemporary ways of teaching when faced with the challenge of limited teaching and learning resources.
5. Professional practice: teaching and learning – grouping students with varying reading abilities.
6. Professional practice: Assessment – types for testing different stages of instruction.
 - The difference between norm-referenced and criterion-referenced tests
 - Use and assessment of portfolios.

Recommendations

1. Teacher training institutions and CPD providers need to pay more attention to the identified areas of candidates' weaknesses in the training and retraining of teachers. They should deepen trainees' knowledge on the importance of the aspects of professional practice that the candidates exhibited weaknesses: e.g.
 - a. the physical, psychological and emotional learning environments.
 - b. contemporary teaching approaches.
 - c. different types of assessment and.
 - d. principles of assessment.

These should also be followed through and supported during practice teaching during initial training.

2. School-based in-service should target peer/collegial learning and sharing, while sensitizing teachers on the benefits of collaboration in professional development.

CHAPTER FOUR

CHIEF EXAMINERS' REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) OF OCTOBER 2020 GTLE, 2020

Structure of the Paper

The Essential Professional Skills (EPS) paper had 60 multiple choice items. Candidates were expected to choose the best answer/option from a list of four options labeled A-D. The items were based on the three domains and sub-domains of the National Teachers' Standards namely: Professional Values and Attitudes, Professional Knowledge and Professional Practice.

Professional Values and Attitudes had two sub-domains namely professional development and community of practice. Professional knowledge also had two sub-domains: knowledge of students and knowledge of educational policies/reform, education system and curriculum whilst Professional practice tested candidates' knowledge and understanding of three sub-domains namely, managing the learning environment, teaching and learning and assessment. Fourteen (14) items, constituting about 23% of all the items, were constructed to test candidates' knowledge on Professional Values and Attitudes; 13(constituting about 21%) on Professional Knowledge and 33(constituting 55%) on Professional Practice.

General Performance

A total of 28,109 scripts were scored. A sample of 500 scripts analysed showed that the candidates' performance was generally good, with a mean score of 37(61. 6%). The highest score was 50 out of 60 (83%) and the lowest was 16 (27%), compared to 52 (86.7%) and 6 (10%) respectively in June 2020.

The candidates' strength was in items under Professional Practice, followed by Professional Values and Attitudes and Professional Knowledge. In terms of the sub-domains, items under Teaching and Learning had high scores whilst Knowledge of Students had low scores.

Candidates' Strengths

1. Professional practice:

a. Teaching and learning

- The difference between the textbook and the syllabus; the importance of using the syllabus to ensure that the curriculum is adequately covered.
- The lesson notes as the most important document to be used by a support teacher in the absence of the teacher.
- Strategies for managing teaching and learning with limited resources (e.g. group work).
- Identifying learners with educational needs (e.g. the gifted) and giving them special attention such as differentiated/more demanding tasks.

b. Managing the learning environment

- The seating arrangement to adopt when handling learners with visual challenges.
- What makes a productive classroom, i.e. one that meets the individual needs of learners.

2. Professional values and attitudes

Community of practice

- How the leadership role of the teacher is exhibited in the community of practice.
- Importance of engaging with parents to identify the cause of learners' unpunctuality and irregularity at school as a way of helping to change the behaviour.
- Identifying behaviour and expressions that constitute sexual harassment (use of expressions like 'my dear'; 'sweetie').

3. Professional knowledge

Knowledge of educational policy

1. How the school feeding programme impacts the education system (e.g. increasing enrolment).

Candidates' weaknesses in specific items

1. Professional values and attitudes

Professional development:

- The role of delegation in school management as a way of bringing about school improvement.

2. Professional practice:

Managing the learning environment

- Identifying what constitutes negative reinforcement.
- Identifying and managing learners with hearing impairment in class.

3. Professional knowledge:

Knowledge of curriculum

- Knowledge of documents needed for managing multi-grade teaching (e.g. lesson notes).
- The components of core points.

4. Knowledge of students

- Knowledge about the meaning of inclusive class teaching to include students who perform below average.

Recommendations

It is important to pay more attention to the identified areas of candidates' weaknesses:

- the importance of delegation in school management.
- a learning environment that takes care of learners' physical, emotional and psychological needs (including both positive and negative reinforcement).
- knowledge of meaning, scope and practicality of concepts such as of negative reinforcement, multi-grade teaching, inclusive teaching and how teachers can apply them.

CHAPTER FIVE

CHIEF EXAMINERS' REPORT ON NUMERACY OF SEPTEMBER 2018 GTLE

A total of 28,739 scripts were marked and scores recorded. The marking conference was successful.

The 1 hour 15 minutes numeracy examination paper contained five compulsory questions, comprising four testing candidates' mathematics content knowledge (60%) and the fifth testing their pedagogical knowledge in teaching mathematics (40%).

Nearly all the students attempted all the questions but the majority obtained partial mark for each question and a few arriving at the correct answer leading to low scores as shown in Table 1.

Table 1 Descriptive statistics of students' GTLE Numeracy scores

Number of Candidates	Mean	Median	Standard Deviation	Min	Max
28,711	37.4	36	15.9	0.1	94.0

Candidates' performance was commendable in calculating the volume of a rectangular prism and applying the Pythagoras theorem to determine length of a rectangular field whose diagonal was given.

The candidates were found to have weaknesses in answering multi-step word problems; writing ratios that involve an unknown ratio (i.e. using a variable); and explaining classroom practice/s and mathematics strategy/ies using specific examples that are related to the teaching and learning of mathematics.

We concluded from the results that many candidates have weak knowledge of numeracy and therefore will need a great deal of support through continuing professional development (CPD) in the early years of their career.

CHAPTER SIX

CHIEF EXAMINERS' REPORT ON NUMERACY OF MARCH 2019 GTLE

1. Standard of the Paper

The paper was of the required standard within the scope of the numeracy examination syllabus and compared favourably with that of the previous year. The questions covered largely common-content and specialized-content knowledge for teaching basic mathematics as well as knowledge of content and teaching and knowledge of curriculum. The questions were fairly spread over the areas and topics in the numeracy examination syllabus and were unambiguous.

2. Candidates' Performance

All the candidates attempted all the questions but the majority obtained higher scores on the multiple-choice test items (i.e. Section A) than the constructed-response test items (i.e. Section B). The overall performance was more encouraging than the previous first examination with a little over half of the candidates obtaining scores above the 50th percentile mark.

3. Candidates' Weaknesses

The majority (55%) of the candidates could not translate word problem test items into mathematical sentences in order to solve them. A good number of candidates also failed to interpret the answers provided to get the correct answer.

Below are weaknesses reported by the examiners on the constructed-response test items in the Section B.

- Q1a) The question was poorly answered by majority of the candidates. About 45% of the candidates could not describe what was wrong with the solution provided.
- Q1b) Majority (55%) of the candidates had difficulty in describing the processes involved in adding two unlike fractions. They lack the procedural knowledge required to explain why they have to find the LCM or express the fractions as equivalent fractions. About 20% used the cross-multiplication method to add two unlike fractions.
- 2a) Majority (55%) of the candidates could not construct the frequency distribution table from the given bar graph. Some of these candidates changed the position of 'number of candidates' and 'marks' in the frequency table. Some candidates created the column for tally which was unnecessary. A few of the candidates also drew their own graphs even though the question did not require any drawing.
- . 2b) A great proportion of the candidates (45%) computed summation for frequencies for summation of fx . Some candidates could not write decimal numbers to 2 decimal places. Many candidates lacked the procedural knowledge for computing the mean; they

computed the values for each fx but failed to find $\sum fx$ and hence calculated the mean as $\frac{\sum f}{\sum fx}$ instead of $\frac{\sum fx}{\sum f}$.

- 2c) A substantial proportion of the candidates (34%) used the pass mark to compute the probability instead of using the number of students obtaining a mark of at least 5 for the probability.
- 3a) Some candidates failed to calculate the length AC. Some of them calculated the length of AC and obtained 25, and proceeded to use it to calculate the length AD. Some candidates measured the length AC instead of calculating it. A few candidates used the length AC in calculating the perimeter which was unnecessary. Some candidates used area of a triangle ($A = \frac{1}{2}bh$) in finding the length AC.
- 3b) Majority (55%) of the candidates did not understand the problem. The few who attempted it solved it correctly.

4. Suggested Remedies for Candidates

The candidates should be encouraged to learn to develop both conceptual and procedural knowledge of the topics in basic mathematics.

CHAPTER SEVEN

CHIEF EXAMINERS' REPORT ON NUMERACY OF SEPTEMBER 2019 GTLE

1. Standard of the numeracy examination paper

The paper was of the required standard within the scope of the numeracy examination syllabus and compared favourably with that of the previous year's paper. The questions covered largely common-content knowledge for teaching basic school mathematics. Table 1 shows the distribution of scores (or weightings) of the items by content and cognitive domains.

Table 1 Distribution of scores (or weightings) of items by content and cognitive domains

	Part A Weigh ting	Part B Weigh ting	Total Score	Percent Score
<i>Content domain</i>				
Number	13	10	23	38
Measurement/Geometry	13	0	13	22
Handling Data	4	15	19	32
Pedagogical Content Knowledge (PCK)	0	5	5	8
<i>Total Weighting (or Scores)</i>	30	30	60	100
<i>Cognitive domain</i>				
Knowledge/Understanding	7	5	12	20
Application	17	20	37	62
Reasoning	6	5	11	18
<i>Total Number of Test Items</i>	30	30		

The questions were fairly spread over the content domains but most of them were in the application cognitive domain. Only 8% of the test items elicited responses on the prospective teachers' mathematical knowledge for teaching basic school mathematics. In all, there were 30 multiple-choice items and three constructed response items.

2. Report on performance on the numeracy examination

Candidates' overall performance

The data obtained from the six hundred and nineteen (i.e. 619) scripts sampled were captured first onto MS-Excel and analyzed with SPSS. As observed in the previous examinations, the majority of the candidates obtained higher scores on the multiple-choice test items (i.e. Part A) than the constructed-response test items (i.e. Part B). Table 2, shows the descriptive statistics of the scores obtained for Part A, Part B and the Overall Test.

Table 2 Descriptive statistics of the scores obtained in Part A, Part B and the Overall Test

	N	Minimum	Maximum	Mean	Std. Deviation
Total Score Part A	619	1 (3)*	30 (100)	17 (57)	6 (19)
Total Score Part B	619	0 (0)	30 (100)	10 (33)	7 (24)
Total Overall	619	2 (3)	60 (100)	27 (45)	12 (19)

*Percentages in parenthesis

It can be seen from the table that out of the total score of 30, the mean score for Part A was 17 (i.e. 57%) with standard deviation 6 (i.e. 19%) and the mean score for Part B was far lower by 7 scores, that is, 10 (i.e. 33%) with standard deviation 7 (i.e. 24%). For the whole examination, out of the total score of 60, the mean score was 27 (i.e. 45%) which was lower than 50% of the total score,

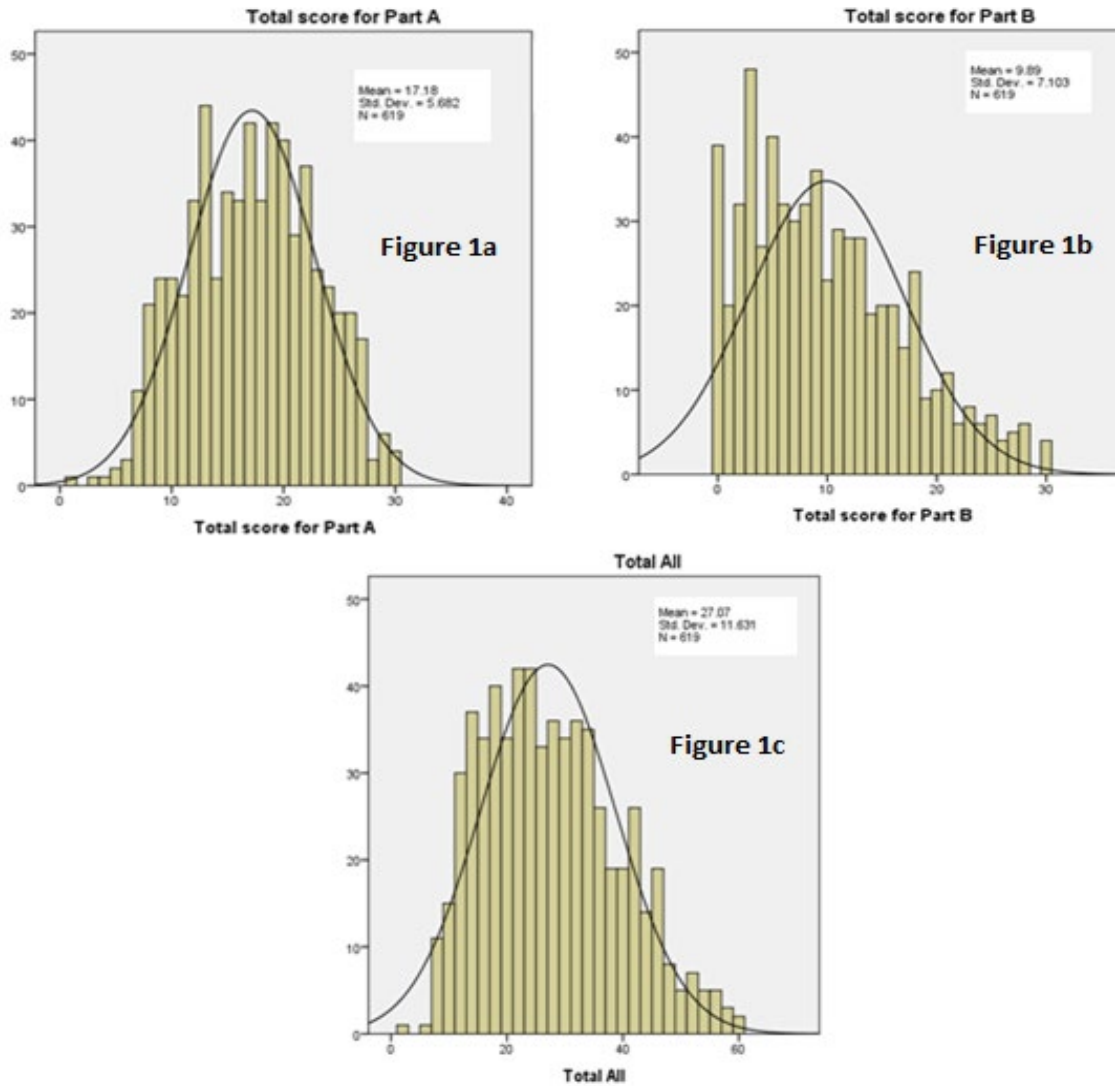


Figure 1 Histogram of scores the candidates obtained in Part A, Part B and the Overall Test

While the scores for the Part A was very near normal distribution (see Figure 1a, skewness, -0.005), those for the Part B led to a positively skewed distribution (see Figure 1b, skewness, 0.654) influencing the whole examination scores to have a positively skewed distribution (see Figure 1c, skewness, 0.440). Percentile scores obtained on the two parts of the test (see Figures 2) clearly demonstrates the gap between the multiple-choice part (Part A) and the constructed response part (Part B) of the examination.

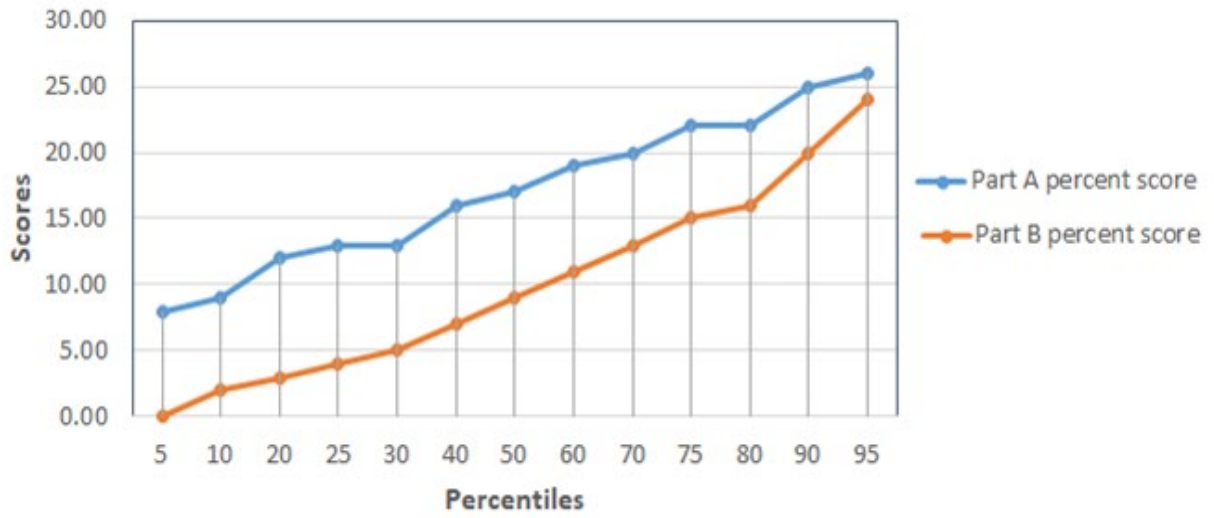


Figure 2 Percentile scores obtained on the two parts of the test

CHAPTER EIGHT

CHIEF EXAMINERS' REPORT ON NUMERACY OF JUNE 2020 GTLE

1. Structure of the paper

The paper was of the required standard within the scope of the numeracy examination syllabus and compared favourably with that of the previous year's paper. The questions covered largely common-content knowledge and specialized-content knowledge for teaching basic mathematics. Table 1 shows the distribution of scores (or weightings) of the items by content and cognitive domains.

Table 1: Distribution of scores (or weightings) of items by content and cognitive domains

	Part A Score (Multiple- Choice)	Part B Score (Constructed -Response)	Total Score	Percent Score
<i>Content domain</i>				
Number & Numeration	10	4	14	23
Number Operations & Algebra	6	9	15	25
Measurement/Geometry	7	6	13	22
Handling Data	7	6	13	22
Pedagogical Content Knowledge (PCK)		5	5	8
<i>Total Weighting (or Scores)</i>	30	30	60	100
<i>Cognitive domain</i>				
Knowing	8	5	13	22
Application	17	16	33	55
Reasoning	5	9	14	23
<i>Total Number of Test Items</i>	30	30	60	100

The questions were fairly spread over the content domains but most of them were in the application cognitive domain. Only 8% of the test items elicited responses on the prospective teachers' pedagogical content knowledge (PCK). Each part of the numeracy examination paper constituted 50% of the weighting of the examination with Part A comprising 30 multiple-choice items and Part B comprising three constructed-response items.

2.1 Candidates' overall performance in the numeracy examination

As observed in the previous examinations, the majority of the candidates obtained higher scores on the multiple-choice items (MCI), i.e. Part A, than the constructed-response items (CRI),

2.2 Candidates' overall performance in the content and cognitive domains

With regard to where the candidates' strengths were in the content areas, it was observed that they performed best on items in the 'measurement and geometry' content domain (see Figure 3) and their weakest area was **computational fluency with number and algebra**.

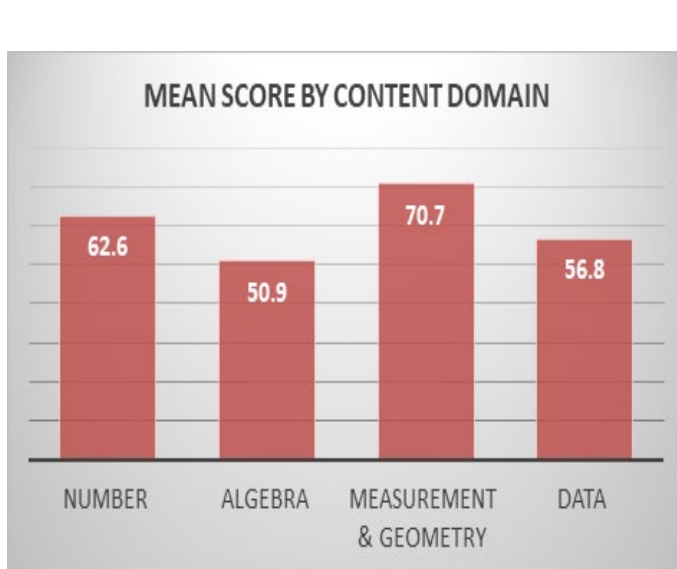


Figure 3 Candidate's performance in the content domains

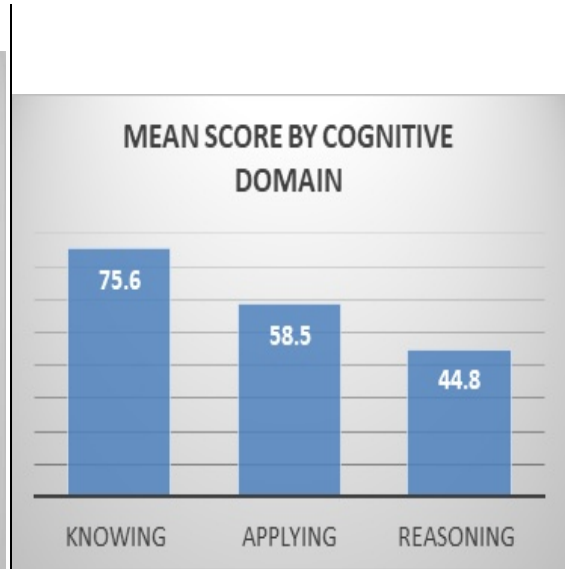


Figure 4 Candidate's performance in the cognitive domain

Similarly, the candidates' performance on the reasoning items was the weakest (see Figure 4), with the knowing cognitive domain being their strongest.

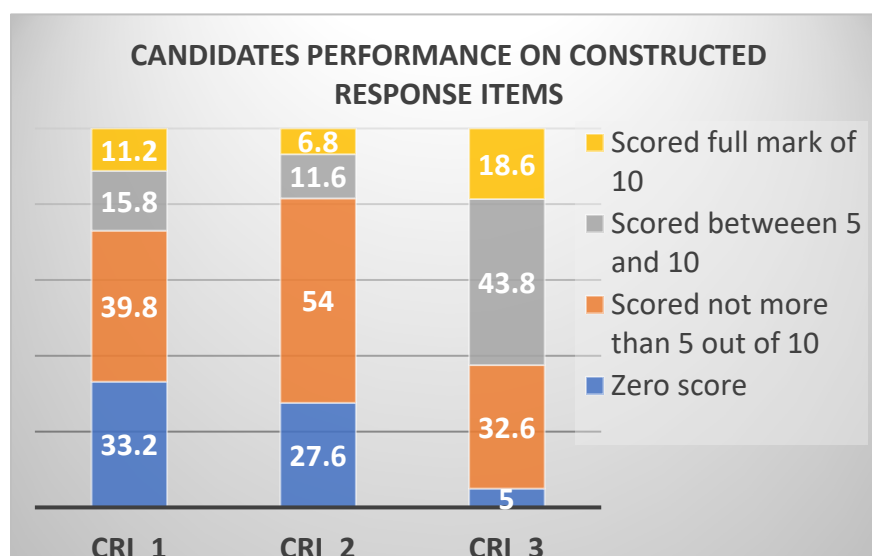


Figure 5

2.3 Number of candidates making the qualifying cut off score by percentiles

Table 1 shows the descriptive statistics of the scores obtained for Part A, Part B and both A and B altogether as well as the descriptive statistics obtained from the entire (i.e. 8,847) marked scripts for candidates who are first sitters¹.

Table 3 Descriptive statistics of the scores obtained in Part A, Part B and the Overall Test

	N	Min	Max	Mean	Std. Deviation
Total Sample Score Part A - multiple-choice items	500	0 (0) ¹	30 (100)	18 (60.6)	5.1 (16.91)
Total Sample Score Part B - constructed-response items	500	0 (0)	30 (100)	13 (42.6)	7.3 (24.17)
Total Sample Part A & B	500	5 (8)	59 (98)	31 (51.6)	11.3 (18.9)
Total Overall Results²	8,847	5 (8.3)	60 (100)	32 (52.9)	11.4 (19)

¹Percentages in parenthesis

The results from the sample in Table 1 shows that out of the total score of 30, the mean score for Part A was 18 (61%) with standard deviation 5.1 (17%) and the mean score for Part B was far

¹ There are two categories of candidates, namely, first sitters and re-sitters.

lower by 5 scores, that is, 13 (43%) with standard deviation 7 (24%). For the whole examination, out of the total score of 60, the mean score was 31 (51.6%), with standard deviation 12 (19%). These results show that about 95% of the candidates (i.e. one standard deviation below and above the mean) obtained scores within the mark range of 33% and 71%. These results are very close to what was obtained for the entire (i.e. 8,847) marked scripts of the first sitters, which yielded a mean of 52.9% and a standard deviation of 19%.

3.4 Improvements in performance over the previous numeracy examination

Compared to the performance in the numeracy examination of September 2019 the (Figure 6) candidates' performance shows a substantial improvement.

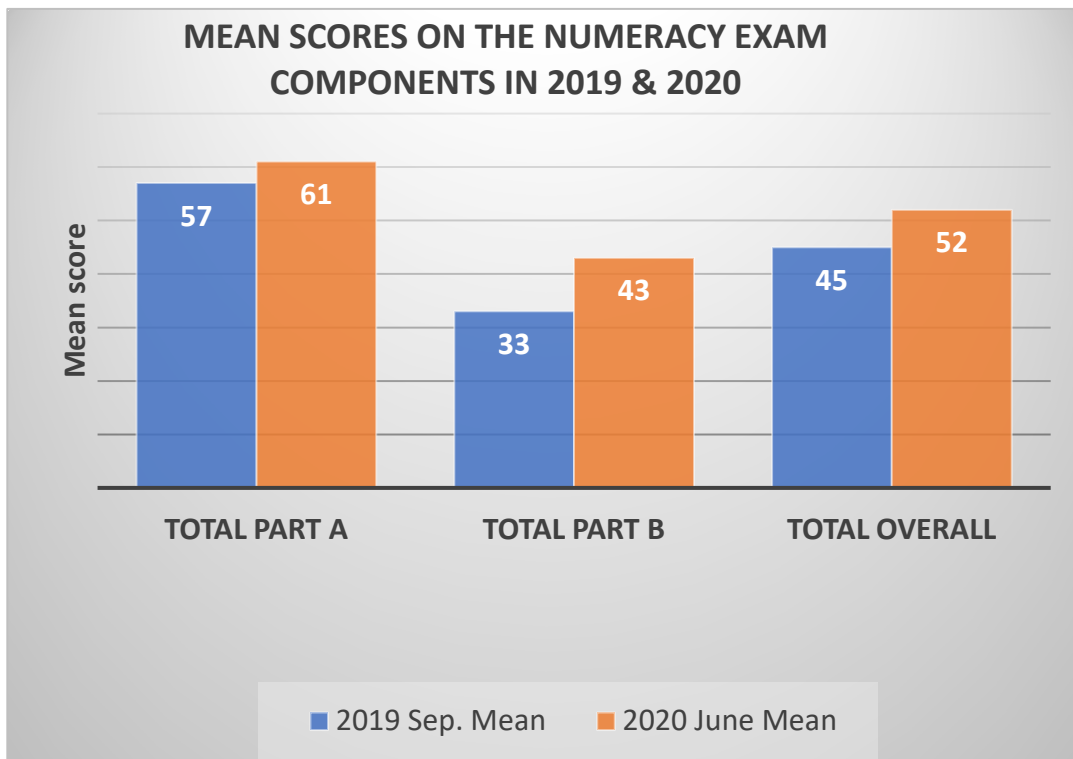


Figure 6 Mean scores obtained in the numeracy exams components in 2019 and 2020

The overall performance was better than the two previous numeracy examinations, with the figure showing nearly 10% gain in the CRI scores influencing the overall numeracy score.

Candidates' Weaknesses in Part A

The results show that a substantial proportion of the candidates had difficulties in answering the application and reasoning test items which constituted about 60% and 45% respectively of the test items. For instance, the easiest question on the test was item 7 (see Box 1), which required the candidates to determine the sum of frequencies of the distribution of ages.

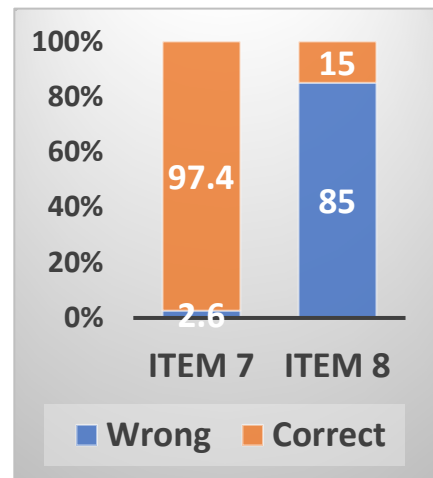
Even though 97% of the candidates got item 7 right, only 15% of them obtained the right solution to item 8, which required the median of the distribution (or the age which is half way in between

The table below shows the distribution of ages of students in a class. Use the information to answer questions 7 and 8.

Age (years)	14	15	16	17	18
Number of Students	10	25	7	5	3

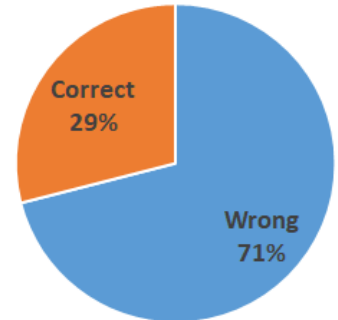
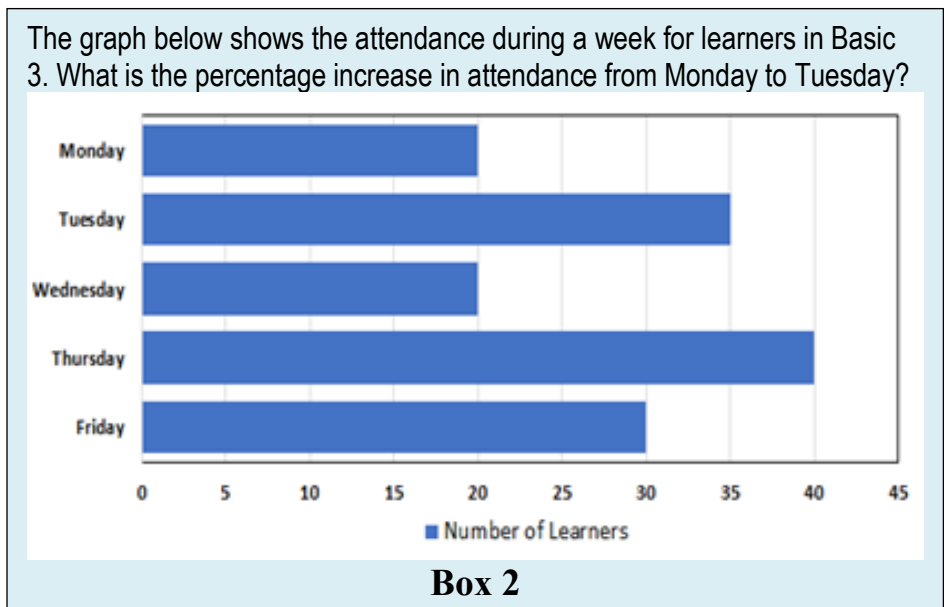
- 7) How many students are in the class?
 A. 18 B. 35 C. 45 D. 50
- 8) What is the median age?
 A. 14 B. 15 C. 16 D. 17

Box 1



the lowest and highest).

Another application question that most of the candidates could not do correctly is item 23 (see Box 2). It required the candidates to find the increase in attendance from Monday to Tuesday (i.e. 35 – 20) and express this as percentage of Monday's attendance. As many as 71% of the candidates got this wrong.



Candidates' Weaknesses in Part B

Below are weaknesses reported by the examiners on the constructed-response test items in the Section B. Figure 3 also illustrates further how adequately the candidates were able to respond to the CRI part of the examination paper.

Figure 3 Candidate's performance on the CRI part of the examination paper

In the first two CRIs, about one-third of the candidates obtained zero scores; that is, 33.2 and 27.6 percent of the candidates either did not attempt or obtained wrong answers for the constructed-response items 1 and 2 respectively. About 43.8% scored between 5 and 10 in the third constructed-response item, with only 93 (18.6%) obtaining the full score of 10. In conclusion, though the cognitive demands of the questions in the multiple-choice items part of the test are not too different from those of the constructed response items part, the majority of the students had difficulty with the former.

CHAPTER NINE

CHIEF EXAMINERS' REPORT ON NUMERACY OF OCTOBER 2020 GTLE

Introduction

Five hundred (500) scripts were randomly sampled for analysis. Considering the population that took the examination, the sample size of 500 drawn for the analysis was high enough to draw, at a confidence level of 98%, conclusions from the data that will be reliable. The data sampled were analyzed using MS Excel and SPSS.

2. Structure and standard of the paper

The paper is of the required standard within the scope of the numeracy examination syllabus and compared favourably with that of the previous years' papers. The questions covered largely common-content knowledge and specialized-content knowledge for teaching basic mathematics. Table 1 shows the distribution of scores (or weightings) of the items by content and cognitive domains.

Since numeracy is basically about numbers and their application in real life, the test contained largely questions in the number domain. That is, about half of the test items were about number and the remaining half were fairly distributed in the other three content domains, i.e., algebra, geometry & measurement and handling data.

In the cognitive domain, application test items constituted 50% of the items. Only 10% of the test items elicited responses on the prospective teachers' pedagogical content knowledge (PCK).

Table 1: Distribution of scores (or weightings) of items by content and cognitive domains

	Part A Score (Multiple-Choice)	Part B Score (Constructed-Response)	Total Score (Total Exam Percent - Score)
<i>Content domain</i>			
Number	12 (40) ¹	11 (37)	23 (38)
Algebra	5 (17)	4 (13)	9 (15)
Measurement/Geometry	9 (30)	6 (20)	15 (25)
Handling Data	4 (13)	3 (10)	7 (12)
Pedagogical Content Knowledge (PCK)		6 (20)	6 (10)
Total Weighting (or Scores)	30 (100)	30 (100)	60 (100)
<i>Cognitive domain</i>			
Knowing	8 (27)	13 (43)	21 (35)
Application	16 (53)	14 (47)	30 (50)
Reasoning	6 (20)	3 (10)	9 (15)
Total Number of Test Items	30 (100)	30 (100)	60 (100)

¹ Percent in parenthesis

Each part of the numeracy examination paper constituted 50% of the weighting of the examination with Part A comprising 30 multiple-choice items and Part B comprising three constructed-response items.

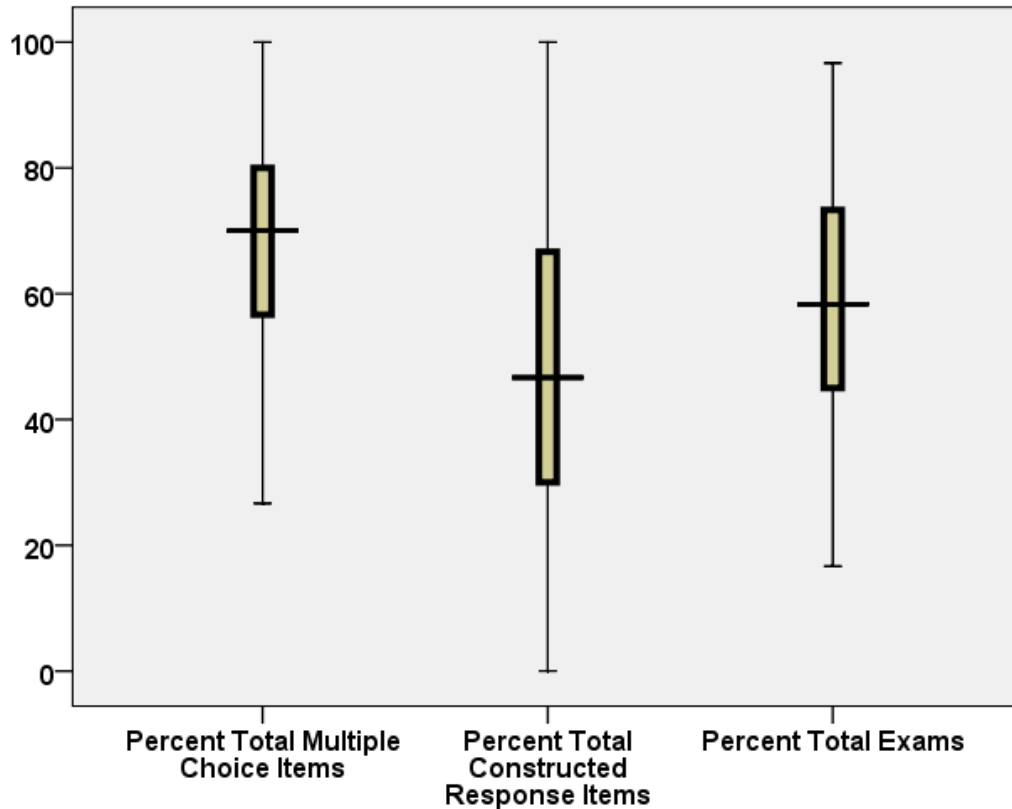
Candidates' performance on the Numeracy Examination

3.1 Candidates' overall performance in the numeracy examination

As observed in the previous examinations, the majority of the candidates obtained higher scores on the multiple-choice items (MCI) part than the constructed-response items (CRI) part B. Table 1 show the key statistics of the scores obtained by the sampled candidates on the Part A, Part B and both.

Table 4 Descriptive statistics of the scores obtained in Part A, Part B and the Overall Test

	N	Min	Max	Mean	Std. Dev
Percent Total Multiple-Choice Items	500	27	100	69	16
Percent Total Constructed Response Items	500	0	100	49	25
Percent Total Exams	500	17	97	59	19



Figures 1 Boxplots of scores on the Part A Part B and both

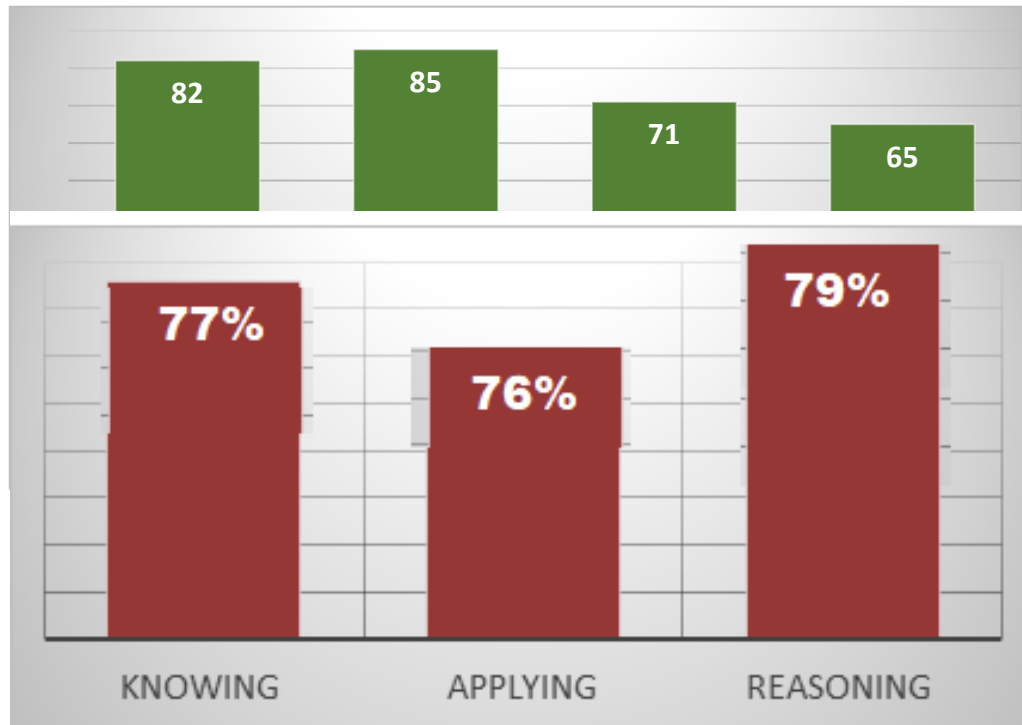
The boxplot is a clearer illustration of the key statistics of the scores obtained by the candidates in the numeracy examination. It shows that the lowest score on CRI part is 0. Three of the candidates actually obtained the zero score in their ‘show working’ or CRI part. But surprisingly, another three candidates were able to obtain the maximum score of 100 on this part. However, nobody made a zero score for the entire numeracy paper.

The mean score for the entire numeracy paper is 59% with a standard deviation of 19. Furthermore, it is interesting to note that while the candidates obtained mean score as high as 69 with a standard deviation of 16 in the multiple-choice part of the paper, their performance was generally lower in the constructed response part, with a mean of 49 and a standard deviation of 25.

3.2 Candidates' overall performance in the content and cognitive domains

With regard to the content areas assessed, it was observed that they performed equally well across the four content domains with mean scores of at least 65% (see Figure 1).

Figure 1 Candidate's performance in the content domains



Similarly, in the cognitive domains assessed, they performed equally very well across the three domains with mean scores of at least 75% in each of the domains (see Figure 2).

Figure 2 Candidate's performance in the cognitive domains

3.4 Improvements in performance over the previous numeracy examinations

Compared to the performance in the numeracy examination of September 2019 and June 2020 (see Figure 3), the candidates' performance shows a substantial improvement.

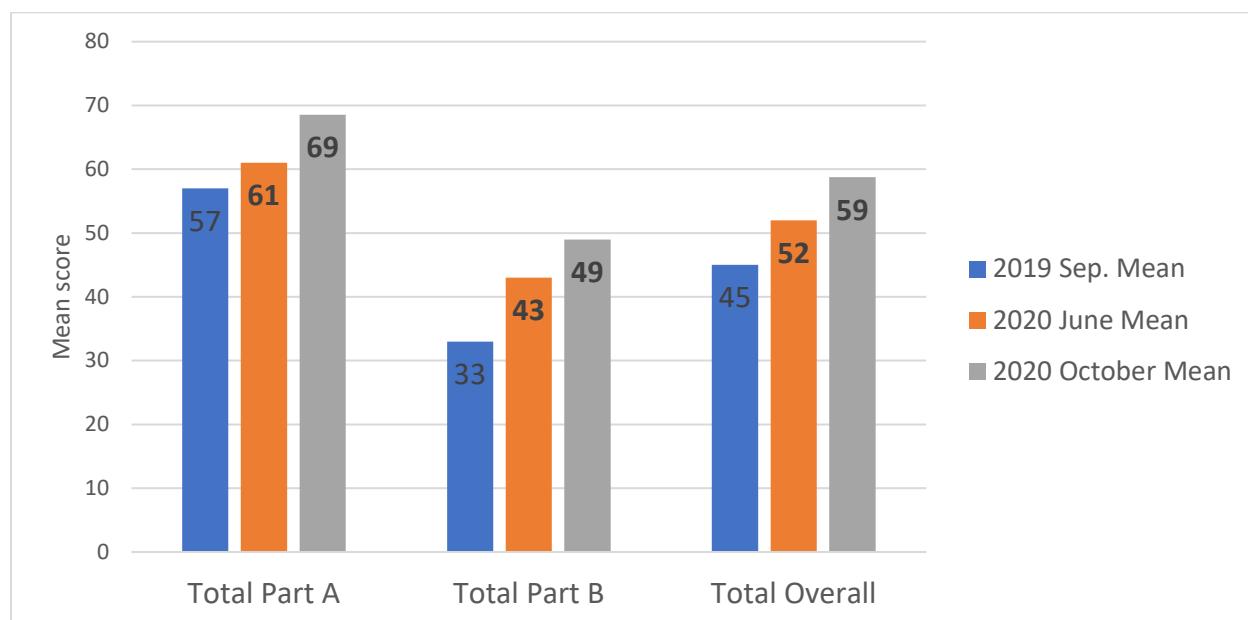


Figure 3 Mean scores obtained in the numeracy exams components in 2019, June 2020 and October 2020

The overall performance was better than the two previous numeracy examinations, with the figure showing nearly 10% gain in the CRI scores influencing the overall numeracy score.

Candidates strengths

Most of the candidates' strengths in the Part A of the test, were on the following items, which over 90% were able to do correctly:

- reading a Venn diagram to identify the complement of the union of two sets (94%);
- a contextual problem on how much more money will be needed to add to ₵17.50 in order to purchase a book that costs ₵37.00 (94%);
- determining the total amount in 2 one-hundred cedi notes and 3 five-cedi notes (92%);
- determining the fifth element in the number sequence: 5, 8, 11, 14, ___ (96%)

Candidates' Weaknesses

The results show that a substantial proportion of the candidates had difficulties in answering the contextual problems in the Part A of the test which required application of knowledge and reasoning.

Most of the candidates' weaknesses were on the following items, which not more than 30% were able to do correctly:

- determining the number of hours a club patron devotes to the club's work over a period 10 weeks, if the patron spends 30 minutes weekly for preparation, the club meets on Tuesdays and Thursdays, and each meeting lasts 30 minutes each day (29%).
- determining the distance between any two points on a 3000-metre race course if there are three drinking points equally-spaced between the start point and the finishing point (20%);
- recognizing that a number written in 2-decimal places is a fraction in hundredths (18%).

Besides, a few challenges were observed in the Part B.

Question 1 (a): Most candidates only ended at summing $\frac{1}{4}$ and $\frac{1}{8}$ to get $\frac{3}{8}$ and failed to continue thus

$1 - \frac{3}{8} = \frac{5}{8}$. Some also started with $\frac{1}{4} - \frac{1}{8} - x = 1$, while a few too surprisingly added this way: $\frac{1}{4} + \frac{1}{8} = \frac{2}{12}$.

Question 1 (b): It was observed that some calculated perimeters of the square and the rectangle and added the results without taking cognisance of the common/connecting sides. Some candidates calculated the area of the square as $12 \times 12 = 144\text{cm}^2$. However, they could not find the length of the rectangle, hence could not also calculate the perimeter of the figure correctly. Some candidates repeated the width in their calculation and ended up obtaining 88cm. Others also considered the entire figure as a complete rectangle and solved for its perimeter using $P = 2(l + w)$.

Recommendation

- The concept of fractions should be treated properly with relevant teaching learning materials at all pre-service teacher education institutions.
- Numeracy should be well integrated into all pre-service teacher education mathematics courses.

CHAPTER TEN

CHIEF EXAMINERS' REPORT ON LITERACY OF SEPTEMBER 2018 GTLE

GENERAL COMMENTS:

The general performance was average. There were, however, a few extreme cases of excellent performance exhibited by candidate at some of the centres. On the other hand, there were candidates who wrote essays which were incomprehensible.

Judging from the quality of the examination including its administration, the type of questions, responses and performance of the candidates and the whole marking exercise, measures can be put in place to improve on the conduct of subsequent examinations.

The paper consisted of two parts 1 and 2 and both were compulsory. Part 1 consisted of 30 multiple-choice items and candidates were required to circle the correct or best response. In part 2, candidates were required to answer both compulsory essay and comprehension questions.

PART 1: MULTIPLE-CHOICE ITEMS (LANGUAGE)

Most candidates had no major problem in dealing with this section.

PART 2: SECTION 1: ESSAY QUESTION

Candidates were required to write an essay of about 300 words on the given topic. Most candidates did not follow the rubrics and were accordingly penalized. Most of them wrote far above the maximum. Quite a lot of the candidates exhausted most of the 300 words on rebuttals to the premise, before agreeing or disagreeing with the premise.

There were also, a lot of grammatical mistakes, poor headings, wrong spellings and other unpardonable mechanical errors which marred the quality of most essays.

PART 2: SECTION 2. COMPREHENSION:

Most candidates handled this question very well. Although candidates were expected to be very brief and precise with their answers, there were a few candidates who quoted a lot of irrelevant material from the passage in an attempt to answer the questions. This made candidates lose marks.

CHAPTER ELEVEN

CHIEF EXAMINERS' REPORT ON LITERACY OF MARCH 2019 GTLE

STRUCTURE OF PAPER

The paper was in two parts: A & B. Part A was a multiple-choice test (which tested their knowledge of Basic English grammar) made up of 30 questions to be answered for 30 marks. Part B comprised Comprehension and Essay Writing. The total marks for the Comprehension test was 10 while the Essay Writing test was 20. Candidates were required to answer ALL the questions.

The questions were set specifically to examine the three dimensions identified in literacy development namely: knowledge, understanding and application.

GENERAL COMMENTS

On the whole, candidates performed better in the Part 1 section of the paper which consisted of 30 multiple-choice items which were mainly recall items than in Part 2 which tested understanding and application.

PART 1: MULTIPLE-CHOICE ITEMS (Knowledge)

The questions covered aspects of parts of speech and basic usage of English. It was worrying that many candidates could not demonstrate adequate knowledge in the following areas:

- i. Use of phrasal verbs
- ii. Tag Questions
- iii. Direct and Indirect Speech
- iv. Synonymy
- v. Use of prepositions
- vi. Concord

PART 2: SECTION 1. COMPREHENSION: (Understanding)

Perhaps the biggest weakness of most candidates was their inability to read and comprehend given texts. Answers to the content questions showed that many candidates lacked the ability to infer or pick information from a given text.

Another shortcoming was that some of the answers provided had nothing to do with the passage. This is an issue which was observed in the previous examinations and needs to be checked.

Candidates' answers to the explanation of the selected vocabulary items showed that their stock of vocabulary was limited. For example, many candidates explained the word "sophisticated" as "dangerous" or "inferior".

PART 2: SECTION 2: ESSAY WRITING (Application)

Candidates were required to write a speech on the topic. 'Qualities of a Teacher in the 21st Century'. They were expected to discuss at least three of the following qualities expected of 21st century teacher:

- Dynamic – the teacher should be energetic and subject to change under different circumstances. Being dynamic is a way of being a teacher and a leader in the school environment.
- Resourceful – the teacher should be resourceful in the performance of their duty. This should include the ability to improvise in times of need.
- Enthusiastic – the teacher should be seen to enjoy teaching. They should have an aura of self-confidence.
- Knowledgeable – the teacher has the knowledge of the content what he/she has to teach. A teacher cannot teach what he/she does not know.
- Counsellor – the teacher should be able to counsel their pupils. They should be able to liaise with parents of pupils and discuss issues concerning their children.
- Commands respect from members of the community, etc – there should be a good relation between the teacher and the members of the communities in which they teach.

Surprisingly, this proved to be a difficult topic to many of the candidates. Perhaps the only strength of the candidates was their knowledge of the format for speech writing.

While some candidates wrote about the general qualities of a teacher, others wrote about the duties and responsibilities of teachers which did not meet the demands of the question. Some of the candidates could not construct meaningful sentences which proved to be a major setback to them. Examples of some of the poorly constructed sentences:

*Teacher must be moral upright which will ...

*If this qualities is been possess by the teacher

*Gone was the days teachers will go and teach without been prepare very well ...

Poor spelling and inappropriate use of vocabulary marred the essays. Some candidates also resorted to the use of "social media" spellings.

- | | |
|---------------|-------------|
| i) licensure | *liscensure |
| ii) prepare | *perepare |
| iii) mistrust | *missterust |

iv) despot	*disport
v) yours	*urs
vi) you	*u
vii) because	*bcos

RECOMMENDATION

1. Candidates must be advised to read the rubrics of the paper very carefully before they attempt the questions.

CHAPTER TWELVE

CHIEF EXAMINERS' REPORT ON LITERACY OF SEPTEMBER, 2019 GTLE

STRUCTURE OF PAPER

The questions were set specifically to examine the three dimensions identified in literacy development namely: knowledge, understanding and application. The standard of the paper over the last two examinations has been the same.

The paper normally consists of two parts: A and B. Part A is a multiple-choice test, which is intended to test candidates' knowledge of Basic English grammar (knowledge). This is made up of 30 items, with a total score of 30 marks.

Part B is devoted to Comprehension (understanding) and Essay Writing (application of knowledge). The total marks for the Comprehension test is 10 while the Essay Writing test is 20. Candidates are required to answer ALL the questions.

GENERAL COMMENTS

On the whole, candidates performed better in the Part 1 section of the paper (which consists of 30 multiple-choice items) than in Part 2 which tests understanding and application.

STRENGTH(S)

1. Majority of the candidates are able to answer the multiple-choice questions (Part 1) than the questions in Part 2 which normally comprises questions on understanding and application of knowledge.
2. Some candidates showed exceptional writing skills in answering the essay question.

WEAKNESSES

The following weaknesses were observed:

- i. It was glaring through the performance of candidates in the Part 1 section of the paper that many candidates could not demonstrate adequate knowledge in the following areas:
 - a. Use of phrasal verbs
 - b. Tag Questions
 - c. Direct and Indirect Speech
 - d. Synonymy
 - e. Use of prepositions
 - f. Concord

- ii. Majority of the candidates were unable to read and comprehend given texts. Answers to the content questions showed that many candidates lacked the ability to infer or pick information from a given text. Some candidates provided answers which had nothing to do with the comprehension passage.
- iii. ***Candidates' answers to the explanation of the selected vocabulary items showed that their stock of vocabulary was limited. For example, many candidates explained the word "sophisticated" as "dangerous" or "inferior".***
- iv. Construction of meaningful sentences is a great challenge to many candidates. This made it extremely difficult to read and understand the essays. The challenges candidates had with sentence construction include:
- a) Topic sentences were in many cases sentence fragments – e.g. “Secondly, lack of electricity”; “Another lack of social amenities...”
 - b) Construction of long and winding sentences which were not connected properly by the appropriate coordinating (e.g. “and”, “but”) and /or subordinating (e.g. “since”, “while”, “where”) conjunctions.
 - c) The situation was worsened by errors in punctuation. In many instances, the “comma” was used at points where the “full stop” should have been used. The “apostrophe” was also used wrongly - *The teachers’ do not accept posting to the rural areas.”
 - d) The rules regarding concord were flouted repeatedly, so we had sentences like the following:
 - a *Teachers who teach in the urban areas becomes happy.
 - b *When a teacher do not get ...”
 - c *Some of the rural areas does not have electricity.
- v) Poor spelling is also a source of worry. There were even candidates who used social media spelling in their essays. The following were examples of words which were frequently spelt wrong:
- i) accommodation - *acomodation
 - ii) infrastructure - *inflastructure
 - iii) potable - *portable
 - iv) potholes - *potwholes
 - v) eyesore - *eyesaw
 - vi) licensure - *liscensure

Examples of “social media spelling” used by some candidates:

vii) yours	*urs
viii) you	*u
ix) because	*bcos
x) tomorrow	*2moro

RECOMMENDATIONS

1. Candidates must be advised to read the rubrics of the paper very carefully before they attempt the questions.
2. The Professional Development Programmes should include some topics in English language to strengthen the knowledge English.

CHAPTER THIRTEEN

CHIEF EXAMINERS' REPORT ON LITERACY OF JUNE 2020 GTLE

STRUCTURE OF THE PAPER

The paper consisted of two parts: part A and part B.

PART A: MULTIPLE CHOICE TEST (KNOWLEDGE – 30 marks)

This part consisted of thirty multiple choice test items testing the candidates' knowledge in English grammar. The topics which were covered included:

- i. Tenses
- ii. Subject – verb agreement (Concord)
- iii. Tag questions
- iv. Arrangement of modifiers in the correct order
- v. Direct and indirect speech
- vi. Phrasal verbs
- vii. Idiomatic expressions
- viii. Active and passive voice

PART B: SECTION 1: COMPREHENSION (UNDERSTANDING- 10 marks)

Candidates were expected to read a passage provided and answer questions based on it.

PART B: SECTION 2: ESSAY WRITING (APPLICATION – 20 marks)

The candidates were tasked to write an essay of a maximum of 250 words on a given topic.

GENERAL COMMENTS

Generally, the candidates' performance fell below expectation. It exposed the poor teaching and learning of English Language in our teacher training institutions. It appeared as if the candidates picked their English Language from the streets and social media rather than from the classroom.

Majority of the candidates performed poorly on questions which were related to the sequence of tenses. For example, only 12% of the 500 candidates sampled were able to get Q3 correct.

3. If Kwamerich, he would take his children to a good school.
- A. had been
 - B. is
 - C. was

(D). were

The performance of candidates in Part B, Section1 (Comprehension) was poor with some candidates scoring zero out of the total of 10 marks. Majority of the candidates could not answer the inferential and deductive questions as well as the questions on the explanation of vocabulary items in this section.

Candidates' performance in the Part B, Section 2 (Composition) exposed their weakness in spelling, grammar and sentence construction. Though candidates were tasked to write a formal letter, some did not know the features of a formal letter and wrote the essay using the features of an informal letter. It is almost unimaginable for a candidate to score zero in a composition paper, when the correct address alone could earn the candidate a mark.

STRENGTH(S) OF CANDIDATES

1. Majority of the candidates performed well in Part A which was the multiple-choice section.
2. Most of the candidates understood the essay question and wrote exactly on it.

WEAKNESSES OF CANDIDATES

1. Quite a number of the candidates did not know the features of a formal letter. For example:
 - a) Some candidates wrote their names as part of the address;
 - b) Some candidates could not provide suitable title for the formal letter;
 - c) Some of the candidates exchanged pleasantries in the introduction;
2. Some candidates could not spell simple English words correctly.
3. Some candidates had poor handwriting which made reading of the scripts difficult.
4. Candidates' weak knowledge of English grammar and sentence construction made their essays unintelligible.

RECOMMENDATIONS

1. Candidates need to improve upon their spelling.
2. There is the need to improve the teaching and learning of English grammar at the training institutions.
3. Candidates must strictly adhere to the rubrics for the paper.

CHAPTER FOURTEEN

CHIEF EXAMINERS' REPORT ON LITERACY OF OCTOBER 2020 GTLE

STRUCTURE OF THE PAPER

The paper was in two parts: A and B. Part A was a multiple-choice test, which consisted of thirty questions to be answered for 30 marks. Part B consisted of Comprehension and Essay writing tests. The total mark for the Comprehension test was 10, while that of the Essay was 20. Candidates were required to answer all the questions within one hour twenty-five-minutes.

GENERAL COMMENTS

The performance of the candidates was not different from the previous trend, falling below expectation; albeit this year's performance was comparatively better than the previous years. But for the multiple-choice test, most of the candidates would have failed. That candidates holding at least diploma in basic education had no grasp of the rudiments of the English Language was worrying. This was evidenced in their output in all the sections of the paper.

PART A: MULTIPLE CHOICE TEST (KNOWLEDGE)

This section comprised thirty multiple choice test items testing the students' knowledge in the rudiments of English grammar and proficiency in the use of the language. The topics which were covered included:

- i. Conditional sentences
- ii. Subject- Verb agreement
- iii. Prepositions
- iv. Relative pronouns
- v. Question Tags
- vi. Arrangement of modifiers/ Adjective order
- vii. Voice
- viii. Reported speech
- ix. Idiomatic expression
- x. Synonyms and antonyms

The test exposed the candidates' poor grasp of the rules governing these topics, albeit their performance in this section this year was comparatively better than the previous years'. An intriguing fact in this section was the candidates' poor performance in item numbers two and five.

Out of two hundred and fifty scripts sampled from ten examination centres and analysed, eighteen candidates representing 7.2% had question two correct.

The question read:

2. If Ameyaw _____ rich, he would take his children to a good school.

A. had been B. is C. was (D). were

Most of the candidates who had it wrong chose option 'C' (*was*) as answer instead of option D (*were*). It shows the candidates' lack of knowledge in the use of the subjunctive *were*. The subjunctive *were* is used in a condition which is contrary to known fact. In question 2 above, Ameyaw being rich is contrary to known fact so the use of the subjunctive *were* is appropriate. Other examples in the use of the subjunctive *were* are:

- If I *were* a king (but I am not) I would try to rule well.
- If Kwame *were* you (but he is not you), he would accept our proposals.

In the case of question five, seventeen candidates representing 6.8% had it correct.

The question read:

5. One of the boys who _____ in the class has a car.

(A). are B. has been C. has being D. is

Most of the candidates wrongly chose option 'D' (*is*) as answer instead of option A (*are*), so that the sentence will read *One of the boys who are in the class has a car.*

The main verb in the sentence is *has* which agrees with the headword *one*. But the candidates were oblivious that the question was testing concord in the adjectival clause *who are in the class*. The verb in adjectival clause agrees with the antecedent of the adjectival clause, which in this instance

is the boys. Thus, since *the boys* is plural, it agrees with the plural verb *are*, not the singular verb *is*.

On the other hand, most of the candidates performed well in questions ten and twenty-six, obtaining 94.8% and 94% respectively.

The questions read:

10. It is regrettable that _____ people can feed themselves comfortably these days

- A. a little (B). *few* C. little D. those

Which is the most appropriate interpretation of the sentence below.

26. I don't see why I must not write the paper. This means that I _____ write the paper

- A. don't know why I must B. just do not know why I should
(C). *see no reason why I should not* D. see that I must not.

PART B

This part had two sections, sections one and two. The section one was made up of a comprehension passage, while section two was composition writing.

SECTION ONE: COMPREHENSION (UNDERSTANDING)

This part tested the candidates' level of understanding text. It was the section where most candidates performed poorly. It was evidenced that most of the candidates found it difficult to understand the passage. Answers to the questions showed that many candidates also lacked the ability to infer or pick information from a given text. This is a negative trend which has been observed and needs to be addressed.

The opening sentence of the passage, for instance, read:

"Zazu has learnt a bitter lesson: one could blow up their future with a casual approach to life"

Yet, 32.4% of the candidates could not get correct the question *What was the bitter lesson Zazu learnt?*

In the vocabulary questions, most of the candidates showed that their stock of vocabulary was limited. Though the words they were asked to provide the meaning did not require inferences, yet some of the candidates did not perform well.

The explananda were: 'blow up', 'scolding', 'intimated' and 'recklessly'.

Only 10% of the candidates for instance, could provide the meaning of *scolding* in this sentence: *With his aunt's scolding ringing in his ears ...*

However, 72.2% could correctly provide the meaning of *recklessly*.

SECTION 2: ESSAY WRITING (APPLICATION)

In this section, the candidates were required to write an essay of 250 words on the topic below:

Indiscipline among students has become a major challenge in pre-tertiary educational institutions in Ghana. Discuss three measures that can be taken to address the problem."

Most of the candidates understood the topic and wrote exactly on it. There were, however, others who either wrote very poor essays or could not write at all.

Below are examples of poorly written essays:

Sample 1

ESSAY
(20 marks)

2. Write an essay of 250 words on the topic below.
(Note: Candidates who exceed the word limit will be penalised)

Indiscipline among students has become a major challenge in pre-tertiary educational institutions in Ghana. Discuss three measures that can be taken to address the problem.

NO Heading

The three measures that can be taken to address the problem in Ghana are:

i) ~~Students are misbehaved in the school. Teachers are to advise them not to misbehave~~

ii) ~~Teachers should give them a grade line~~

40 words

2 G - 0

1 O - 0

2 E - 1

1 MA - 0

ESSAY
(20 marks)

2. Write an essay of 250 words on the topic below.

(Note: Candidates who exceed the word limit will be penalised)

Indiscipline among students has become a major challenge in pre-tertiary educational institutions in Ghana. Discuss three measures that can be taken to address the problem.

Heading
Indiscipline among students has become a major challenge in pre-tertiary educational institutions in Ghana.

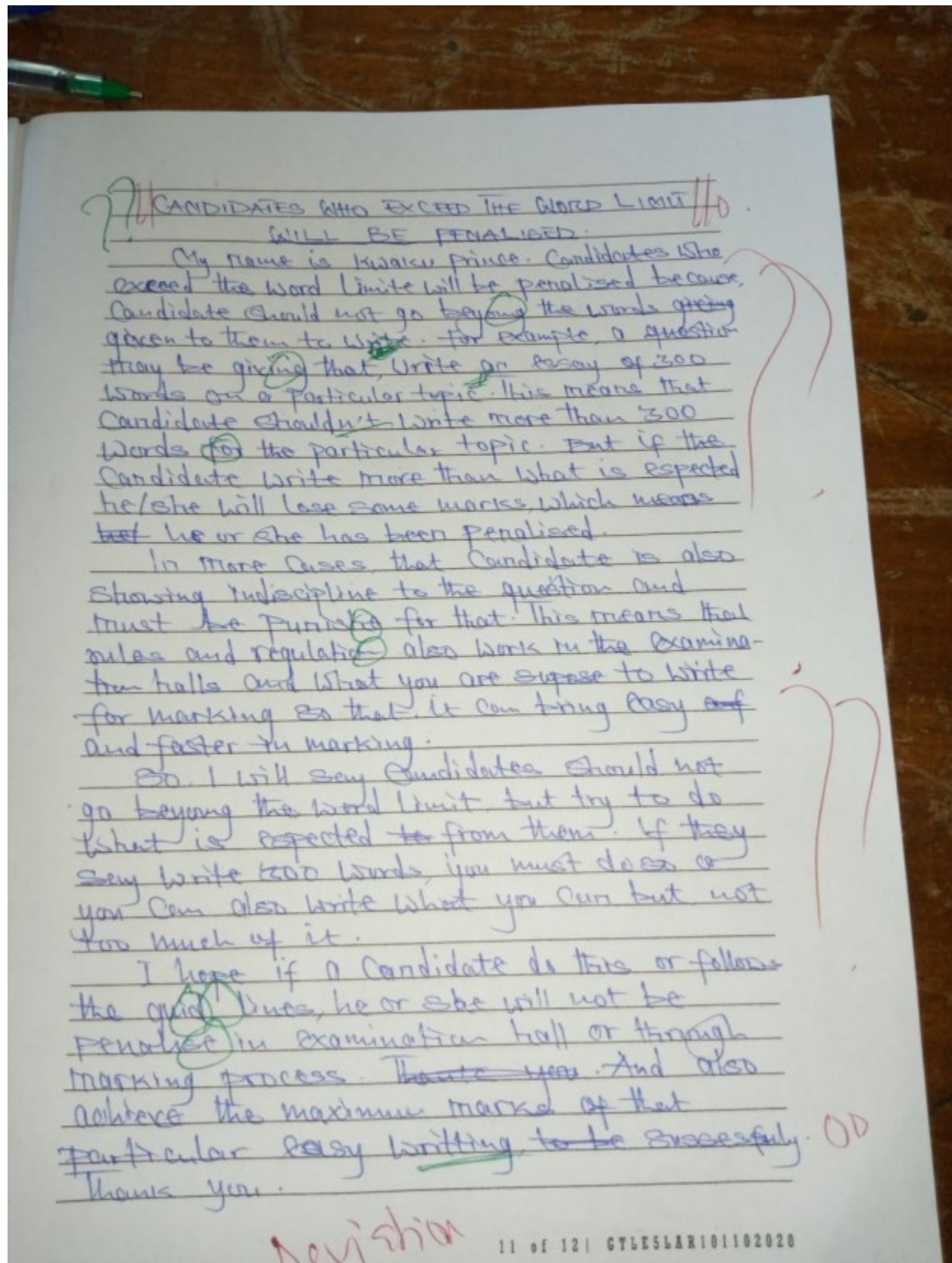
First of all indiscipline among student is one of the problem. I want to add-ress of the problem. Student in pre-tertiary institutions is one of most prominent people in the pre-tertiary without indiscipline children will not learn in the class or ~~or~~ student will ^{not} sit in the class to learn. And too much discipline too they will not come to class.

The reason why I meaning is that all student fear punishment in school.

Secondly,

C-O ✓

Like the previous year, instead of writing on the given topic, a candidate wrote on the instruction
Candidates who exceed the word limit will be penalised



Below are some of other challenges observed in the candidates' essays.

1. Poor introduction

Some candidates either did not or could not properly introduce their essays.

Example:

“Good morning to Ghana Education Service in Ghana.”

Quite a number of candidates wrote long introductions at the expense of the body of the essay. This affected them negatively.

2. Poor use of transitional markers. These markers are important in essay writing as they help to achieve both internal and external cohesion. But the candidates arbitrarily used them.

Examples:

The first sentence of an essay began with:

‘In the nut shell’

Beginning a middle paragraph with ‘to set the ball rolling’

3. Poor construction

Examples:

- *Zazu was overslept* instead of Zazu overslept.
- *You have to motivation people instead* of You have to motivate people.
- *You give he or she an a book* instead of you give him or her a book.
- *Students who mulpractice in examination* instead of students who engage in malpractice during examination.
- *Threely* instead of thirdly

4. Poor spelling

*Quencequences	instead of	consequences
*Asentisim	instead of	absenteeism
*Distory	instead of	destroy
*Rule modles	instead of	role models

*Bayase	instead of	bias
*Yaastic	instead of	yardstick
*Carea	instead of	carrier
*Palents	instead of	parents
*Trei	instead of	try
*Pinalaled	instead of	penalised
*Discipline comitee	instead of	disciplinary committee
*Law brekess	instead of	law breakers
*Chelecely	instead of	carelessly

5. Failure to write appropriate title.
6. Stating the topic sentences in fragments.
7. Subject –verb agreement errors.

GENERAL OBSERVATION

It was observed that in some instances many students gave the same answers to some questions. Collusion among the students or loose invigilation was highly expected. For instance, 'tongue lashing' as meaning of 'scolding' in the comprehension passage ran through the answers of most of the candidates. Also, similar points were given by most candidates in the essay writing.

Notwithstanding the above challenges, there were some candidates who wrote good essays and deserve commendation.

RECOMMENDATIONS

1. Supervision and invigilation at the various centres should be strengthened in the future. The external supervisors posted to the various centres should ensure that invigilation is done effectively.
2. Teachers must intensify the teaching of basic grammar.
3. Students must be taught paragraph development.