

**MINISTRY OF EDUCATION, SCIENCE AND SPORTS**



**REPUBLIC OF GHANA**

**TEACHING SYLLABUS FOR RELIGIOUS AND MORAL EDUCATION  
(PRIMARY SCHOOL 1- 6)**

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September, 2008

## **RATIONALE:**

The issue of morals and religion has engaged human attention over the centuries. This is because of their effects on the co- existence of human beings with one another and the world they live in (morals) and ideas concerning their relationship with forces beyond the known world (religion).

## **RATIONALE FOR TEACHING**

Religious and Moral Education is a vital and indispensable part of human growth and development in the Ghanaian society. The subject reinforces the informal religious and moral training young people acquire from their homes and communities. Many homes and communities may be unable to provide this type of training adequately. It therefore becomes the task of the school to provide this type of education in order to help pupils become morally responsible and patriotic citizens.

Furthermore, the spread of education across all sectors of the Ghanaian society, and the changes in the way of life of people as a result of population growth, contact with the outside world, tend to introduce all manner of influences. Some of the influences tend to be unhealthy for young people.

Since young people readily and unconsciously assimilate all types of influences, good or bad, if they do not have proper guidance, it is important that society provides them with a type of education that will make them acquire sound religious and moral principles, and also develop appropriate attitudes and values that will help them to make good choices and decisions in their adulthood.

## **GENERAL AIMS**

The syllabus is designed to help pupils to:

1. develop an awareness of the creator and the purpose of their existence.
2. develop an understanding and tolerance of other people's faith.
3. understand the differences between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens.
4. acquire the socio-cultural values inherent in the three major religions in Ghana (i.e. Christianity, Islam and African Traditional religion) which will help them cope with the variety of moral choices they have to face in today's rapidly changing world.

## **SCOPE OF CONTENT**

This course covers the religious and moral principles underlining the universe and the world of humankind. Among the issues covered are: creation of the world, role of humankind in caring for the environment, moral values like humility, compassion, honesty, trustworthiness, selflessness, respect, hard work among others, through the study of religious institutions and the exemplary lives of religious leaders. More critical and deeper religious and moral reflections on issues like: work, time and leisure, rituals of transition in the cycles of life, the usage and abuse of substances, types of socialization, decency and discipline, sexuality, mentorship from religious leaders and the meaning and accountability for life and death and the hereafter that are also treated at the junior High School level.

## **PRE-REQUISITE SKILLS**

Pre-requisite skills and values include listening, singing, dramatization, speaking, drawing, acquired from religious and moral education of pupils in the home, school, community and various religious institutions. Values like obligations to the elderly, ethical requirements of traditional society and mutual support are also assumed to have started taking roots in the pupils.

It should be emphasised that character development along religious and moral lines is a function of the school, home and society. It is therefore expected that parents, teachers and other adults, through their own exemplary lives and conduct, will help strengthen pupils' education and training.

## **ORGANIZATION AND STRUCTURE OF SYLLABUS**

The syllabus provides the organization and structure of the –nine years basic education course in Religious and Moral Education. This volume presents the details of the syllabus for Primary 1-6. Details of the syllabus for the Junior High School 1-3 are presented in another volume. In each syllabus, the year's work is divided into sections, with each section consisting of a number of units. The section and unit topics for the full nine years Religious and Moral Education course are presented in the next few pages.

PRIMARY 1	PRIMARY 2	PRIMARY 3
<p><b>SECTION 1: GOD, HIS CREATION AND ATTRIBUTES (Pg 1 – 3)</b></p> <p>Unit 1 God the creator Unit 2 The Environment of God's creation</p> <p><b>SECTION 2: THE FAMILY AND THE COMMUNITY (Pg 4 – 5)</b></p> <p>Unit 1 The Family Unit 2 The Community Unit 3 Personal safety in the community</p> <p><b>SECTION 3: THE FAMILY, AUTHORITY AND OBEDIENCE (Pg 6 – 7)</b></p> <p>Unit 1 The role of Parents Unit 2 Relations with parents</p> <p><b>SECTION 4: RELIGIOUS PRACTICES AND THEIR IMPLICATIONS (Pg 8-9)</b></p> <p>Unit 1 Christian, Islamic and African Traditional Worship. Unit 2 Importance of Religious Practices</p> <p><b>SECTION 5 : THE BIRTH OF THE LEADERS OF THE THREE MAIN RELIGIONS (Pg10.)</b></p> <p>Unit 1 The Birth of: Jesus Christ The Holy Prophet Mohammed (S.A.W) An ATR Leader</p>	<p><b>SECTION 1: GOD, HUMANKIND AND THE ENVIRONMENT (Pg. 11-12)</b></p> <p>Unit 1 Purpose of God's creation Unit 2 Caring for God's Creation Unit 3 Attribute of God as a sustainer of life</p> <p><b>SECTION 2: THE FAMILY'S COMMITMENT TO RELIGION ( Pg 13)</b></p> <p>Unit 1 The Religious Family</p> <p><b>SECTION 3: THE FAMILY, AUTHORITY AND OBEDIENCE (Pg 14 – 15)</b></p> <p>Unit 1 Role of Parents and Children Unit 2 The Environment of God's creation Parent – child Relationship</p> <p><b>SECTION 4: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS (Pg16)</b></p> <p>Unit 1 Worship Unit 2 Songs /Recitations</p> <p><b>SECTION 5: THE EARLY LIFE OF THE LEADERS OF THE THREE MAIN RELIGIONS (Pg 17)</b></p> <p>Unit 1 The Early Life of: Jesus Christ The Holy Prophet Mohammed (S.A.W) An ATR Leader</p> <p><b>SECTION 6: RELIGIOUS FESTIVALS (Pg 18)</b></p> <p>Unit 1: Religious Festivals Christian Festival Islamic Festivals Traditional festivals</p>	<p><b>SECTION 1: GOD AND HIS CREATION (Pg 19-21)</b></p> <p>Unit 1 Humankind Unit 2 Caring for Creation (Plants and Animals) Unit 3 Caring for the Environment</p> <p><b>SECTION 2: COMMITMENT TO GOD (Pg 22- 23)</b></p> <p>Unit 1 God's Promise to Humankind Unit 2 Humankind's Response to God's Promises</p> <p><b>SECTION 3: THE FAMILY, AUTHORITY AND OBEDIENCE (Pg 24)</b></p> <p>Unit 1 Relationship with other family members.</p> <p><b>SECTION 4: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS ( Pg 25 – 26)</b></p> <p>Unit 1 Study of sacred scriptures and Oral Traditions.</p> <p><b>SECTION 5: THE MINISTRY OF THE LEADERS OF THE THREE MAIN RELIGIOUS (Pg 27 – 29)</b></p> <p>Unit 1 The Ministry of; Jesus Christ The Holy Prophet Mohammed (S.A.W) An ATR Leader</p>

PRIMARY 4	PRIMARY 5	PRIMARY 6
<p><b>SECTION 1: GOD, HIS CREATION AND HIS OMNIPOTENCE (Pg 39 - 40)</b></p> <p>Unit 1 Creation of Humankind  Unit 2 The significance of the creation stories  Unit 3 Omnipotence of God</p> <p><b>SECTION 2: COMMITMENT, REWARD, PUNISHMENT AND THE ENVIRONMENT (Pg 30-32)</b></p> <p>Unit 1 Commitment to God  Unit 2 Reward and Punishment  Unit 3 Sanctions for Misuse of the Environment</p> <p><b>SECTION 3: THE FAMILY AUTHORITY AND OBEDIENCE (Pg.33)</b></p> <p>Unit 1 Authority and obedience of the family</p> <p><b>SECTION 4: RELIGIOUS PRACTICES AND THEIR IMPLICATIONS (Pg 34-35)</b></p> <p>Unit 1 Sacred Scriptures and Oral Traditions  Unit 2 Prayer</p> <p><b>SECTION 5 : THE CALL OF THE LEADERS OF THREE MAIN RELIGIONS (Pg 36-37)</b></p> <p>Unit 1: The call of the Leaders of the three main Religions.</p> <p><b>SECTION 6: RELIGIOUS FESTIVALS (Pg 38-39)</b></p> <p>Unit 1 Religious Festivals</p>	<p><b>SECTION 1: UNIQUENESS OF HUMANKIND (Pg. 40- 43 )</b></p> <p>Unit 1 The Uniqueness of Humankind  Unit 2 Humankind as the Image of God</p> <p><b>SECTION 2: COMMITMENT, REWARD AND PUNISHMENT (Pg44-45)</b></p> <p>Unit 1 Commitment to the Community  Unit 2 Reward and Punishment</p> <p><b>SECTION 3: THE RELIGIOUS FAMILY AND CHARACTER FORMATION (Pg. 46-47)</b></p> <p>Unit 1 Role of Religious Family in character formation</p> <p><b>SECTION 4: ACTS OF WORSHIP (Pg. 48 – 51)</b></p> <p>Unit 1 Worship /Salat  Unit 2 Religious songs, Recitations and their moral significance  Unit 3 Sacred passages /Oral Traditions in the Three Main Religious</p> <p><b>SECTION 5: THE LATER LIFE OF THE LEADERS OF THE THREE MAIN RELIGIONS (Pg. 52-53)</b></p> <p>Unit 1 The Later Life of:  Jesus Christ  The Holy Prophet  Mohammed (S.A.W)  An ATR Leader</p>	<p><b>SECTION 1: HUMANKIND, THE ENVIRONMENT AND THE NATURE OF GOD (Pg. 54-56)</b></p> <p>Unit 1 Humankind and the Environment  Unit 2 Nature of God</p> <p><b>SECTION 2: RELATIONSHIPS AND RESPONSIBILITIES (Pg57 – 59)</b></p> <p>Unit 1 Relationships  Unit 2 Responsibilities</p> <p><b>SECTION 3: RELIGIOUS LEADERS (Pg. 60 – 61)</b></p> <p>Unit 1 The Ministry of the leaders of the three main Religious</p> <p><b>SECTION 4: RELIGIOUS FESTIVALS (62 – 63)</b></p> <p>Unit 1 Religious festivals</p>

## TIME ALLOCATION

Religious And Moral Education is allocated three periods a week with each period consisting of 30 minutes.

## SUGGESTIONS FOR TEACHING THE SYLLABUS

Teachers should select topics in sequence from all the themes (Creation, Family, Obedience, Religious Practices, Religious Personalities, Festivals) to plan the scheme of work for each term. Key concepts that pupils are expected to internalize in every unit have been included in the syllabus. Teachers are expected to use these concepts to guide their teaching. It is expected that these concepts will not only create awareness in pupils or make them reflective, concerned and competent in responding to religious and moral questions but will also guide the decisions that pupils make for the rest of their lives.

### General Objectives

General Objectives (learning outcomes) have been listed at the beginning of each Section. The General Objectives are a summary of the Specific Objectives of the various units contained in that Section. Read the general objectives very carefully before you plan teaching the section. After teaching all the Units of the section go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

### Sections and Units

The syllabus has been planned in Sections and Units. Each year's work has been divided into Sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each Section are Units. In previous syllabuses, the units were referred to as 'topics'. A unit consists of a more related and homogeneous body of knowledge and skills. The teacher is expected to consider the total number of Sections and associated number of Units prescribed for each year and to plan the scheme of work and lessons for each term such that the work in all the Sections and Units for each particular class is completed by the end of the school year.

Each Section of the syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

**Column 1 – Units:** The Units in column 1 are divisions of the major topic of the Section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another Unit before coming back to the Unit in the sequence, you are encouraged to do so. The order in which the Units will be taught depends of course on your scheme of work.

**Column 2 – Specific Objectives:** Column 2 shows the Specific Objectives for each unit. The Specific Objectives begin with numbers as 1.3.2 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the Syllabus Reference Number refers to the Section; the second digit refers to the unit, while the third digit refers to the serial number of the Specific Objective. For instance, 1.3.2 means: Section 1 (of the appropriate year's syllabus), Unit 3 (of Section 1) and Specific Objective 2. In other words, 1.3.2 refers to Specific Objective 2 of Unit 3 of section 1. Similarly, the Syllabus Reference Number 2.2.1 means Syllabus Objective number 1 of Unit 2 of Section 2. Using Syllabus Reference Numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. For instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher could sample the objectives within units and within Sections to be able to develop a test that accurately reflects the importance of the various skills and knowledge taught in class.

You will note also that Specific Objectives have been stated in terms of the pupil i.e. what the pupil will be able to do after instruction and learning in the unit. Each Specific Objective hence starts with the following, "The pupil will be able to." This in effect, means that you have to address the learning challenges of each individual pupil. It means individualizing your instruction as much as possible such that the majority of pupils will be able to achieve the objectives of each unit of the syllabus.

## Profile Dimensions

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. A 'dimension' is a psychological unit for describing a particular learning behavior. Learning may be divided into a number of classes. A pupil may acquire some knowledge through learning. The pupil may also learn to apply or use the knowledge acquired in some new context. For instance, the birth dates of Jesus Christ, the Prophet Mohammad S.A.W. or an ATR leader are knowledge facts the pupil will learn in this subject. So each of the birth stories of the religious leaders is factual knowledge the pupil will learn in school. Application of the teachings of the religious leaders is however, a different form of behavior the pupil will be required to learn in school. For instance, if the teacher requires pupils to apply the practice of the teaching "love your neighbor as yourself", the teacher is in this case asking for practical application and personal acquisition of a religious teaching which is obviously different from learning the birth stories of the religious leaders. In learning to put into practice "love your neighbor as yourself" the pupil has to learn, to listen carefully to his friends and parents before answering appropriately; has to learn not to hurt the feelings of friends and family; has to learn to offer his/her services when needed etc. In the process of learning and putting into practice these various skills and behaviours the pupil is at the same time acquiring certain positive attitudes and values associated with living in families and communities. You will see from the various steps that the pupil has gone through the process of acquiring positive attitudes and values.

The three behaviours, "knowledge" and "attitudes and values" are referred to as dimensions of knowledge. "Knowledge is a dimension, "application of knowledge" is also a dimension. More than one dimension forms a profile of dimensions.

Similarly, being able to develop, defend, etc. means that the pupil can "apply" the knowledge acquired in some new context. You will note that each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "application" etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis etc. The focus of the new form of teaching and learning, as indicated in this syllabus and in all others, is to move teaching and learning from the didactic acquisition of "knowledge" and rote memorization, to a new position where pupils will be able to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to deal with problems and challenges and issues that will necessarily arise in their school lives and in later adult life. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

**Column 3 – Content:** The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you may have to add some more information based upon your own training and also on current knowledge and information.

**Column 4 – Teaching and Learning Activities:** These activities that will ensure maximum pupil participation in the lessons are presented in Column 4. Emphasize participatory teaching and learning in your lessons. Use debates, discussion, role-play and brainstorming. As much as possible, emphasize all three domains (the cognitive, affective and psychomotor) of learning in the instructional system. Teachers are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school. A suggestion that will help your pupils acquire the capacity for analytical thinking and the capacity for applying their knowledge to problems and issues is to begin each lesson with an explanation of the key concept. Select a practical problem for each lesson. The selection should be made such that pupils can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let pupils analyse the problem, suggest solutions, criticize solutions offered, justify solutions and evaluate the worth of possible solutions. The learning of any skill considered important must start early.

A number of topics on very important issues such as environmental degradation, relationships in the family and the community, HIV/AIDS etc., are dealt with in Religious and Moral Education and also in Environmental Studies. This has been done so that such critical issues will be emphasized in more than one subject. The teacher should ensure that when such issues are being taught in Religious and Moral education, they are treated with religious and moral implications.

**Column 5 – Evaluation:** Suggestions and exercises for evaluating the lessons of each unit are provided in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, project work etc. Ask questions and set tasks and assignments etc. that will challenge pupils to apply their knowledge to issues and problems as we have already said above, and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. Teachers are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the Specific Objectives of each Unit.

Lastly, please bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

### **DEFINITION OF PROFILE DIMENSIONS**

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment in Religious And Moral Education. The three profile dimensions that have been specified for teaching, learning and assessment are:

#### **Basic 4 – 6**

Knowledge and Understanding	30%
Application of Knowledge	30%
Attitudes, Values and Process Skills	40%

Each of the dimensions has been given a percentage weight that should be considered in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and assessment processes.

Emphasizing the three dimensions in your teaching will ensure that Religious and Moral Education will not only be taught and studied at the cognitive level but will also lead pupils to the acquisition of positive attitudes and values that will enable them to deal effectively with life in general.

The explanation and key words involved in each of the profile dimensions are as follows:

#### **Knowledge and Understanding (KU)**

**Knowledge:** The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

## Application of Knowledge (AK)

This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning sub-levels. Details of each of the four sub-levels are as follows:

- Application:** The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.
- Analysis:** The ability to break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.
- Synthesis:** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organize, create, generate new ideas and solutions etc.
- Evaluation:** The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and learning skill and is therefore the most important behaviour.. This unfortunately is the area where most pupils do very poorly. In order to get our children to develop good thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your pupils to develop analytic and application skills as we have said already.

A number of examination questions at the secondary level begin with the word “Discuss”. Discuss belongs to the evaluation thinking skill and implies the ability to analyse, compare, contrast, make a judgment etc. The word “discuss” asks for a variety of thinking skills and is obviously a higher thinking behaviour. Being able to discuss is an important adult skill. Start your pupils to think that way though discussions in class by giving them some test questions that begin with “Discuss”.

To be objective, critical, and reflective pupils, who will be willing and capable of handling personal and societal ethical issues appropriately, pupils should be exposed to situations that challenge them to raise questions and attempt to develop moral guidelines. Pupils therefore need to acquire positive attitudes, values and critical skills that will enable them participate in drama, role plays and discussions concerning issues affecting them and others. The Religious and Moral Education syllabus thus focuses on the development of attitudes, values and skills.

Religious and Moral Education should aim at helping pupils to acquire the following:

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| i. Patience          | viii. Purity         | xv. Tolerance       |
| ii. Honesty          | ix. Kindness Modesty | xvii. Comportment   |
| iii. Trustworthiness | x. Commitment        | xix. Perseverance   |
| iv. Love             | xi. Respect          | xx. Courage         |
| v. Humility          | xii. Teamwork        | xxii. Peace/Harmony |
| vii. Obedience       | xiii. Responsibility | xxiii. Hardwork     |

## Attitudes and Values (AV)

Attitude and values belong to the affective domain of knowledge and behavior. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing, organizing, etc. The specific behaviours in each of the four levels are as follows:

**Receiving:** The ability to follow direction, listen, show awareness and sensitivity, accept, ask questions, give, point to, reply etc.

**Responding:** The ability to greet, participate, assist, conform, enjoy, present, show interest, volunteer for duties, respect the rights of others.

**Valuing:** The ability to demonstrate attitudes, demonstrate beliefs, initiate, invite, propose, report, share, work, read.

**Organizing:** The ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, generalize, modify, and defend a belief or good cause.

## FORM OF ASSESSMENT

It must be emphasized that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives by the end of the school year. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of the important objectives taught over a period.

## Assessment at Primary 4 – 6

The table below shows the recommended examination structure for Primary 4 – 6. The structure consists of two examination papers, Paper 1 and Paper 2. Paper 2 will consist of questions on “attitudes and skills”. The two examination papers could be separate where possible. Where this is not practicable, the items/questions for Part 1 and 2 could be in the same examination paper or administered together at the same time. Part 1 will be an objective-type paper, while Part 2 will consist of structured questions (i.e. short answers). The objective test paper will have ten test items to be scored as follows: ten (10) marks for “Knowledge and Understanding; ten (10) marks for “application of knowledge” and ten (10) marks for Attitudes, Values and Psychosocial Skills. The last column of the table shows the profile dimension weights as already indicated.

### Distribution of Examination Paper Weights and Marks

<b>Dimensions</b>	<b>Part 1</b>	<b>Part 2 (Attitudes and Values)</b>	<b>Total</b>
<b>Knowledge and Understanding</b>	<b>10</b>	<b>20</b>	<b>30</b>
<b>Application of Knowledge</b>	<b>10</b>	<b>20</b>	<b>30</b>
<b>Attitudes, Values Skills</b>	<b>10</b>	<b>30</b>	<b>40</b>
<b>Total</b>	<b>30</b>	<b>70</b>	<b>100</b>

Part 2 will be marked out of 70. The mark distribution will be ten (10) marks for “knowledge and understanding”; thirty (30) marks for “application of knowledge” and thirty (30) marks for Attitudes, Values and Psychosocial Skills. Part 2 is a more intellectually demanding paper and is therefore weighted more than the objective test paper. From the weighting prescribed, you could set 10 structured questions, three of which must focus on attitudes and psychosocial skills.

#### Guidelines for School Based Assessment

Note that the BECE examination, the objective test and the essay test are components of the same examination paper. The paper has two parts; Part 1 will be the objective test component; part 2 will be the essay test component and will have 3 sections, each section consisting of questions that test one of the profile dimensions.

To be able to give pupils enough practice, you are advised to administer Paper 1 and Paper 2 separately. The teacher at JSS3, should however, advise his/her pupils on the structure of the BECE examination paper and how to prepare for it. Especially at JSS3 restructure the examination paper with two parts, and encourage your pupils to complete the test within the time limit.

## Summary On suggestions on Examination Structure and Time Allocation

The following suggested time and structure may be considered for Papers 1 and 2:

Paper 1 Objective Test of no less than 40 items for 45 minutes

Paper 2: At least 8 essay questions in three sections. Pupils to answer 3 questions in 1 hour; one question from each section

Section 1: At least 3 questions on Knowledge and Understanding

Section 2: At last 3 questions on Application

Section 3: At last 2 questions on Attitudes and Values.

Note that in Primary 1-6, the assessments are all considered as continuous assessment for evaluating the effectiveness of teaching and learning in school

The assessment should in general consist of:

**Projects:** These are tasks to be completed in extended time. There should be both **individual** and **group projects** and they should include practical investigative study (including case studies)

**Class Tests:** These will consist of written exercises covering topics/units completed at some specific period within the term

**Home Work:** This is an assignment to be taken home and could be completed within a day or a couple of days. It may consist of essays, summaries and other problem-solving skills.

**Terminal Test:** The terminal test is a summative evaluation method for assessing profile dimensions, the subject content and skills taught. In developing the terminal test, Ensure that the test will have high content validity.

### Assessment at Primary 1-3

A different assessment structure may be recommended for primary 1-3. At Primary 1, the assessment will essentially consist of oral test and the observations made in the Cumulative Record Form. The oral test may be combined with some written work especially later in the year when pupils can read. Any form of assessment at this stage must be unobtrusive and should fit into the normal work pattern of the children.

At primary 2-3 where the pupils are now able to read and write, the assessment will consist of one objective test paper and the observations made in the Cumulative Record Form. The objective test paper should consist of 25 items spread as follows:

Knowledge 15

Application of knowledge 5

Attitudes and Values 5

In marking your class examination scripts, it is very important to develop a marking scheme. A marking scheme, consists of the points for the ideal answer you expect for each essay question or structured question, and the mark allocated for each point raised by the pupils, as well as, the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the ideal answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totaling 8 marks, and then give the remaining 2 marks or part of it, for the organization of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and to ensure uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades.

### **GRADING PROCEDURE**

Grade A+	(1)	90-100	Distinction
Grade A:	(2)	80-89	Excellent
Grade B+	(3)	70-79	Very Good
Grade B	(4)	60-69	Good
Grade C+	(5)	55-59	Credit
Grade C	(6)	50-54	Satisfactory
Grade D	(7)	40-49	Weak
Grade E	(8)	35-39	Very Weak
Grade F	(9)		Fail

The grading system presented above shows the letter, grade bands and their meaning. The letter grades begin from Grade A to Grade F. In using the grading system to assign grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries or grade cut-off scores and the descriptors. The descriptors indicate the meaning of each grade. For instance, the grade boundary for "Excellent" is scores between 80 – 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. There is the need therefore to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, try also to write a short diagnosis of the points the pupil should consider in order to do better in future assessments etc. Other comments such as the following may also be added to the grades:

keep it up

has improved

could do better

hardworking

not serious in class

more room for improvement, etc.