

NATIONAL TEACHING COUNCIL

CHIEF EXAMINERS REPORTS

ON

GHANA TEACHER LICENSURE EXAMINATION

(GTLE)

2021GTLE 1 – 2022 GTLE 1

PREFACE

The Education Act 2008 (Act 778) as amended in the Education Regulatory Bodies Act, 2020 (Act 1023) established the National Teaching Council (NTC) to regulate the teaching profession. As part of regulating the teaching profession, NTC conducts Ghana Teacher Licensure Examination (GTLE) for the pre-service teachers. This action is backed by the Education Regulatory Bodies Act, 2020 (Act 1023) section 60b which states that “the Council shall conduct examination for the licensing of persons who successfully complete teacher education programmes”.

The Council has conducted eight examinations successfully since 2018. In each of these examinations, chief examiners give their reports which cover the overall performance of candidates including their strengths and weaknesses. Availability of these reports to teacher training institutions in Ghana will help shape the contents of curriculum, programmes and deliveries of these institutions. The candidates will also be informed about what is expected of them. This will go a long way to increase the pass rate of candidates thereby increasing the number of professional teachers to meet the teacher-needs of the country.

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CHAPTER ONE

REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) – 2021 GTLE 1

STRUCTURE OF THE PAPER

The paper had 60 multiple choice items with options for candidates to choose the best answer/option.

Items were based on the three domains of the National Teachers' Standards

- Professional Values and Attitudes
- Professional Knowledge and
- Professional Practice

1. Professional Values and Attitudes:

- a. professional development and
- b. community of practice

2. Professional Knowledge:

- a. knowledge of students and
- b. knowledge of educational policies/reform education system and curriculum

3. Professional Practice:

- a. managing the learning environment
- b. teaching and learning and
- c. assessment

GENERAL COMMENTS

- The item with the highest score was under Professional Values and Attitudes, compared to Teaching and Learning in the previous examinations
- The items with the lowest score were under Professional Values and Attitudes (Community of Practice) and Teaching and Learning

CANDIDATES STRENGTH

1. Professional Values and Attitudes

(between 80% and 90% of candidates scored sampled items right)

a. Community of practice:

- The teacher as a role model

(About 90% of candidates scored sampled item right)

1. Professional Values and Attitudes

b. Professional development

- Activities that promote reflective practice

(About 80% scored this item right)

Community of practice

The teacher as a role model

(About 90% of candidates scored this item right)

A teacher is always punctual to class, dresses well and looks neat. She is respectful to all learners and colleague teachers as well. The learners tell their parents that they want to be like their teacher. How would you describe this teacher with respect to the learners' decision?

- A. A mentor
- B. A new teacher
- C. **A role model
- D. An experienced teacher

Community of practice: The teacher as a role model

(About 90% of candidates scored this item right)

A teacher is always punctual to class, dresses well and looks neat. She is respectful to all learners and colleague teachers as well. The learners tell their parents that they want to be like their teacher. How would you describe this teacher with respect to the learners' decision?

- A. A mentor
- B. A new teacher
- C. **A role model
- D. An experienced teacher

Professional Knowledge:

- a. Knowledge of students with special needs: (About 70%)
- b. knowledge about learners' growth and development: (65%)

A teacher complained to a headteacher of a school thus: I am tired of Kofi's frequency of reporting his peers to me whenever class activities are in session. Please Sir, help me'. Which one of these suggestions would *not be appropriate* for the headteacher to make to the teacher?

- A. **Always pretend not to see him.
- B. Change the seating position.
- C. Investigate the cause of the problem.
- D. Recommend counselling for the peers.

Professional practice:

(between 70% and 80% of candidates scored sampled items right)

a. Teaching and learning:

- Importance of stating learning outcomes/indicators – 83%
- Grouping learners according to abilities and learning needs - 79%
- Researching/investigating learners with peculiar behaviour, e.g. regular lateness, absenteeism, truancy, etc. - 74%

Sample item: Importance of stating learning outcomes/indicators – 83%

Classroom teachers write learning indicators in a lesson plan to ensure that

- A. learners can get notes to write at the end of the lesson.
- B. learners pay attention during instruction.
- C. **the main ideas of a lesson are brought out.
- D. the teacher exhausts all the lesson outcomes.

1. Professional Values and Attitudes

- Community of Practice:
- Concepts associated with community of practice (11%)
- Strategies for involving parents and guardians in their children's learning (19%)

2. Professional Practice

a. Teaching and learning

- Identifying appropriate resources for teaching integrated topics (11%)
 - Appropriate strategies for using scaffolding to promote learning (12%)
- b. Managing the learning environment
- Strategies for promoting a positive classroom climate (13%)
- c. Assessment
- Appropriate assessment strategy for assessing perceptions and attitudes (16%).

Sample item

Professional Values and Attitudes:

Concepts associated with community of practice (11% scored this item right)

A group of professional teachers normally comes together to share concerns and passion for the teaching profession and learn how to teach better. Which of the following phrases *most appropriately* describes these teachers?

- A. ****Community of practice**
- B. Community practitioners
- C. Professional practitioners
- D. Professionals of practice

Sample item

Professional practice: Teaching and Learning - Identifying appropriate resources for teaching integrated topics (11%)

A team of teachers is planning an interdisciplinary unit that will integrate English, Social Studies, Science and Fine Arts. They are meeting with the school librarian to discuss information resources for the unit. Which of the following resources would be *the best* to prepare them for the meeting with the librarian?

- A. A list of academic standards that will be addressed by the unit.
- B. A schedule for classes to conduct library research on unit topics.
- C. The instructional methods that will be used during the unit.
- D. ****The overarching theme and guiding questions for the unit.**

Sample item

Professional practice: Appropriate assessment strategy for assessing perceptions and attitudes (16%)

A teacher wants to assess learners' perceptions and attitudes about learning. Which of the following assessments would provide the teacher with the *most useful* information in the area?

- A. Academic aptitude test
- B. **Anonymous self-report inventory
- C. Individual behaviour checklist
- D. Task-specific rubric

RECOMMENDATIONS

- Knowledge and understanding in the challenging areas should be deepened during pre-service training.
- The NTC should include the items that demonstrate candidates' weaknesses in their framework as areas of concentration for CPD agencies.
- Teacher educators and CPD providers need to pay particular attention to the identified areas of candidates' weaknesses outlined as follows:

1. Community of Practice:

- Concepts associated with community of practice (11%)
- Strategies for involving parents and guardians in their children's learning (19%)

. Professional Practice

a. Teaching and learning

- Identifying appropriate resources for teaching integrated topics (11%)
- Appropriate strategies for employing scaffolding to promote learning (12%)

b. Managing the learning environment

- Strategies for promoting a positive classroom climate (13%)

c. Assessment

- Appropriate assessment strategy for assessing perceptions and attitudes (16%)
- Need to focus on informal type of assessment.

CHAPTER TWO

REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) – 2021 GTLE 2

STRUCTURE OF THE PAPER

The paper had 60 multiple choice items with options for candidates to choose the best answer/option

Items were based on the three domains of the National Teachers' Standards

- Professional Values and Attitudes
- Professional Knowledge and
- Professional Practice

1. Professional Values and Attitudes:

- a. professional development and
- b. community of practice

2. Professional Knowledge:

- a. knowledge of students and
- b. knowledge of educational policies/reform, education system and curriculum.

3. Professional Practice:

- a. managing the learning environment
- b. teaching and learning and
- c. assessment

Establishing the Minimum Competency Level

Thirty out of the 60 items (50%) were set within easy-to-moderate (minimum competency) based on three cognitive domains

Cognitive Domains Tested:

- Knowledge and understanding
- Application
- Synthesis and evaluation

NB: each of 3 domains had prescribed number of items

GENERAL COMMENTS

- A total of 7,958 scripts were scored

- 500 scripts were sampled for analysis
- Performance of the candidates was good
- Mean score was 31.7 (52.8%) , compared to 27.6 (45%) in 2021 GTLE 1, 37 (61.6%) in 2020 GTLE 2 and 33 (about 55%) in 2020 GTLE 1.
- Highest score was 54 (90%), compared to 47 (78%) in 2021 GTLE 1, 50 (83%) in 2020 GTLE 2 and 52 (86.7%) in 2020 GTLE 1.
- Lowest score was 8 (13%), compared to 8 (13%) in 2021 GTLE 1, 16 (27%) in 2020 GTLE 2 and 6 (10%) in 2020 GTLE 1.
- The item with the highest score was under Professional Practice, compared to Professional Values and Attitudes in the previous examination
- The items with the lowest score were under Professional Practice, compared to Professional Values and Attitudes (Community of Practice) and Teaching and Learning in the previous examination

CANDIDATES STRENGTH

1. Professional Practice

- a. Managing the learning environment
- b. Physical classroom environment for teaching and learning
- c. seating children with special needs, e. g. sight and hearing impairment, etc.

Professional Practice: Managing the learning environment

Cognitive domain: application

Sample item: 97.6% of candidates scored sampled item right

A learner always moves from his seat to the front of the class during teaching and learning activities. The teacher always insists he moves and sits at the back of the class. What advice will you give to this teacher concerning this learner?

- A.* Find out why the learner always wants to sit in front.
- B. Punish him to serve as a deterrent to other learners who do that.

- C. Report the learner to the school head for his disobedience.
- D. Tell the learner's parents to advise him to obey rules and regulations.

2. Professional Practice

b. Teaching and Learning

The lesson notes as the most important document to be used by a substitute teacher in the absence of the class teacher

- Professional Practice: Teaching and Learning
- Cognitive domain: knowledge and understanding (about the use of curriculum documents)

Sample item: 87.4% scored this item right.

A teacher was invited to the district office for an award. She therefore asked a colleague teacher to teach her lesson in her absence. Which of the following documents will her colleague need for the lesson?

- A.* Lesson note
- B. Scheme of work
- C. Textbook
- D. Timetable

3. Professional Knowledge: Knowledge of Educational Frameworks

Cognitive domain: knowledge and understanding

Sample item: 82.8% scored this item right

Which of the following bodies under the Ministry of Education is responsible for developing the new curriculum for basic schools in Ghana?

- A. National Accreditation Board (NAB)
- B.* National Council for Curriculum and Assessment (NaCCA)

C. National Education Assessment Team (NEAT)

D. National Teaching Council (NTC)

4. Professional Values and Attitudes: Community of Practice

Cognitive domain: knowledge about ethical misconduct and the first action to be taken by a headteacher

Sample Item: 81.8% scored this item right

A professional teacher in a basic school takes alcohol to the extent of disrupting school activities. Which one of the following is the first action a headteacher should take to help the teacher overcome the problem?

- A. Arraign him before the disciplinary committee.
- B. *Counsel him on the effects of drug and substance abuse.
- C. Recommend him for transfer to a village school.
- D. Send him to a rehabilitation centre.

CANDIDATES WEAKNESS

1. Items that require synthesis and evaluation of information to determine the response
 - Professional Practice: Managing the learning environment/managing learners and classroom issues
 - Cognitive domain: synthesis and evaluation

Sample item: 10% scored this item right

While teaching, you realise that a learner intentionally tries to attract unnecessary attention which prevents others from concentrating. Which one of the following strategies will you consider most appropriate for managing this learner?

- A. Engaging the learner's attention.
- B. *Tactically ignoring the learner.

C. Using negative reinforcement.

D. Using positive reinforcement.

2. Professional Practice: Teaching and Learning (synthesis and evaluation)

- How to appropriately cater for learners with a wide range of reading ability when assigning class tasks.
- Cognitive domain: synthesis and evaluation

Sample item: 20% scored this item right

A teacher is planning to assign a research task to his learners. The teacher is aware that learners in the class have a wide range of reading ability. Which of the following adjustments to this planned assignment would most effectively accommodate the less proficient readers in the class?

- A.* Allowing learners to make extensive use of non-print resources, such as videos to conduct their research.
- B. Having learners complete the task in mixed-ability groups so less proficient readers can benefit from the research gathered by more proficient readers.
- C. Limiting the scope of the research assignment for less proficient readers to tasks that require primarily lower order thinking skills, such as fact gathering.
- D. Permitting learners to choose for themselves the number of resources they wish to use for their research.

3. Professional knowledge: Knowledge of Educational Frameworks

Cognitive domain: knowledge and understanding (about current reforms/frameworks)

Sample item: 13% scored this item right

An agency under the Ministry of Education responsible for tertiary education is called

- A. *Ghana Tertiary Education Commission (GTEC)
- B. National Council for Tertiary Education (NCTE)
- C. National Teaching Council (NTC)
- D. Transforming Teacher Education and Learning (T-TEL)

4. Professional Values and Attitudes: Professional Development (Reflective practice)

Cognitive domain: synthesis and evaluation

Sample item: 30.1% scored this item right

A professional teacher decided to engage in activities that would enable her to judge the quality of her teaching. Which of the following techniques will help her to achieve her aim?

- A. Asking other teachers to teach her class for her to observe.
- B. *Creating portfolios and going through them occasionally.
- C. Creating work samples to guide her teaching activities.
- D. Planning her daily activities before engaging in them.

5. Professional Practice: Teaching and learning (Appropriate strategies for teaching different categories of children/inclusive teaching and learning/remediation)

Cognitive domain: synthesis and evaluation

Sample item: 30.4% scored right

A class has learners who struggle with mathematics activities. Whenever the teacher introduces a mathematics activity, these learners usually claim that the activity is too difficult. They may make half-hearted efforts to complete the activity but quit at the first sign of difficulty. Which one of the following strategies can the teacher best incorporate into classroom practice to address this situation?

- A. *Emphasising the concept of continuous improvement and stressing the importance of effort.
- B. Engaging learners in contests and issuing challenges to spark their competitive spirit.
- C. Leading discussions with learners about success-related concepts such as perseverance.
- D. Lowering expectations for learning to reduce undue performance anxiety that learners may feel.

RECOMMENDATIONS

- Teacher trainees should be given more exposure and practice on the cognitive domains found to be challenging, e.g.
 - Synthesis and evaluation
 - Knowledge and understanding (e.g. new reforms, frameworks, agencies, boards and authorities of the Ministry of Education)
- Challenging areas of the NTS domains should be deepened during pre-service training.

E.g.

 1. Professional Practice
 - a. Managing the learning environment- managing learners and classroom issues
 - b. Teaching and learning

Appropriate strategies for teaching different categories of children/inclusive teaching and learning/remediation
 2. Professional knowledge
 - Knowledge of Educational Frameworks

New agencies, boards and authorities of the Ministry of Education

3. Professional Values and Attitudes.

Professional Development

Reflective practice

- The challenging areas should be addressed in CPD.
- Teacher educators and CPD providers need to pay particular attention to the identified areas of candidates' weaknesses outlined

CHAPTER THREE

REPORT ON ESSENTIAL PROFESSIONAL SKILLS (EPS) – 2022 GTLE 1

Structure of the Paper

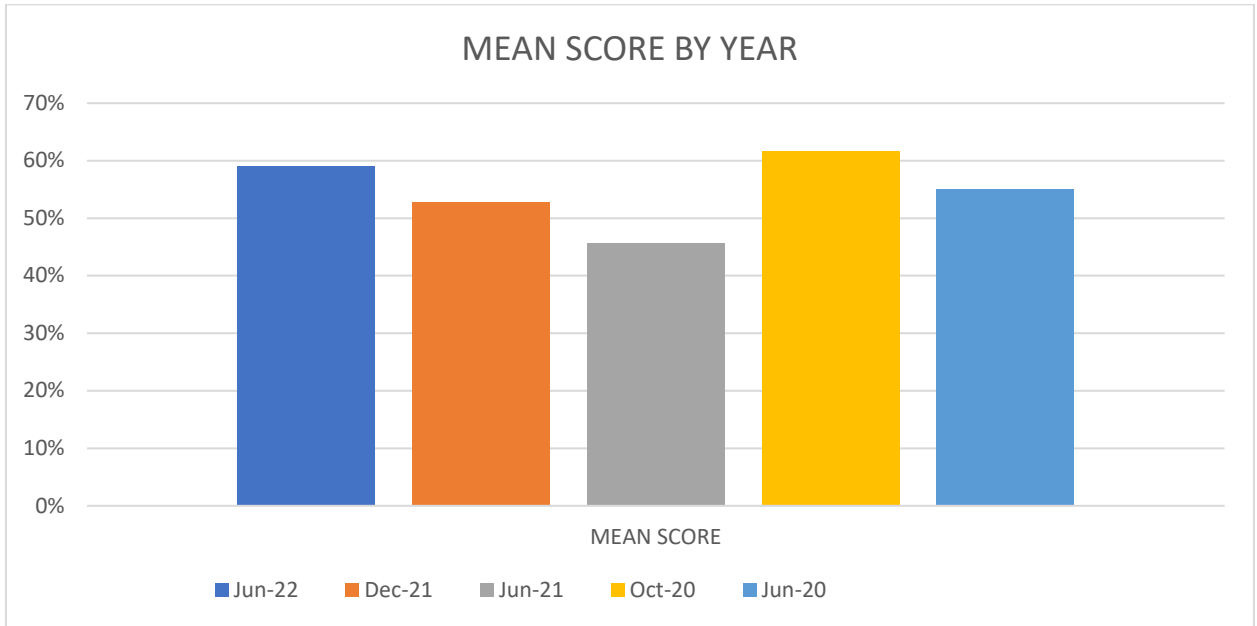
The Essential Professional Skills (EPS) paper had 60 multiple choice items. Candidates were expected to choose the best answer/option from a list of four options labeled A-D. The items were based on the three domains and sub-domains of the National Teachers' Standards namely: Professional Values and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

Professional Values and Attitudes had two sub-domains, 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.

General comments on the performance of the candidates

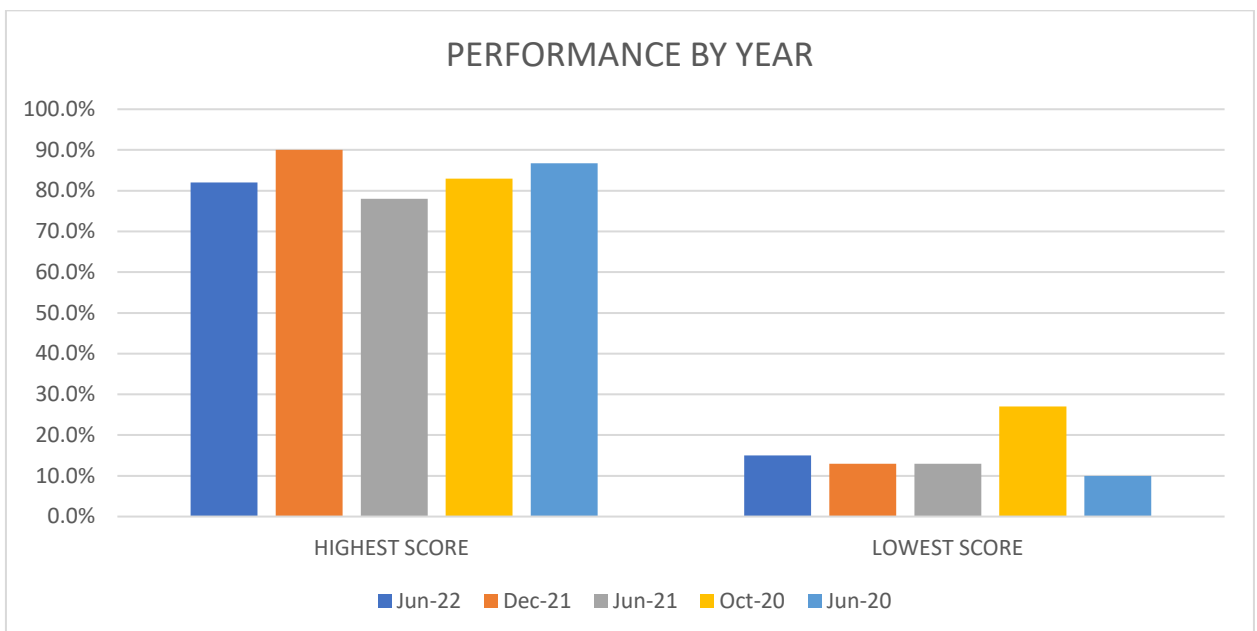
Nine thousand eight hundred and thirty-two (9,832) scripts were scored. A total of 500 scripts were sampled for analysis of the candidates' performance in the various domains and sub-domains tested. The performance of the candidates was generally good, with a mean score of 35.4 (about 59%). This compares with the mean score of 31.7 (52.8%) in December 2021(2021 GTLE 2); 27.6 (45%) in June 2021(2021 GTLE 1); 37 (61.6%) in October 2020 (2020 GTLE 2) and 33 (about 55%) in June 2020 (2020 GTLE 1). This is represented in the graph below.

Figure 1. Candidates' mean score by year



The highest score was 49 (82%), compared to 54 (90%) in December 2021, 47 (78%) in May 2021, 50 (83%) in October 2020 and 52 (86.7%) in June 2020. Their lowest score was 9 (15%), compared to 8 (13%) in December 2021, 8 (13%) in May 2021, 16 (27%) in October 2020 and 6 (10%) in June 2020 (see graph 2).

Figure 2. Candidates' highest and lowest score by year



The analysis also showed that generally, the candidates' strength was in an item under Professional Values and Attitudes – professional development (reasons for attending INSET) in which 96% of the candidates scored the item right, compared to Professional Practice - Managing the learning environment (seating children with special needs: 97.6%) in December 2021 and Professional Values and Attitudes – Community of practice (the teacher as a role model: 90%) in June 2021.

The candidates' weakness was in an item under Professional Practice – teaching and learning (knowledge of concepts) in which 12% of the candidates scored the item right, compared to Professional Practice - Managing the learning environment (learners and classroom issues: 10%) in December 2021 and Professional Values and Attitudes – Community of practice (concepts associated with community of practice: 11%) in June 2021.

Candidates' strengths

Table 3 shows the candidates' strength in domains with high scores.

Table 3. Domains with high scores

| % Score | NTS Domain/Sub domain | Cognitive domain |
|----------------|--|---|
| 96 | Professional Values and Attitudes – Professional development | Knowledge and understanding – reasons for attending INSET |
| 93 | Professional Values and Attitudes: Community of practice - The teacher as an agent of change | Synthesis and evaluation |
| 92 | Professional Practice: Teaching and learning – promoting inclusive learning | Application |
| 91 | Professional Values and Attitudes: Community of practice – Promoting school/community relationship | Synthesis and evaluation |
| 87 | Professional Knowledge: Knowledge of students | Knowledge and understanding |

Sample items indicating candidates' strengths

1. Professional Values and Attitudes: Professional development - reasons for attending In-Service Education and Training activities (96% of candidates scored sampled item right)

- Cognitive domain: knowledge and understanding

Which one of the following will be the most significant reason for a teacher to attend a workshop on the use of teaching and learning materials? To

- A. * acquire skills to develop learners' interest in learning.*
- B. develop knowledge on learners' disruptive behaviours.*
- C. receive promotion and salary increment.*
- D. understand learners' motive for school attendance.*

2. Professional Values and Attitudes: Community of practice - Promoting school/community relationship (The teacher as an agent of change: 93% of candidates scored sampled item right)

- Cognitive domain: synthesis and evaluation

Mr. Kunkuma has a passion for the teaching profession, and most often, gathers parents and talks to them about the relevance of education. Which of the following best describes Mr. Kunkuma's behavior as a professional? Mr. Kunkuma

- A. *carries out his role as an agent of change within his social setting.*
- B. creates an impression to the headteacher that he is hardworking.*
- C. receives a lot of gifts from the parents within the community.*
- D. wants the parents to know that he is the best teacher in the school.*

3. Professional Practice: Teaching and learning – promoting inclusive learning (92% of candidates scored sampled item right)

- Cognitive domain: application

During a Physical Education (P.E.) lesson where learners were playing football on the school field, a child with an amputated leg was asked to stand behind and watch his friends play. Which one of the following actions should the teacher have taken to make the child feel included? The teacher should have allowed him to

- A. go home to avoid hurting himself.*
- B. *play another game that employs the hands.*
- C. stay in the class and read his books.*

D. *stay in the classroom to wait for his colleagues.*

Candidates’ weaknesses

Table 4 shows the candidates’ weaknesses in domains with low scores.

Table 4. Domains with low scores

| % Score | NTS Domain/Sub domain | Cognitive domain |
|----------------|---|---|
| 12 | Professional Practice – Teaching and learning | knowledge and understanding of concepts |
| 16 | Professional Knowledge – Knowledge of students: most appropriate instrument a teacher can use to obtain information on learners | Synthesis and evaluation |
| 21 | Professional Practice: Teaching and learning: handling students’ wrong responses | Knowledge and understanding and |
| 23 | Professional Practice: Teaching and learning: planning lessons for learners with diverse backgrounds | Synthesis and evaluation |
| 27 | Professional Knowledge: Knowledge of curriculum: reasons for introducing new curriculum | Knowledge and understanding |

Sample items indicating candidates’ weaknesses

1. Professional Practice – Teaching and learning: knowledge of concepts (88% of candidates scored sampled item wrong)

- Cognitive domain: knowledge and understanding

A teacher who can detect everything going on around him during classroom instruction demonstrates

- A. *group control.*
- B. *overlapping.*
- C. *personal skills.*

D. **with-it-ness.*

1. Professional Knowledge – Knowledge of students: most appropriate instrument a teacher can use to obtain information on learners (84% of candidates scored sampled item wrong)

- Cognitive domain: synthesis and evaluation

A teacher wants to collect information on learners in a primary school to inform his teaching activities. Which of the following is the most appropriate instrument for him to use?

- A. *Checklist*
- B. **Interview*
- C. *Observation*
- D. *Questionnaire*

2. Professional Practice: Teaching and learning: handling students' wrong responses (79% of candidates scored sampled item wrong)

- Cognitive domain: knowledge and understanding

The best way a teacher can handle a wrong answer by a learner is to

- A. ** call another learner to respond.*
- B. *explain why the answer is wrong.*
- C. *ignore the wrong answer.*
- D. *scold the learner.*

Recommendations

1. Teacher training institutions should address challenging cognitive domains by giving more exposure and practice to teacher trainees during pre-service, i.e.
 - knowledge and understanding of concepts and
 - synthesis and evaluation

NB: These cognitive domains were also the most challenging in the previous examination.

2. Teacher educators and experienced teachers (mentors) should deepen teacher trainees' knowledge of the challenging areas of the NTS domains during college/university training and mentoring during practicum respectively, i.e.
 - Professional Practice: Teaching and learning

- Handling students' wrong responses
 - Planning lessons for learners with diverse backgrounds
 - Professional knowledge
 - Knowledge of students: Instruments a teacher can use to obtain information on learner
 - Knowledge of curriculum: Reasons for introducing new curriculum
3. Mentors/experienced teachers should be regularly exposed to the areas of candidates' weaknesses for reinforcement during school-based engagements with mentees and beginning teachers.
 4. Teacher educators and CPD providers need to pay particular attention to the identified areas of candidates' weaknesses outlined.

CHAPTER FOUR
REPORT ON NUMERACY (2021 GTLE 1)

1. 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 mainly covered common-content knowledge of mathematics and specialized-content knowledge for teaching basic mathematics. Table 1 shows the distribution of the item scores (or weightings) by content and cognitive domains.

Since numeracy is basically about numbers and their application in real life, the test contained questions in the number domain largely. 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 test items. Only 10% of the test items elicited 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 items) | Part B Score (ConstructedResponse items) | Total Score (Total Exam Weighting (Percent) |
|-------------------------------------|---|---|---|
| Content domain | | | |
| Number | 13 (43) ¹ | 10 (33) | 23 (38) |
| Algebra | 4 (13) | 0 (0) | 4 (13) |
| Measurement/Geometry | 8 (27) | 4 (14) | 12 (13) |
| Handling Data | 5 (17) | 6 (20) | 11 (8) |
| Pedagogical Content Knowledge (PCK) | (0) | 10 (33) | 10 (17) |
| Total Weighting (or Scores) | 30 (100) | 30 (100) | 60 (100) |
| Cognitive domain | | | |
| Knowing | 11 (37) | 12 (40) | 23 (38) |
| Application | 13 (43) | 18 (60) | 31 (52) |
| Reasoning | 6 (20) | 0 (0) | 6 (10) |
| Total Number of Test Items | 30 (100) | 30 (100) | 60 (100) |

¹Percent 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 containing six constructed-response items.

2. Candidates' performance on the Numeracy Examination

2.1 Candidates' overall performance in the numeracy examination

As observed in the previous examinations, majority of the candidates obtained higher scores on the multiple-choice items (MCI) section of the paper (i.e., Part A) than the constructed-response items (CRI) section (i.e., Part B). Table 2 and Figure 1 show the descriptive statistics of the scores obtained by the candidates sampled.

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

| | N | Min | Max | Mean | Std. Dev |
|----------------------------------|-----|--------|----------|---------|----------|
| Total Multiple-Choice Items | 500 | 5 (17) | 30 (100) | 18 (60) | 5 (17) |
| Total Constructed Response Items | 500 | 0 (0) | 28 (93) | 9 (29) | 7 (22) |
| Percent Total Exams | 500 | 6 (10) | 56 (93) | 27 (45) | 11 (18) |

¹Percent in parenthesis

The mean score for the entire numeracy paper is 45%, with a standard deviation of 18. In the multiple-choice part, however, the candidates obtained a mean score as high as 60 with a standard deviation of 17. Still, their performance was generally lower in the constructed response part, with a mean of 29 and a standard deviation of 22.

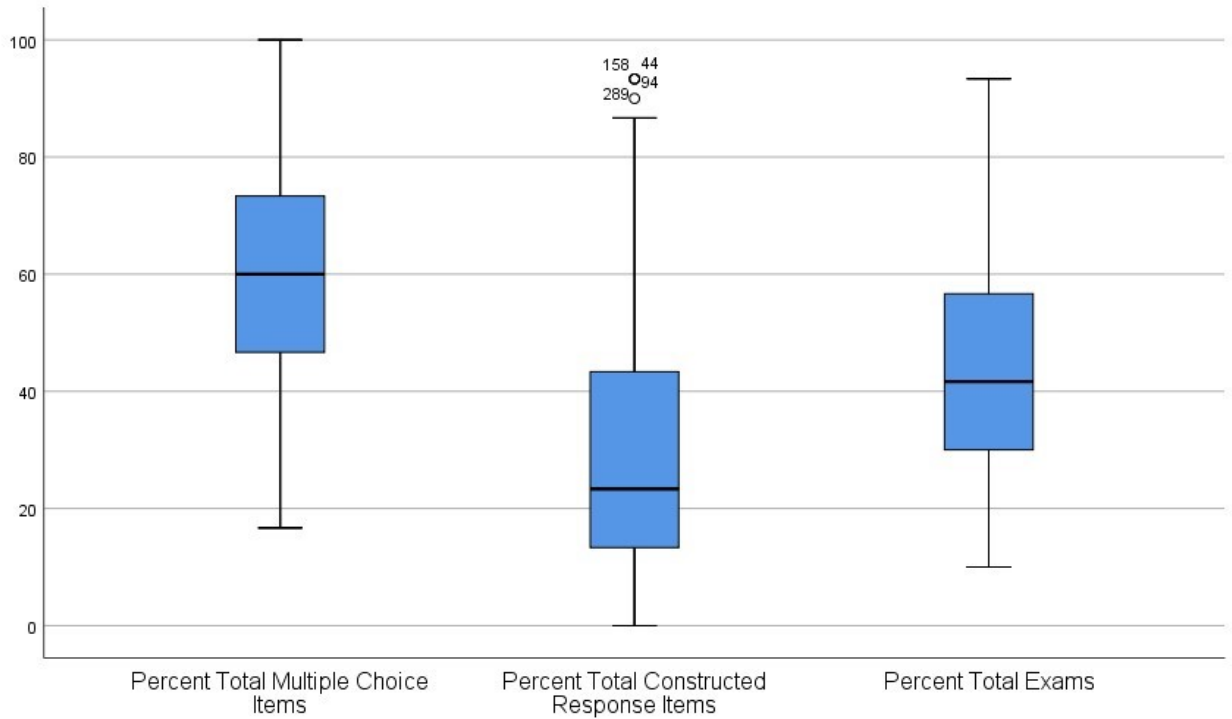


Figure 1 Boxplots of scores on Part A, Part B and both

The boxplot (Figure 1) is a more precise illustration of the key statistics of the scores obtained by the candidates in the numeracy examination. Though no one got a zero score on Part A, a substantial proportion (5.85%) got zero scores on Part B.

Majority of the candidates (370 out of 500, i.e., 74%) failed the Part B and the bottom 22% who failed to make a 40% score in Part B also failed Part A. Table 3 shows those who were unable to score at least 12 out of 30 from either Part of the examination paper. But it is interesting to observe that 13% of those who failed Part B (or the show working Part) scored over 70% in Part A.

Table 3 Cross-tabulation of the candidates' multiple-choice performance categories (i.e., fail, average and proficient) by their constructed response performance categories with column percentages

Constructed response performance categories

Between

| Multiple-choice performance categories | At most 40% (Fail) | 40% and 71% (Average) | At least 71% (Proficient) | Total |
|--|--------------------|-----------------------|---------------------------|-----------|
| At most 40% (Fail) | 82 (22) | 0 (0) | 0 (0) | 82 (16) |
| Between 40% and 71% (Average) | 241 (65) | 41 (41) | 4 (4) | 286 (57) |
| At least 71% (Proficient) | 47 (13) | 60 (59) | 25 (25) | 132 (26) |
| | 370 (100) | 101 (100) | 29 (100) | 500 (100) |

¹Percent in parenthesis

Table 4 Cross-tabulation of the candidates' multiple-choice performance categories by their constructed response performance with cell percentages

| Multiple-choice performance categories | Constructed response performance categories | | | Total |
|--|---|-------------------------------|---------------------------|-------|
| | At most 40% (Fail) | Between 40% and 71% (Average) | At least 71% (Proficient) | |
| At most 40% (Fail) | 16 | 0 | 0 | 16 |
| Between 40% and 71% (Average) | 48 | 8 | 1 | 57 |
| At least 71% (Proficient) | 9 | 12 | 5 | 26 |
| Total | 74 | 20 | 6 | 100 |

Table 4 shows the cross-tabulation of the candidates' multiple-choice performance categories by their constructed response performance categories and the percentage of students in each cell. It clear from the table that 48% of the candidates who failed Part B obtained average scores (i.e., 41% and 70%) in the Part A.

Candidates preparing for the GTLE must note and give more time and attention to work in arithmetic applications. They must know that a fail in Part B reduces their chances of passing the numeracy examination. They should be encouraged

¹ Percent in parenthesis

CHAPTER FIVE

REPORT ON NUMERACY (2021 GTLE 2)

Structure 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 mainly covered common-content knowledge of mathematics and specialized-content knowledge for teaching basic mathematics. Table 1 shows the distribution of the item scores (or weightings) by content and cognitive domains.

Since numeracy is basically about numbers and their application in real life, the test contained questions in the number domain largely. 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 test items. Only 10% of the test items elicited 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 items) | Part B Score (Constructed Response items) | Total Score (Total Exam Weighting (Percent)) |
|-------------------------------------|--|---|---|
| <i>Content domain</i> | | | |
| Number | 16 (53) ¹ | 11 (37) | 27 (45) |
| Algebra | 4 (13) | 0 (0) | 4 (7) |
| Measurement/Geometry | 5 (17) | 2 (7) | 7 (12) |
| Handling Data | 5 (17) | 9 (30) | 14 (23) |
| Pedagogical Content Knowledge (PCK) | 0 (0) | 8 (27) | 8 (13) |
| Total Weighting (or Scores) | 30 (100) | 30 (100) | 60 (100) |
| <i>Cognitive domain</i> | | | |
| Knowing | 8 (27) | 3 (10) | 11 (18) |
| Application | 14 (47) | 14 (47) | 28 (47) |
| Reasoning | 8 (27) | 13 (43) | 21 (35) |
| Total Number of Test Items | 30 (100) | 30 (100) | 60 (100) |

¹ Percent in parenthesis

¹Percent 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 containing six constructed-response items.

3. Candidates' performance on the Numeracy Examination

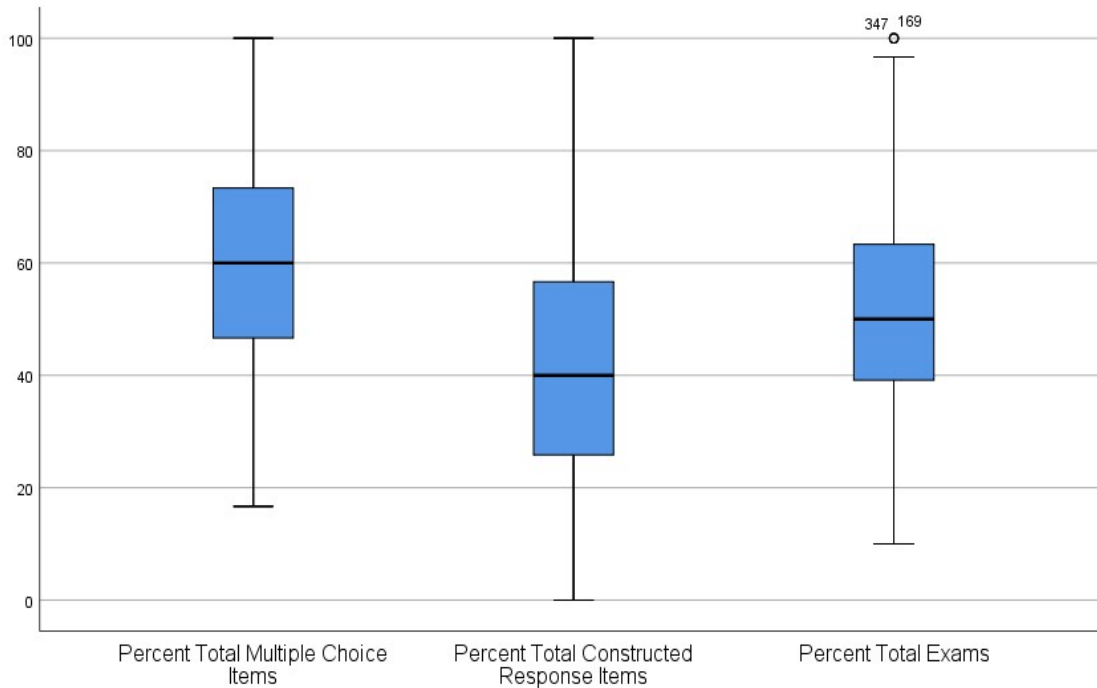
3.1 Candidates' overall performance in the numeracy examination

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

Table 1 Descriptive statistics of the scores obtained in Part A, Part B and the Overall Test

| | N | Min | Max | Mean | Std. Dev |
|----------------------------------|-----|--------|----------|---------|-------------|
| Total Multiple-Choice Items | 500 | 5 (17) | 30 (100) | 18 (61) | 5.4 (17.9) |
| Total Constructed Response Items | 500 | 0 (0) | 30 (100) | 13 (43) | 6.7 (22.3) |
| Percent Total Exams | 500 | 6 (10) | 60 (100) | 31 (52) | 11.1 (18.4) |

The mean score for the entire numeracy paper is 52%, with a standard deviation of 11. In the multiple-choice part, the candidates obtained a mean score as high as 61% with a standard deviation of 18, however, the constructed-response part, their performance was low, with a mean of 43% and a standard deviation of 22. Five (i.e., 1%) of the candidates obtained full score on the multiple-choice part; another 1% obtained full score on the constructed-response part, and 3 (i.e., 0.6%) of the candidates obtained the full score on examination.



Figures 1 Boxplots of scores on Part A, Part B and Exam

Figures 1 (boxplots) is a more precise illustration of the descriptive statistics of the scores obtained by the candidates in the numeracy examination. No candidate got a zero score in the Part A but one got it in the Part B.

Figures 2 and 3 show the proportion of candidates falling within each of three performance categories (fail, average or proficient) based on 50% and 40% Cut Scores respectively. Using the 50% cut score, it can be seen in Figure 2 that 51% (or a little over half) of the candidates failed the numeracy examination. As has usually been the case, it will be necessary for the Professional Board to consider lowering the cut score to about 40%. Figure 3 shows the proportion of candidates that will fail will drop from 51% to 28% (a difference of 23%).

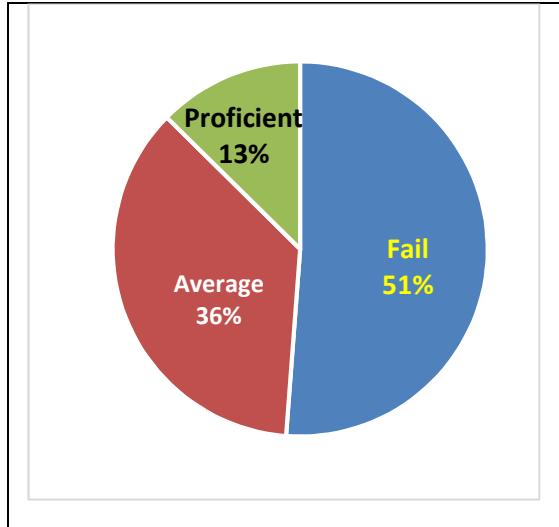


Figure 2 Percent in categories with 50% Cut Score

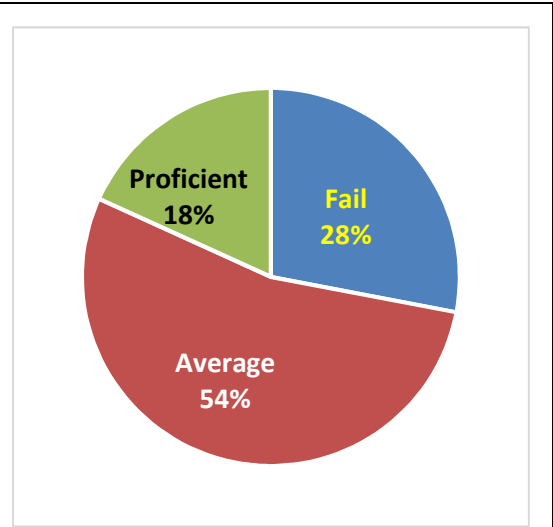


Figure 3 Percent in categories with 40% Cut Score

3.2 Candidates' overall performance in the content and cognitive domains

Regarding the content areas assessed, the candidates performed slightly better in algebra than the other three content domains with a mean score of 77% (see Figure 4). But in the cognitive domains, they demonstrated equal performance in the three domains with an average mean score of at least 62%. (see Figure 5).

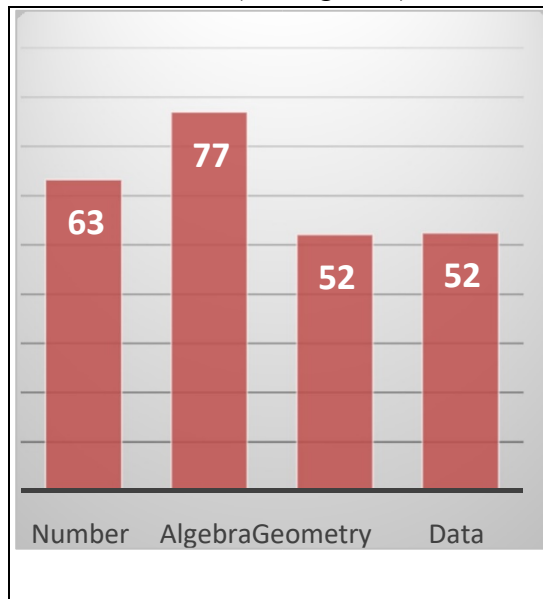


Figure 4 Performance in the content domains

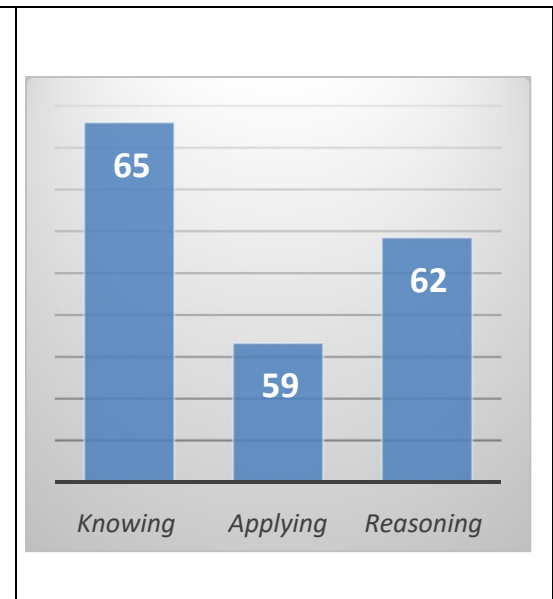


Figure 5 Performance in the content the cognitive domains

4. Candidates strengths

The candidates found many of the questions in Part A very easy, but the average score of 61% obtained showed that many of them struggled with some of the questions. The easiest questions in Part A were on items 1, 4, 7, and 2, which at least 84% of the candidates were able to do correctly (see Figure 7).

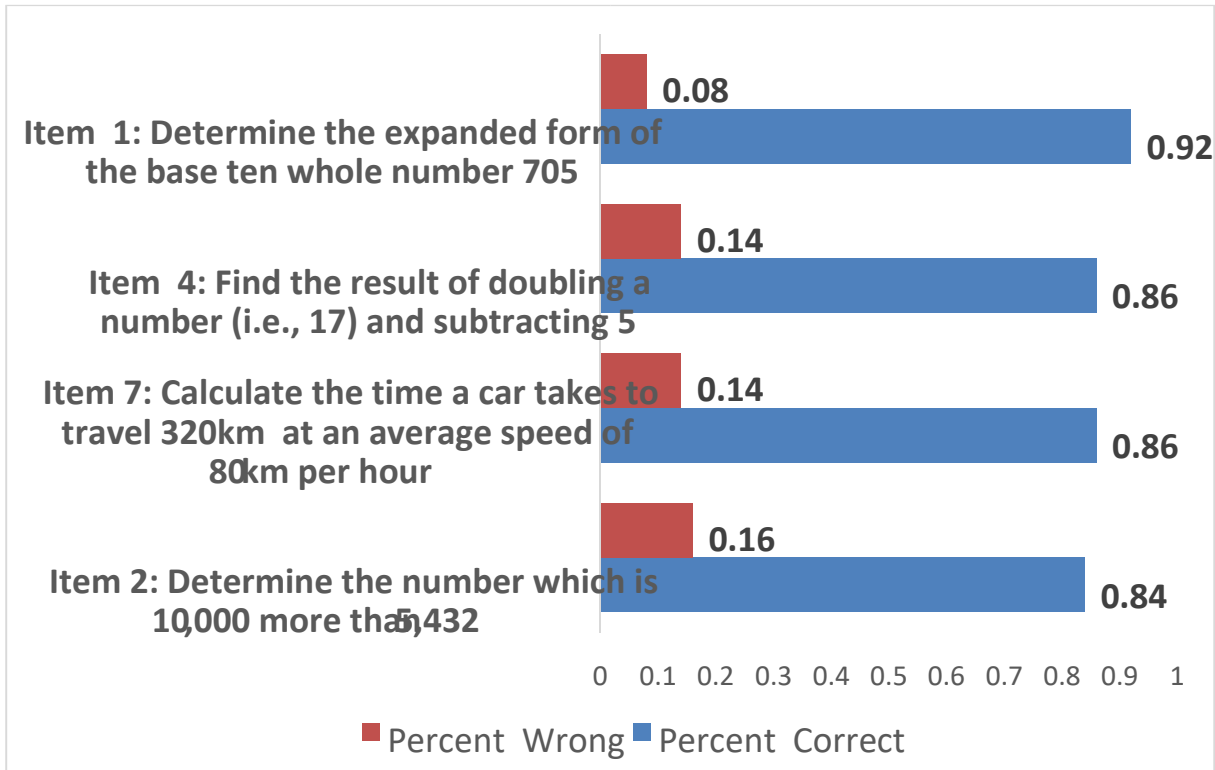


Figure 7 The average percent correct (in blue) also called the p-value or difficulty level of the easiest items

5. Candidates' Weaknesses

The results show that a substantial proportion of the candidates had difficulties answering some of the questions in Part A of the test, which required the application of knowledge and reasoning. The bottom five items that the candidates' demonstrated their worse performance (or that had the least p-values) are presented in Figure 8.

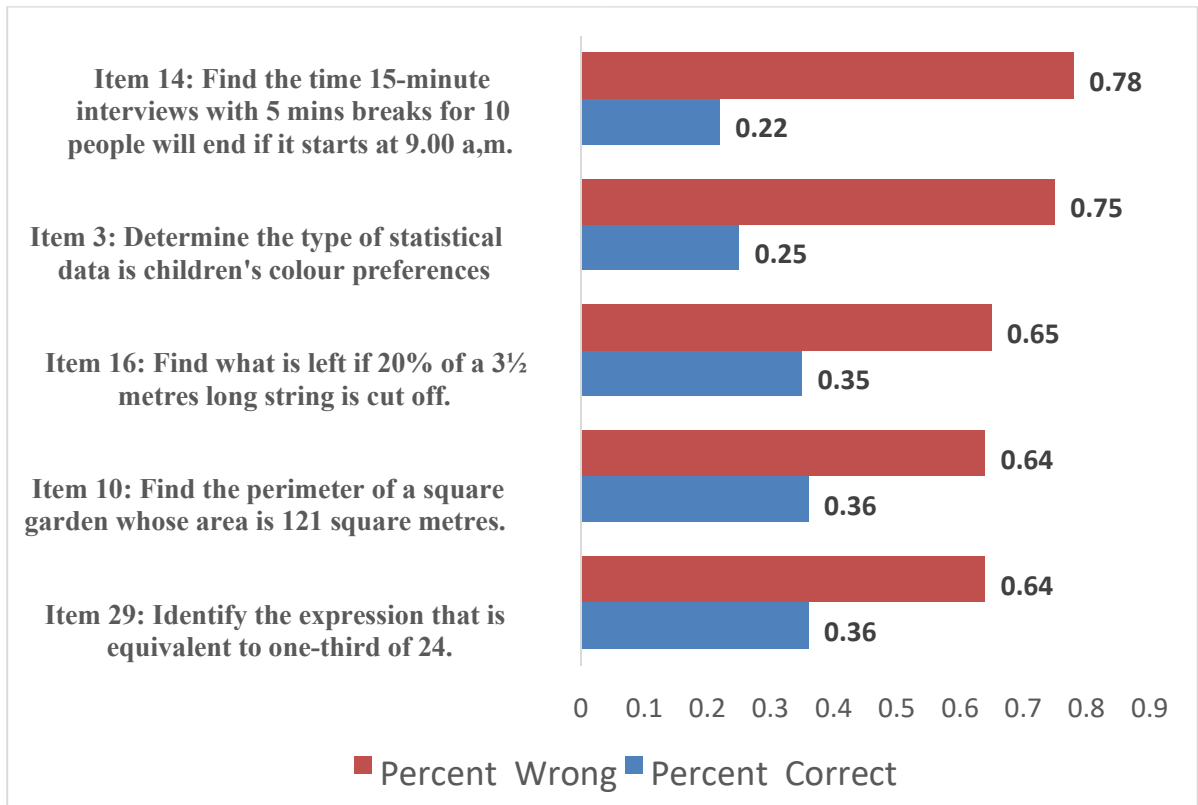


Figure 8 The average percent correct (in blue) also called the p-value or difficulty level of the easiest items

The candidates also had challenges with items in the Part B, where they have to show working. Figure 9 shows that 29% obtained zero scores or failed to attempt Questions 2 (a) and (b) on ‘reading distance time graphs’ and highest common factor (HCF) applications. Most candidates were not able to read and interpret the distance – time graph. Some gave the distance from home to the shop as $500 \times 12 = 6,000$ metres. Some gave time spent at the shop and time spent on the journey back as 12 minutes each. For the second question, which demanded application of highest common factor, most of the candidates did not use any appropriate method but only wrote down the answers without any explanations. Some tried using ratio method but messed up on the way, as others were finding the products instead of having to find the factors of the given numbers to start with.

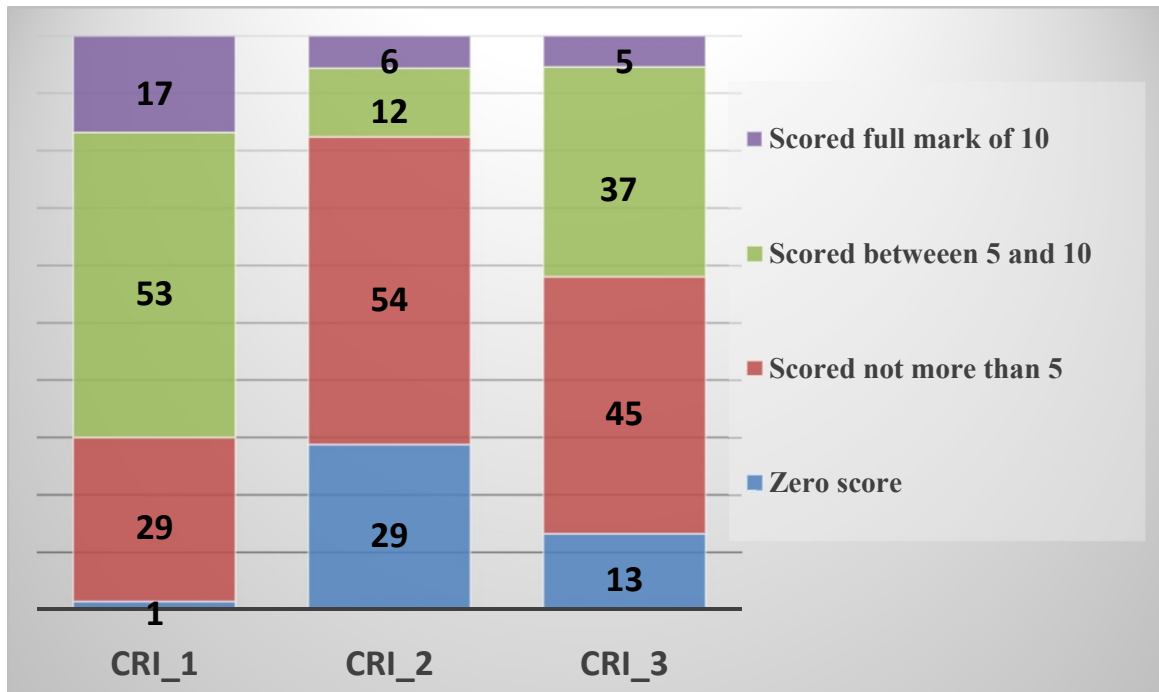


Figure 9 Proportion of students obtaining various scores out of 10 on the Part B test items

Also, 13% obtained zero scores or failed to attempt Questions 3 (a) and (b) on calculating area of a floor and correcting a misconception in 2-digit subtraction respectively (see Figure 9). For the area, a few candidates failed to attach the correct unit or omitted the unit entirely. However, some of them were finding perimeter whilst others wrongly used the formula for finding area of a triangle in solving it. Many of the candidates were unable to identify the child's error (i.e., what the child did wrongly) in obtaining 157 as answer to the task '212 – 169'. Below are some of the interesting wrong responses presented by some of the candidates

- Child calculated it from front to back which is wrong.*
- To get it correct, I will subtract it from the back to the front.*
- Child subtracted denominator from the numerator.*

$$2 \ 1 \ 2$$

$$\square 1 \ 6 \ 9$$

- A correction by some candidates is as shown:*

$$\begin{array}{r} 3 \ 8 \ 1 \\ \hline \end{array}$$

6. Suggestions

Candidates must be aware of the fact that the numeracy paper is not a mathematics examination that gives equal attention to all the content areas of the subject - number, algebra, measurement/geometry and handling data. Numeracy is basically about numbers and their application in real-life contexts. So, about half of the numeracy test questions assess arithmetic skills and knowledge applications in real-life situations. Candidates preparing for the GTLE must note and give more time and attention to work in arithmetic applications.

The Year 1 core courses in mathematics in the colleges of education's new B.Ed. programmes are intended to review and consolidate the pre-service teachers' basic numeracy concepts and skills. Even though they are supposed to be taught in the first year, it will be necessary for mathematics lecturers to continue to review the numeracy concepts and skills throughout the initial teacher training programme for each prospective teacher to consolidate them. Lecturers using them as *STARTERS* for each lecture session (*viz.* a practice introduced in the basic school curriculum) can lead to better consolidation of the basic numeracy concepts and skills.

CHAPTER SIX

REPORT ON NUMERACY (2022 GTLE 1)

1 Structure 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 mainly covered common-content knowledge of mathematics and specialized-content knowledge for teaching basic mathematics. Table 1 shows the distribution of the item scores (or weightings) by content and cognitive domains.

Since numeracy is basically about numbers and their application in real life, the test contained questions in the number domain largely. 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 test items. Only 10% of the test items elicited prospective teachers' pedagogical content knowledge (PCK).

2 Candidates' performance on the Numeracy Examination

2.1 Candidates' overall performance in the numeracy examination

As observed in the previous examinations, majority of the candidates obtained higher scores on the multiple-choice items (MCI) section of the paper (i.e., Part A) than the constructed-response items (CRI) section (i.e., Part B). Table 2 and Figure 1 show the descriptive statistics of the scores obtained by the candidates sampled.

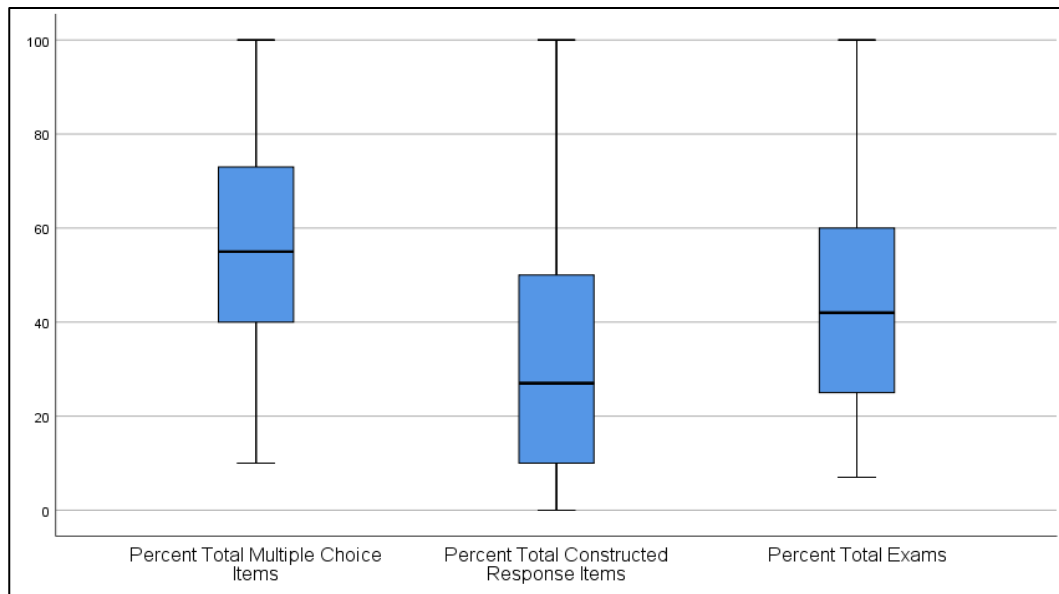
Table 1 Descriptive statistics of the scores obtained in Part A, Part B and the Overall Test

| | N | Min | Max | Mean | Std. Dev |
|----------------------------------|-----|--------|----------|---------|-------------|
| Total Multiple-Choice Items | 500 | 3 (10) | 30 (100) | 17 (56) | 6.4 (21.4) |
| Total Constructed Response Items | 500 | 0 (0) | 30 (100) | 9 (31) | 7.4 (24.7) |
| Percent Total Exams | 500 | 4 (7) | 60 (100) | 26 (44) | 12.7 (21.2) |

¹Percent in parenthesis

The mean score for the entire numeracy paper is 44%, with a standard deviation of 21. In the multiple-choice part, the candidates obtained a mean score of 56% with a standard deviation of 21, but in the constructed-response part, their performance was low, with a mean of 31% and a standard deviation of 25. Four (i.e., 0.7%) of the candidates obtained full score on the multiple-choice part; three (0.6%) obtained full score on the constructed-response part, and only 1 (i.e., 0.2%) of the candidates obtained the full score on examination.

Figure 1 Boxplots of scores on Part A, Part B and Exam

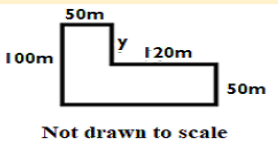


The boxplot in Figures 1 is illustrates the descriptive statistics of the scores obtained by the candidates in the numeracy examination. No candidate got a zero score in the Part A but as many as 53 candidates (i.e., 9%) got zero score in the Part B.

3. Candidates strengths

Most candidates found many of the test items in Part A very easy, but the average score of 56% obtained showed that many struggled with about half of the questions. The top three easiest items (or those with the lowest difficulty level) in Part A of the numeracy test were items 2, 23 and 25. Even though they were the easiest items, the results in Figure 4 show that 21%, 27% and 25% respectively of the candidates were unable to do these items correctly. The questions were largely single-step problems that require comprehension.

Figure 2 The average percent correct (in blue) also called the *p-value* or

| EASIEST ITEMS | % WRONG |
|--|--------------------|
| <p>A District Assembly plans to build a playground for children. The diagram below represents the proposed plan of the playground.</p>  <p>Not drawn to scale</p> <p>Q25 What is the value of <i>y</i> in the diagram?</p> | 0.21 |
| <p>Q2 Adwoa bought 3 tins of milk at GH¢3.50 each. She paid with a twenty-cedi note. How much change did she receive?</p> | 0.25 |
| <p>Q23 In a class comprising 22 boys and 18 girls, a prefect is to be selected. What is the probability of selecting a girl?</p> | 0.27 |

difficulty level of the easiest items

4. Candidates' Weaknesses

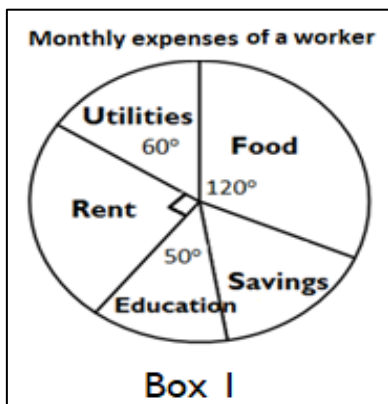
The results show that a substantial proportion of the candidates had difficulties answering some of the questions in Part A of the test, which required the application of knowledge and reasoning. The bottom three most difficult items in the Part A were items 12, 18 and 19. Figure 5 shows the difficulty levels of the items 0.35, 0.44 and 0.41% respectively of the candidates were able to do these items correctly. Here also, the questions were largely single-step comprehension problems.

| | MOST DIFFICULT ITEMS | % RIGHT |
|-----|--|----------------|
| Q12 | A parent invited 12 children to her daughter's birthday party. She has a box containing 141 toffees. What is the smallest number of toffees that must be added so that each child receives an equal share? | 0.35 |
| Q19 | A cubical water tank has a side of length 2 metres. If it is three-fourths full, what is the volume of water in the tank? | 0.41 |
| Q18 | Yahaya started sewing a shirt at 9:45a.m. and finished at 12:30p.m. on the same day. How long did he take to sew the shirt? | 0.44 |

Figure 3 The average percent correct (in blue) also called the *p-value* or *difficulty level of the easiest items*

The candidates also had more challenges with items in the Part B, where they must show working. Figure 7 shows the proportion of students obtaining various scores out of 10 on the constructed response items in the Part B of the numeracy test.

The first CRI item required candidates to (i) identify the error a Basic 6 child made in ordering the numbers **2, -3, -1, -12, 6, 11** as “-1, -3, -12, 2, 6, 11”, and write the numbers in the right order; and (ii) read and use information in a pie graph to find the fraction of income spent on food and the amount of income in savings (see Box 1)..



As many as 22% of the candidates obtained zero-score on this item and nearly half (i.e., 49%) obtained scores 1 to 5. Only 2% were able to obtain the full mark of 10 on the items (see Figure 6). Majority of the candidates could not describe what the learner did wrong in the response to the scenario but rather indicated how to solve it. Candidates who attempted to describe how the learner ordered it did

not notice the ascending and the descending order and could not conclude what the learner should have done.

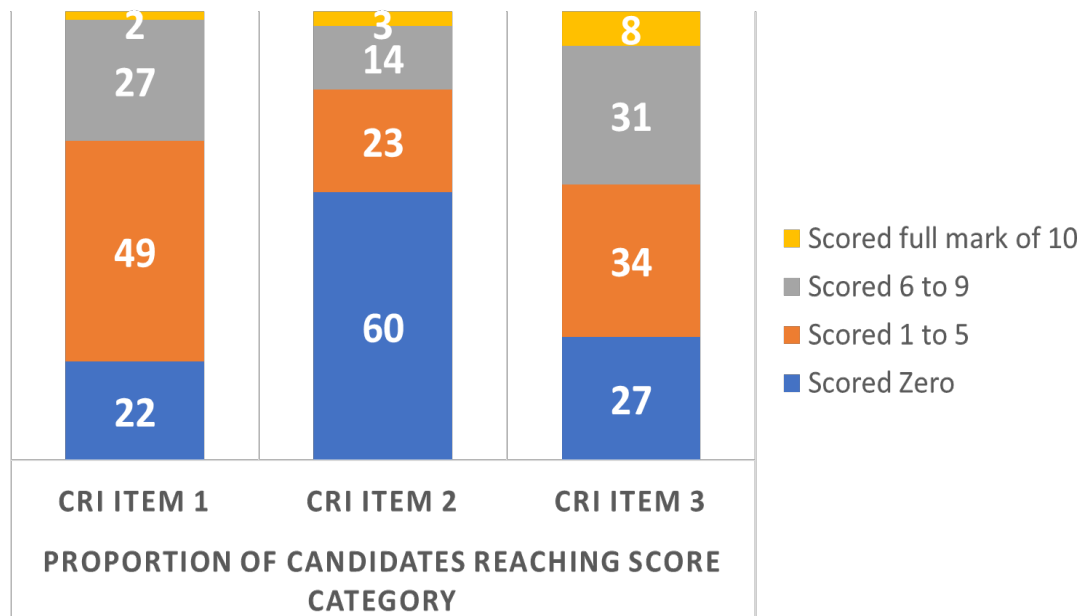


Figure 4 *Proportion of students obtaining various scores out of 10 on the Part B test items*

The second CRI item required candidates to (i) calculate the composite mean of two classes on with 25 students and mean 86% and the other with 15 students with mean 94%; and (ii) determine the time two lights will blink together after 7.30 p. m., if one blinks every 8 minutes and the other blinks every 12 minutes (see Box 2).

2. (a) Two classes were given a mathematics test. The first class had 25 students and their mean score was 86%. The second class had 15 students and their mean score was 94%. If the teacher combined the test scores of both classes, calculate the mean for the combined scores. (6 marks)

(b) Two lights are turned on at the same time. One blinks every 8 minutes and the other blinks every 12 minutes. If they blink together at half past seven o'clock in the evening, when is the next time they will blink together? (4 marks)

Box 2

Most of the candidates scored low marks on this item. It was a popular item which was attempted by most of the candidates with 60% of them obtaining zero-score and only 3% were able to obtain the full mark of 10 on the items (see Figure 6). The common errors observed include candidates using the HCF method to find the number of minutes both lights will take to blink at the same time. Also, few of the candidates who calculated the LCM to determine the time failed to add it to the right time given as they could not interpret half past seven correctly; some wrote it as 6:30 instead of 7:30.

The third CRI item required candidates to (i) calculate the area of a bathroom floor completely paved with 10 square tiles, each of side 20 centimetres; and (ii) interpret survey results presented as a cross-tabulation of classes participating by respondents in favor, not in favour

Table 4 Cancellation of the double track in senior high school survey

| Class | In favour | Opposed | Undecided |
|-------|-----------|---------|-----------|
| JHS3 | 19 | 4 | 7 |
| SHS1 | 15 | 6 | 9 |
| SHS2 | 13 | 6 | 11 |
| SHS3 | 11 | 10 | 9 |
| Total | 58 | 26 | 36 |

Box 3

and undecided (see Box 3). As many as 27% of the candidates obtained zero-score on this item and only 8% were able to obtain the full mark of 10 on the items (see Figure 6).

On the question of “*how many SHS3 students participated in the survey?*”, a candidate provided following interesting answer in Box 4 demonstrating his/her

lack of comprehension of the problem.

Sample response:

(a) *Most student are not happy about the double track system in the country because it don't not favour them. When some are in school, some are at home which is not balancing the learning system for students to pall well.*

The Favour is that it helps parents not to pay school fees but some are not in favoured of learning

b (i) $In\ favour = \frac{24}{3} = 8$

Box 4

5 Conclusion ad Recommendations

We conclude that many candidates have weak knowledge of numeracy. It is also observed that little improvement has occurred in the candidates' performance in the numeracy paper in the past four years despite NTC's effort to release sample items online to support prospective teachers to prepare for the examination. Also, candidates do not seem to know the GTLE numeracy test is not a pure mathematics examination that gives equal attention to all the content areas of the subject - number, algebra, measurement/geometry, and handling data. Numeracy is basically about numbers and how they relate to the other mathematics strands in their application in real-life contexts. So, over half of the numeracy test questions assess arithmetic knowledge and skills and their applications in real-life situations.

In order to improve performance in the GTLE numeracy test, it is recommended that candidates preparing for the GTLE must note and give more time and attention to work in arithmetic applications, particularly, in the areas the candidates experience difficulties like:

- identifying and correcting children's misconception in carrying basic mathematical tasks involving carrying out of the basic operations on 2- or 3- digits numbers; ordering integers; etc.
- reading and interpreting data in cross-tabulations
- reading and using information in a pie graph to find the fraction representing various sectors of the graph and vice versa.

Also, mathematics tutors/lecturers should

- study the GTLE numeracy test questions at the website and incorporate them in their teaching and assessment;
- encourage their students to practice how to solve the questions at the website;
- use the online questions as STARTERS in their lectures to review and consolidate pre-service teachers' basic numeracy and develop their core competencies in problem solving, critical thinking, collaboration, effective communication etc.

CHAPTER SEVEN

REPORT ON LITERACY (2021 GTLE 1)

STRUCTURE OF THE PAPER

The paper consisted of two main parts. These were part A and part B. Part A was a multiple-choice test, comprising thirty questions 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 Writing test was 20. Candidates were required to answer all the questions within one hour twenty-five minutes.

GENERAL COMMENTS

A total number of 15,377 took part in the examination.

500 scripts were analysed to establish the pattern of the candidates' performance.

The highest score mark was 47.5%, while the lowest mark was 9%.

The mean mark scored was 27.74%

The performance of the candidates compared unfavourably with that of the previous year.

The mean mark of the previous examination was 34.05, while that of this year's was 27.74

MULTIPLE TEST CHOICE 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. Arrangement of Adjective
- II. Concord
- III. Conditional sentences
- IV. Idiomatic expression
- V. Prepositions
- VI. Question Tags
- VII. Relative pronouns
- VIII. Reported speech
- IX. Synonyms and antonyms
- X. Voice

- Just like the previous examination, the test exposed the candidates' poor grasp of English grammar.

- A worrying consistent trend is most of the candidates' inability to answer questions on conditional sentence.
- In the two previous examinations, only 7% of the candidates could correctly answer the question on conditional sentence.

The question was:

- **If Kwame _____ rich, he would take his children to a good school.**
A. had been B. is C. was D. were.

In the current paper also, the same 7% could correctly answer the question:

- **If Kwame were rich, he _____ his children to a good school.**
A. Will have taken B. will take C. would have taken D. would take

PART B

This part had two sections: sections one and two. 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.

- Most of the candidates, through the vocabulary questions, 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 words were: *utter, terror, swiftly, glided*

The candidates' poor grasp of English grammar was evident again as only 14.7% of the candidates could identify *in a lazy way* as a prepositional phrase.

SECTION 2

ESSAY WRITING (APPLICATION)

- In this section, the candidates were required to write an essay of 250 words on the topic below:
- *Schools have reopened for the new academic year. As a teacher, discuss three measures you have put in place to prevent the spread of COVID-19 in your school.*

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.

The candidates were conversant with the appropriate registers associated with COVID-19, but some of them had no idea about how these words are spelt.

WEAKNESSES OF THE CANDIDATES

The weaknesses observed include:

- Poor expression because of wrong concord, poor use of punctuation marks, and wrong use of tense
- Poor knowledge of the basic rules of English grammar.
- There were others who displayed lack of appropriate vocabulary items, and this hindered their ability to express themselves clearly and meaningfully

POOR SPELLINGS

Common mistakes that ran through most of the scripts were:

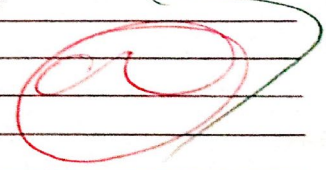
- | | | |
|---------------------|------------|-----------------|
| a. *Nois mask | instead of | Nose mask |
| b. *Hand saniteze | instead of | Hand sanitizers |
| c. *Veronice bucket | instead of | Veronica bucket |
| d. *Meses | instead of | Measures |
| e. *Noise max | instead of | Nose mask |
| f. *Handketchef | instead of | handkerchief |
| g. *Rounding water | instead of | running water |
| h. *Dis plaindemic | instead of | This pandemic |
| i. *Blasket | instead of | Bucket |
| j. *Tisshew | instead of | Tissue |
| k. *Timometer | instead of | thermometer |

POOR ESSAY WRITING

Some of the candidates wrote very poor or unintelligible.

MY MANNED FAICCAH ARE THE TEA
SEMEDIM OF THE MAELJKS

faind and the mairad is dainend
canisid is the mairadind aindimind
aindimind and mairad is eariyen
mairadind a mairad is dainend my a
Saimend canisid the dainend mairad
name of the mairad and mairad the
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my name of the



ESSAY
(25 marks)

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

Schools have reopened for the new academic year. As a teacher, discuss three measures you have put in place to prevent the spread of COVID-19 in your school.

First of all I will make sure
I will put all measures to
keep the children safe by
putting in putting in white in
to the vaccine basket and
with

$$20 \div 4 = 5$$

$$5 \times 5 = 20$$

01

01

ESSAY
(25 marks)

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

Schools have reopened for the new academic year. As a teacher, discuss three measures you have put in place to prevent the spread of COVID-19 in your school.

~~A LETTER TO HEND MATTER IN
MY SCHOOL TELL ME ABOUT
THE COVID-19 IN MY SCHOOL~~

~~OPAH M/A
Basic School
post office
box 167
6-5-2021~~

Dear madam

I am so glad
to write to you. This is to inform
you about COVID-19.
I will like us to put ~~the~~ things
in measures so that we can
self prevent the spread of
COVID-19.

Madam let us put our head
together to work hard
because school will be
reopened.

(46)

00-
20-

ESSAY
(25 marks)

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

Schools have reopened for the new academic year. As a teacher, discuss three measures you have put in place to prevent the spread of COVID-19 in your school.

MEASURES TO PREVENT THE
SPREAD OF COVID-19 IN MY SCHOOL

Dear school, I hope everything is indi-
cating well as we have ^{come} together again
in measures of everything in the school,
thank you. Please the main purpose is
for guarding here as calling for this
meeting is that we have three measure
to indicate for you for the vacation
with the COVID-19 to prevent ourselves.

Firstly, when you are in the home
you should please use the sanitise
regularly, by coming from toilet,
holding any vaccination that is not
touchable or holding money.

Secondly, greeting people (or people
or any old person). Picking unnecessary
thing from the ground. You must
use the sanitise at any time
any day usually as the sanitise
is with you always. Again
wear the nose mask regularly
where ever you are so that any
person with the COVID-19 will
not be infected by you.

Thirdly avoid shaking hand

10 of 121 GTLETLIASNR060521

STRENGTH OF THE CANDIDATES

1. Some of the candidates made judicious use of the English language and displayed a remarkable degree of knowledge of the formal features of the essay they wrote.
2. Some of the candidates seemed to be adept at answering questions on the comprehension and multiple-choice questions of the paper as their works in these parts were good
3. Some candidates used appropriate vocabulary to write acceptable sentences in their essays.

RECOMMENDATIONS

1. Students should be encouraged to read widely on variety of topics to enrich their stock of vocabulary.
2. Teachers should teach thoroughly the grammar of English language so as to improve on sentence construction of the candidates.
3. Students should be taught paragraph development, and encouraged to be creative in essay writing
4. Workshops should be organized for English language teachers especially those at the basic and second cycle schools to update their knowledge in content and pedagogy.

CHAPTER EIGHT

REPORT ON LITERACY (2021 GTLE 2)

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

- A total number of nine thousand, four hundred and sixty-nine (9,469) candidates took part in the examination.
- Five hundred scripts were analysed to establish the pattern of the candidates' performance.
- The highest score mark was 47, while the lowest mark was 5. The mean mark scored was 29
- There were no consistent differences between the performance of the candidates this year and that of the previous years

MULTIPLE TEST CHOICE KNOWLEDGE

- This section was made up of thirty multiple choice test items testing the students' knowledge in the rudiments of English grammar and proficiency in the use of the language.
- The competencies that were tested included the following:
 - I. Arrangement of Adjective
 - II. Subject Verb Agreement
 - III. Conditional sentences
 - IV. Idiomatic expression
 - V. Prepositions
 - VI. Question Tags
 - VII. Relative pronouns
 - VIII. Reported speech

- IX. Synonyms and antonyms
- X. Voice
- XI. Identifying errors in passages

The candidates' performance was generally not encouraging. Their performance reflected their incompetency in the areas they were examined. The competency areas they performed poorly were:

- Identifying the meaning of idiomatic expression
- Identifying errors in a passage
- The correct use of tense.
- Subject Verb Agreement

However, the candidates performed well in

- finding words that are **nearly opposite in meaning** to other words
- **the use of conditional sentence type three.**
- 93% of the candidate had it correct.
- But the candidates performed poorly in conditional sentence type two in the two previous examinations.
- Only 7% of the candidates had question under it correctly.

PART B

This part had two sections: sections one and two. 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 a text. The performance of the candidates in this year's comprehension was very good. 88% of the candidates scored at least half of the total marks in this section, while 67% and 54% obtained the same marks in the two previous examinations.

SECTION 2: ESSAY WRITING

(Application)

In this section, the candidates were required to write an essay of 200 words on the topic below:

Virtual (online) teaching and learning has come to stay. Describe three challenges you encountered in using virtual (online) mode of teaching and learning in your institution.

Most of the candidates understood the topic but few could write good essays. There were, however, others who did not write the essay at all. The candidates could use appropriate registers associated with online learning, but some of them could not spell the words correctly.

WEAKNESS OF THE CANDIDATES

The weaknesses observed include:

1. Poor expression because of wrong concord, poor use of punctuation marks, and wrong use of tense
2. Poor knowledge of the basic rules of English grammar.
3. There were others who displayed lack of appropriate vocabulary items, and this hindered their ability to express themselves clearly and meaningfully.

SPELLING MISTAKES

Common mistakes that were observed included the following:

| | | |
|--------------------|------------|-------------------|
| a. Labe top | instead of | laptop |
| b. Mobal phone | instead of | mobile phone |
| c. Elecity | instead of | electricity |
| d. Rund a way | instead of | runaway |
| e. Chuildern | instead of | children |
| f. Curculum | instead of | curriculum |
| g. Viriage | instead of | village |
| h. Tecknolodge | instead of | technology |
| i. Acxessig | instead of | accessing |
| j. Ajataval phrase | instead of | adjectival phrase |

5. Poor expressions:

Examples

- i. The poor network encountered so many challenges to us.
- ii. When you go to our villages which are lack of light...

- iii. Virtual is person who cannot see
- iv. Lack of inadequate
- v. First of almost
- vi. First of all lizzyless has been comes one of the online learning
- vii. between teaching and learning in our institution
- viii. Some of the words on the video and internet are too smallest to see or varifly.
- ix. Fruad, some of the fruad people taken an advantage to telling the studients that they have apor dito dito for them.

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

Poor introduction

Poor use of transitional markers.

Poor construction

Poor spelling

Failure to write appropriate title.

Stating the topic sentences in fragments.

Subject –verb agreement errors.

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.

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’

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

POOR SPELLING

- | | | |
|------------------------|------------|------------------------|
| a. *Quencequences | instead of | consequences |
| b. *Asentisim | instead of | absenteeism |
| c. *Distory | instead of | destroy |
| d. *Rule modles | instead of | role models |
| e. *Bayase | instead of | bias |
| f. *Yaastic | instead of | yardstick |
| g. *Carea | instead of | carrier |
| h. *Palents | nstead of | parents |
| i. *Trei | instead of | try |
| j. *Pinalaled | instead of | penalised |
| k. *Discipline comitee | instead of | disciplinary committee |
| l. *Law brekess | instead of | law breakers |
| m. *Chelecely | instead of | carelessly |

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

- 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.
- Team leaders must report a day or two earlier to fine tune the marking scheme and hold their briefing session. This will not only help them to assist assistant examiners assigned to them but will also give them time to vet many scripts from each pack.
- Teachers must intensify the teaching of basic grammar.
- Students must be taught paragraph development

CHAPTER NINE
REPORT ON LITERACY (2022 GTLE 1)

STRUCTURE OF THE PAPER

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

GENERAL COMMENTS ON THE PERFORMANCE

A total number of eleven thousand and sixty-six candidates took part in the examination. Five hundred scripts were analysed to establish the pattern of the candidates' performance. The highest score mark was 52, while the lowest mark was 6. The mean mark scored was 30.62

The table below shows the candidates' performance in the last three examination

| YEAR | HIGHEST MARK | LOWEST MARK | AVERAGE MARK |
|------------------|---------------------|--------------------|---------------------|
| MAY 2021 | 48/60 | 09/60 | 27/60 |
| NOV 2021 | 47/60 | 05/60 | 29/60 |
| JUNE 2022 | 52/60 | 06/60 | 31/60 |

OBSERVATIONS

- i. It was observed that some of the candidates were oblivious to the difference in the order of the options of multiple-choice questions and therefore copied wrong answers from their colleagues.
- ii. Two candidates, for instance, scored two and three marks out of thirty. But when the other marking scheme was used to mark their scripts, they scored twenty-four and twenty-one respectively.
- iii. The candidate who scored two marks initially had fourteen answers correct but changed them for the wrong options.
- iv. It was also observed that a candidate performed poorly in the comprehension and the essay sections by obtaining one mark from each section, but the person could obtain twenty-eight marks out of thirty from the multiple-choice questions.

PART A: MULTIPLE CHOICE TEST (KNOWLEDGE)

This section was made up of thirty multiple-choice test items testing the students' knowledge of the rudiments of English grammar and proficiency in the use of the language. The competencies that were tested included the following:

- I. Arrangement of Adjective
- II. Subject Verb Agreement
- III. Conditional sentences
- IV. Idiomatic expression
- V. Prepositions
- VI. Question Tags
- VII. Relative pronouns
- VIII. Reported speech
- IX. Synonyms and antonyms
- X. Voice
- XI. Identifying errors in passages

The candidates' performance in this section was relatively encouraging. A few students scored all the items in this section. But some candidates scored less than ten marks, with a candidate scoring only two out of the thirty items. The competency areas they performed well were:

1. *The use of conjunctions*
2. *The appropriate use of a preposition*
3. *Finding the synonym of another word*
Q 22. *Considering the agenda, the meeting would be prolonged.
extended (89% of the candidates had the answer correct.)*
4. The use of "fixed expressions".
Q 3. The president arrived no sooner they had left.
than (53% of the candidates had the answer correct)

However, the candidates did not perform well in questions one, which dealt with **conditional sentence type two**. Unfortunately, the candidates' inability to answer questions on conditional sentence type two has been a consistent trend, at least in the past three examinations.

- Q 1. *1. Kwame would throw a party for all his mates if he
the award. *won (Only 20% of the candidates had the answer
correct.)*

PART B

This part had two sections: sections one and two. Section one comprised a comprehension passage, while section two was composition writing.

SECTION ONE: COMPREHENSION (UNDERSTANDING)

This part tested the candidates' level of understanding a text. Like the previous examination, the performance of the candidates in comprehension was very good. Most of the candidates scored at least half of the total marks in this section, with an appreciable number of candidates scoring hundred percent in this year. However, some of the candidates scored zero.

SECTION 2: ESSAY WRITING (APPLICATION)

In this section, the candidates were required to write an essay of 200 words on the topic below:

There are many unemployed graduates in the community where you lived. Write a letter to your Member of Parliament discussing one cause of the problem and suggesting two ways of addressing it.

Most of the candidates understood the topic but a few could write good essays. Like in the previous examinations, there were others who did not write the essay at all. The candidates could use appropriate registers associated with the topic, but some of them could not spell many common words correctly.

WEAKNESS OF THE CANDIDATES

The weaknesses observed include the following.

1. Most of the students demonstrated that they knew next to nothing about the formal features of formal letters
2. The essay written by some of the candidates was a combination of features of debate writing and letter writing.
3. Some candidates wrote long-winding sentences, thereby making their essays difficult to understand.
4. Some candidates used sentence fragments to raise essay points.
5. The use of the verb 'to be' without a subject was a common feature in the essays.
For example "...am writing ..." instead of "I am",
"...is difficult" instead of "It is difficult"
6. Spelling mistakes. Some common mistakes that were observed include the following:
 - a. *reuirement instead of recruitment
 - b. *tialraing instead of tailoring
 - c. *capendarine instead of carpentry
 - d. *droba instead of driver
 - e. *hournabie/honable instead of honourable

- | | | | |
|----|---------------|------------|------------------|
| f. | *consequency | instead of | constituency |
| g. | *firstley | instead of | firstly |
| h. | *concending | instead of | concerning |
| i. | *vuluateers | instead of | volunteers |
| j. | *yurse feunty | instead of | yours faithfully |

7. Poor or unintelligible essays.

ESSAY

(20 marks)

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

2. Write an essay of 200 words on the topic below.

There are many unemployed graduates in the community where you live. Write a letter to your Member of Parliament discussing one cause of the problem and suggesting two ways of addressing it.

Konchian (Gberuke)
Post Office B016 1,
Akpeyindun
13th June, 2022.

Mayin (Gberuke)
Post Office B016 1,
Akpeyindun.

Dear Sir/Madam: *no heading*

I *great* Gracefully
to write to *honourable* member
in parliament. I stand on *half*
chiefs, *Assemble* man and *woman*
and *opon* audiences in community.

Mr *Honourable* member of parliament
I may like *bring* my views about
Unemployed graduates in our
community as a *hold*.

Honourable members, I stand to
draw attention to you about
unemployed graduates in community.

? *Honourable* member, I have *throw*
just in to your eyes and do well
to *recuirement* our peoples.

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

2. Write an essay of 200 words on the topic below.

There are many unemployed graduates in the community where you live. Write a letter to your Member of Parliament discussing one cause of the problem and suggesting two ways of addressing it.

Unemployed

UNEMPLOYED GRADUATES IN MY COMMUNITY

THE MINISTER,
POST OFFICE BOX 50,
ACCRA
25-MAY 2022,
ACCRA.

THE NAKPANJURI,
POST OFFICE BOX 25,
25-MAY 2022.

Dear Minister/Madam,

Mr. Chairman, Follow Members. My lovely unemployed graduates Ladies and Gentlemen.

I am the organizer of the Nakpanjuri youth in Nakpanjuri and have by stand and to write this letter to you about the problem in the My Community.

The major problem in my community is the

38 words

C-00

O-01

E-00

MA-00

01

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

2. Write an essay of 200 words on the topic below.

There are many unemployed graduates in the community where you live. Write a letter to your Member of Parliament discussing one cause of the problem and suggesting two ways of addressing it.

Advance International Sch.
P.O. Box 60
Sefwi Asawinso

4th June 22,

Minister of Parliament,
P.O. Box 70.

4th June 22.

Unempl
UNEMPLOYED GRADUATES IN MY
COMMUNITY

C - 00

D - 0001

E - 00

MA - 00

01

STRENGTH OF THE CANDIDATES

1. A good number of the candidates displayed a remarkable degree of knowledge of the features of formal letters.
2. Majority of the candidates answered questions on the comprehension and multiple-choice questions of the paper very well.
3. Some candidates used the appropriate vocabulary/register to write acceptable sentences in their essays.

RECOMMENDATIONS

1. The teaching of conditional sentences, especially type two, should be stressed.
2. The features of formal letters should be taught well.
3. The teaching of paragraph structure and connectives used by writers to introduce, emphasize, or restate the crucial points in the passage is recommended.
4. The features of the various essay topics should be emphasized and when to use each should be clearly distinguished.
5. The candidates' weaknesses, strengths, and Chief Examiners' recommendations components of the reports should be made available to prospective candidates at the NTC website.