



ASST. DIRECTOR I 3RD MOCK APTITUDE



ANSWERS

Read the questions and select the most appropriate answer from the options given below

1. As far as Quality Education for all Ghana's Children is concerned, which of the following is not a Core/Global competency?
 - A. Critical thinking & problem solving
 - B. Creativity & innovation
 - C. Digital Literacy
 - D. ***Personal contract & engagement***
2. is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills.
 - A. Social Constructivism
 - B. ***Scaffolding***
 - C. Mainstreaming
 - D. Facilitation
3. The theory of knowledge in sociology and communication theory that examines the development of jointly-constructed understandings of the world that form the basis for shared assumptions about reality is referred to
 - A. ***Social Constructivism***
 - B. Scaffolding
 - C. Mainstreaming
 - D. Facilitation
4. What are the core learning areas of the Primary school level of Basic Education?
 - A. Numeracy & Literacy
 - B. ***Numeracy, Literacy & Science***
 - C. Maths, English Language, Science, History & Computing
 - D. Maths, English Language, Ghanaian Language [Optional], Science, History/Geography & Computing
5. What are the core learning areas of the Senior High school level of Basic Education?
 - A. Numeracy & Literacy
 - B. Numeracy, Literacy & Science

- C. Maths, English Language, Science, History & Computing
- D. Maths, English Language, Ghanaian Language [Optional], Science, History/Geography & Computing
6. Which of the following is not Pedagogical Approach?
- A. Social Constructivism
- B. Assessment
- C. ICT use as a tool
- D. Inclusion
7. The implementation factors of the New GES Curriculum are:
- I. Leadership & Quality of Management, Pedagogy
- II. Language of Teaching & Learning, Inclusion & Diversity
- III. Monitoring & Quality Assurance
- IV. Teaching & Learning Resources
- V. Guidance & Counselling
- VI. Teacher Professional Development and Assessment
- A. I, II, III, IV and VI
- B. I, II, IV, V and VI
- C. I, II, III, IV, V and VI
- D. II, III, IV, V and V
8. What is the chronological arrangement of the Pre-tertiary Education system in Ghana?
- I. Lower primary level made up of B1 to B3
- II. Foundation level comprising Kindergarten 1 & 2
- III. Senior high school level comprising SHS1- SHS3
- IV. Junior high school level of B7 to B9
- V. Upper primary level of B4 to B6
- A. II, I, V, IV and V
- B. I, II, III, IV and V
- C. II, I, V, IV and III
- D. III, V, IV, II and I
9. The Education Strategic Plan 2018-2030 highlights three key priority areas for improving our education system which have been adopted under this framework. The following are the priorities except

A. Improved personnel development, retention and management

- B. Improved equitable access to and participation in inclusive quality education at all levels
- C. Improved quality of teaching and learning and STEM at all levels
- D. Sustainable and efficient management, financing and accountability of education service delivery

10. Education is defined and regulated by a series of Acts, Legislative Instruments and Administrative Directives based on the laws on education as contained in the Constitution of Ghana.provide the direction of education in the country.

A. Articles 15 and 22 of the 1992 constitution

B. Articles 25 and 38 of the 1992 constitution

C. Articles 35 and 38 of the 1992 constitution

D. Articles 25 and 68 of the 1992 constitution

11. Basic Education connotes the provision of opportunities that will provide graduates with the 21st Century attributes of well-rounded and engaged citizens. Currently, this constitutes the foundation of the structure of pre-tertiary education in Ghana (i.e. Kindergarten, Lower Primary, Upper Primary, Junior High School and Senior High School).

Specifically, Article 25 states that:

- I. Education in Ghana shall cover 1st Cycle, 2nd Cycle and 3rd Cycle
- II. Basic Education is free, compulsory and available to all
- III. Secondary Education including TVET is to be generally available and accessible and will be progressively made free (in this reform, Basic Education is used as a concept that includes secondary education)

A. I only

B. II only

C. II and III

D. I, II and III

12. The provisions of the Education Act, 1961, Act 87 have been supplemented by the..... , as stated in the President’s Committee on Review of Education Reforms in Ghana – October 2002, ‘the philosophy underlining the educational system in Ghana should be the creation of well-balanced (intellectually, spiritually, emotionally and physically) individuals with the requisite knowledge, skills, values and aptitudes for self-actualisation and for the socio-economic and political transformation of the nation’.

- A. Education Act 2008, Act 778
 - B. Education Act 1995, Act 506
 - C. Education Act 2007, Act 778
 - D. Education Act 1992, Act 688
13. The main targets of the United Nations Sustainable Development Goal (UNDG) 4, which focuses on ensuring inclusive quality education for all and promoting lifelong learning are the following except
- A. Ensure that all boys and girls have access to quality early childhood development
 - B. Ensure that all boys and girls complete free and equitable primary and secondary education
 - C. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development
 - D. Ensure that all exceptional learners are given the necessary guidance to improve upon their capabilities
14. The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which requires the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally. This concept is referred to as
- A. Respect
 - B. Equity
 - C. Commitment to achieving excellence
 - D. Diversity
15. Which concept has it that, "Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion"?
- A. Respect
 - B. Equity
 - C. Commitment to achieving excellence
 - D. Diversity
16. Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens.

The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana will instill the value of excellent service above self.

- A. Respect
 - B. Equity
 - C. *Commitment to achieving excellence*
 - D. Diversity
17. are defined as the higher order intellectual, personal and social skills necessary for the children to succeed in education, as members of society and as individuals with the capacity to contribute to their communities and continue learning throughout their lives. These learnings/skills include communication, critical, reflective and creative thinking skills, social responsibility, personal responsibility, etc.
- A. *Cross-Cutting Essential Learnings*
 - B. General Curriculum Outcomes
 - C. Specific curriculum outcomes
 - D. Key Phase curriculum outcomes
18. The can also be conceived as the ‘critical topics’ or ‘critical essential learnings within a group of topics’ and its associated learners’ basic-school level strands, which are learning outcomes. The basic-school level standards and their indicators describe the specific understandings or skills learners should be able to demonstrate at each basic-school level.
- A. Cross-Cutting Essential Learnings
 - B. *General Curriculum Outcomes*
 - C. Performance standards and benchmarks
 - D. Key Phase curriculum outcomes
19. describe the minimal levels of competency (i.e. understandings and/or skills) that learners must be able to demonstrate on a standard, by the end of the school year, if they are to be successful in the next basic-school level.
- A. Cross-Cutting Essential Learnings
 - B. General Curriculum Outcomes
 - C. *Performance standards and benchmarks*
 - D. Key Phase curriculum outcomes
20. The right of every child to have equal access to quality education. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities

to which learners are exposed will ensure that the learners' right to equal access to quality education is being met. This is termed

- A. Development of key competences
- B. Integration
- C. Inclusion**
- D. Mainstreaming

21. Critical thinking and Problem-solving focuses on

- A. Developing learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems.**
- B. Promoting in learners, entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.
- C. Promoting in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their lived experiences.
- D. Improving self-awareness, self-knowledge, skills, health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs.

22. With respect to the New Standardized Curriculum, Communication and collaboration dwells on

- A. Developing learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems.
- B. Promoting in learners, entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.
- C. Promoting in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their lived experiences.**
- D. Improving self-awareness, self-knowledge, skills, health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs.

23. The main criterion is whether the procedure is the most effective in measuring learning within the performance indicators. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that learners have the opportunity to develop a range of generic skills and capabilities. Which concept expands on this?

- A. Assessment techniques must serve the needs of the learners.

- B. Assessment is a goal-oriented process
- C. The assessment technique selected must match the performance indicators.***
- D. Good assessments use multiple methods

24. Globally, the five leadership skills are the following

- I. Communication
 - II. Awareness.
 - III. Honesty/Integrity.
 - IV. Relationship Building.
 - V. Innovation.
- A. I, II, III and IV
 - B. I, III, IV and V
 - C. I, II, III and IV

D. I, II, III, IV and V

25. What is Assessment for Learning?

- A. It is the process of gathering information for decision making about learners, curricula, programmes and educational policies.
- B. It refers to all those activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.***
- C. It is an assessment made normally but not always at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations.
- D. It involves decisions about the merit of learner performance in relation to standards of performance. It is designed to measure student achievement and gauge what they have learned.

26. What is Assessment of Learning?

- A. It is the process of gathering information for decision making about learners, curricula, programmes and educational policies.
- B. It refers to all those activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.
- C. It is an assessment made normally but not always at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations.

D. *It involves decisions about the merit of learner performance in relation to standards of performance. It is designed to measure student achievement and gauge what they have learned.*

27.is for the recording of the overall achievement of a pupil in a systematic way.

- A. Formative Assessment
- B. Diagnostic Assessment
- C. *Summative Assessment*
- D. Evaluative Assessment

28.is by means of which some aspects of the work of a school or discrete part of the educational service can be assessed and/or reported upon.

- A. Formative Assessment
- B. Diagnostic Assessment
- C. Summative Assessment
- D. *Evaluative Assessment*

29. What also refers to Continuous Assessment, which is used in Ghana as part of the Educational Reforms that began in September 2008, is recommended for use at the Basic, Second Cycle and TVET levels of education?

- A. End of term Examination
- B. Aptitude Test
- C. *School Based Assessment*
- D. Curriculum Based Assessment

30. The....., is an annual conference organised by the MOE, provides an opportunity for PBME to disseminate progress made over the past year with stakeholders of education.

- A. *National Education Sector Annual Review (NESAR)*
- B. Annual District Education Operational Plans (ADEOPs)
- C. Education Sector Performance Reports (ESPRs)
- D. Annual District Performance Reviews

31. The focus of the Service Delivery Indicators (SDI) initiative is on quality. This initiative has been designed to link with other research studies in education and health to capture the inputs in policy and institutional environment, as well as education or health outcomes.

Which of the following are the surveys by sector linked to SDI?

- I. The Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ).
- II. Programme for the Analysis of Education Systems (PASEC). (These are standardised surveys that primarily focus on education outcomes).
- III. SDI also links to the World Bank’s Systems Approach for Better Education Results (SABER) initiative that focuses mainly on the policy and institutional environment.
 - A. I and II
 - B. II and III
 - C. I and III

D. I, II and III

32. There are a number of critical requirements for the effective implementation of ESP 2018–2030: The following can be considered except:
- A. a consistent and equitable allocation of public financial resources to education that will affect
 - B. a systematic approach towards Teacher development and upgrading and its reflection in the classroom**
 - C. a results-oriented management of the expenditure system that ensures coherence between spending and implementation needs emerging from the M&E system;
 - D. a well-managed continuing capacity building plan for the sustainability of ESP;
33.empowers the Ministry of Education to be the responsible body overseeing the operation of private schools. Private schools use the public-school curriculum. Subjects studied as well as assessment of pupils and students are the same as in public schools.
- A. The Education Act of 1961**
 - B. New Structure and Content of Education, 1974
 - C. Free Compulsory Universal Basic Education (FCUBE) Programme, 1996
 - D. Education Reform Programme, 1987/88
34. Primary education and junior secondary education are freely accessible in Ghana. The basis for this is the 1996 Free Compulsory Universal Basic Education (FCUBE) Programme. The key aim of this policy plan was to ensure that every child of school age had access to high quality basic education by

- A. 2002
- B. 2005**

- C. 2007
- D. 2009

35.is for the recording of the overall achievement of a pupil in a systematic way.

- A. Formative Assessment
- B. Diagnostic Assessment
- C. Summative Assessment**
- D. Evaluative Assessment

36. Which of the following is not a value of the educational sector?

- A. Accountability and Transparency
- B. Efficient Management of Resources
- C. Financial Resource Inflows**
- D. Quality Education

37. What is the core mandate of the Ghana Education Service?

- A. To develop national curriculum on education to be implemented by the Ministry of Education
- B. To formulate approved national policies and programmes on education
- C. To implement approved national policies and programmes on education**
- D. To prepare approved salary structure for teachers for the Ministry of Education

38. The Governing body of the Ghana Education Service is the.....

- A. Directors of Education
- B. Ghana Education Service Council**
- C. The Director General of Ghana Education Service
- D. The Ghana Education Service Headquarters

39. Distinguish between Scheme of Work, S, and Terms and Conditions of Service, T.

- A. S refers to classroom teachers' job description while T refers to contract of appointment regulating teachers' compensation, progression, work ethics, discipline, etc.
- B. S refers to contract of appointment which regulates the relationship between the GES and teachers while T refers to classroom teachers' job description based on the syllabus.
- C. S refers to the syllabus while T refers to contract of appointment which regulates the relationship between the GES and teachers**
- D. S refers to classroom teachers' job description while T refers to the code of conduct for teachers.

40. Complete the following Vision Statement of the Ghana Education Service. The Ghana Education Service seeks to create an enabling environment in all educational institutions and management positions that will.....

- A. develop effective Learning and efficiency in the management of the attainment of the goal of the Service
- B. facilitate effective formal and informal education in pre-tertiary institutions
- C. facilitate effective teaching and learning and efficiency in the management of the attainment of the goals of the Service**

- D. promote effective teaching and efficiency in the management of the attainment of the goals of the Service
41. Which of the following is not a specific duty of the Ghana Education Service?
- A. Develop educational policies and programmes**
- B. Maintain professional standards and the conduct of a personnel (knowledge of conditions of service and code of conduct required).
- C. Register teachers and keep an up-to-date register of all teachers in the public system
- D. Register, supervise and inspect Private Pre-Tertiary Educational institutions
42. In a learner-centred school, which of the following activities would the school head encourage?
- A. Parents to design the curriculum
- B. Students to design the curriculum
- C. Teachers to avoid tests and other assessments because they demoralize students
- D. Teachers to develop lesson plans that use existing knowledge to construct new knowledge**
43. Which of the following statements about student grouping is correct?
- A. Grouping should be done throughout the school day rather than selectively during the school day
- B. Heterogeneous grouping is preferable to homogeneous grouping
- C. Homogeneous grouping is preferable to heterogeneous grouping
- D. None of the above**
44. A test that measures a student's knowledge or skill in relation to a curriculum standard is
- A. criterion-referenced**
- B. issue-referenced
- C. norm-referenced
- D. textbook reference
45. Which of the following statements about teacher performance evaluation is not correct? The process can be.....
- A. both formative and summative
- B. formative
- C. summative nor formative**
- D. summative
46. Which of the following statements about teacher summative performance evaluation is correct? The primary purpose is to.....
- A. determine if a teacher should be re-employed
- B. force teachers to develop lesson plans
- C. improve the teachers' performance**
- D. remind teachers they are being watched
47. Which of the following statements about cooperative learning is correct? Cooperative learning.....
- A. is another term for ability grouping
- B. refers to learning contracts between teachers and parents
- C. stresses student cooperation rather than student competition**
- D. to services delivered by joint service centres.

48. In performance evaluation, merit and worth are important concepts. Which of the following statements about them is correct?
- A. Both merit and worth pertain to measuring an employee's effectiveness
 - B. Merit pertains to measuring an employee's effectiveness
 - C. Merit pertains to measuring an employee's value to the school
 - D. Worth pertains to measuring an employee's effectiveness
49. Which of the following statements about interdisciplinary teacher teaming is incorrect?
- A. In terms, teacher preferences and power can result in one subject dominating other subjects
 - B. Teaming is intended to accommodate curricula constructed around contemporary subjects and problems rather than disciplines (separate subjects).
 - C. Teams are usually more open to considering change than are traditional academic departments
 - D. None of the above
50. Which of the following statements about a multi-track, year-round calendar is correct?
- A. decreases the need for storage space
 - B. is intended to decrease the functional capacity of a school
 - C. is intended to increase the functional capacity of a school
 - D. reduces staffing needs

TRUE OR FALSE STATEMENTS

51. The main aim of pre-school education is to promote mental and physical health. Among other things, the curriculum focuses on language development, numbers, writing, drawing, music and dance.
- A. True
 - B. False
52. In Ghana, children are obliged to attend school from the age of 6. This is also the age at which they start primary education. Primary education lasts for 6 years and consists of a 3-year lower primary phase and a 3-year upper primary phase.
- A. True (note that Primary School education is different from Kindergarten school education)
 - B. False
53. West African Senior Secondary School Certificate (WASSCE) replaced the Senior Secondary School Certificate (SSSCE) in 2007.
- A. True
 - B. False (2006)

54. In terms of level, the Senior Secondary School Certificate for which the candidate achieved a satisfactory result (at least six subjects with a score of A to C) is comparable to a HAVO diploma.
- A. True**
- B. False
55. A latest development has it that, the West African Senior Secondary School Certificate for which a candidate must achieve a satisfactory result (at least six subjects with a score of A1 to D6) before he or she could get admission into the tertiary, has been massaged with a consideration for D7.
- A. True**
- B. False
56. The educational reform extended the nominal duration of senior secondary education by 1 year, creating a 4-year senior phase which was reversed by the new government in 2010 to the nominal duration of 3 years.
- A. True
- B. False (2009)**
57. Ghana currently has three recognized theological colleges, twenty university colleges, six tutorial colleges, ten polytechnics and nine universities, the majority of which are public institutions.
- A. True**
- B. False
58. The teaching profession thrives on the processes of mental stimulation to activate and inspire unending creativity among students and the learning community. This refers to Inspiration.
- A. True**
- B. False
59. Dignity in the Education sector refers to quality and processes of being honest and having strong moral principles is the fabric of the teaching profession. Teachers are expected to be unreservedly honest in carrying out their functions and responsibilities which should permeate in all they do with all actors of the education system.
- A. True
- B. False (Integrity)**
60. The principle of the teacher taking into consideration the learning needs of all learners in the delivery of the curriculum i.e. including those who might otherwise be excluded or marginalized in the processes of curriculum delivery is considered as Inclusiveness.

A. True

B. False

61. The CNTP responds to both international and national teacher-related priorities. These priorities are contained in documents including the Sustainable Development Goal 4, the ILO/UNESCO Recommendations on the Status of Teachers and the Africa Agenda 2063 (Continental Education Strategy for Africa 2016-2025).

A. True

B. False

62. The Sustainable Development Goal (SDG) 4 advocates for inclusive and equitable quality education and promotion of lifelong learning opportunities for all. To achieve this, targets and indicators have been set that enjoin countries to put in place, systems and policies, among others, to increase the supply of qualified teachers.

A. True

B. False

63. The Ghana Teacher Task Force (GTTF) was commissioned by the Director General of Ghana Education Service.

A. True

B. False (Minister of Education)

64. Teacher deployment provides a system to ensure better teacher rationalization and improved equity in access to teachers at the local and school level. Coordinated action in this regard should be in response to the needs of teachers, learners, and schools.

A. True

B. False

65. The Education Act, 1995 (Act 506) established the National Teaching Council (NTC) and mandated it to develop frameworks around teachers' employment, continuous professional development (CPD) and periodic review of professional practice and ethical standards. It further empowers the NTC to register teachers after they have satisfied the appropriate conditions for initial licensing and issue the appropriate licenses to teachers.

A. True

B. False (The Education Act, 2008 (Act 778))

66. The National Accreditation Board (NAB) falls under the Ghana Education Service and is responsible for accreditation and quality assurance in higher education in Ghana. The NAB was set up by the government in 1993 and since then, its responsibilities have included the accreditation of all public and private higher education institutions and their curricula.

- A. True
 - B. False (falls under the Ministry of Education)**
67. GNAT, NAGRAT, CCT, and ATAG are for the pre-tertiary level while UTAG, CETAG and TUTAG are for the tertiary level.
- A. True**
 - B. False
68. Career structure refers to a recognized framework of advancement within the teaching service.
- A. True**
 - B. False
69. Visioning identifies destination; planning provides the goals and strategies to get there.
- A. True**
 - B. False
70. Efficiency as a value affects school policy decisions.
- A. True**
 - B. False
71. Normative systems, such as grading on the curve work against collaborative learning.
- A. True
 - B. False**
72. Involving teachers in the employment interviews of prospective teachers for the department is a bad idea.
- A. True
 - B. False**
73. Performance tasks are hands-on activities that require students to demonstrate their ability to perform certain actions.
- A. True**
 - B. False
74. It is not important to know the purpose of assessment before selecting an assessment approach.
- A. True
 - B. False**
75. Grades as indicators of what students have learned become tainted if non-academic factors are counted and included in the evaluation.
- A. True

B. False

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