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BECE CHIEF EXAMINER'S REPORT
NOVEMBER 2026 HOME MOCK EXAMINATION



BECE HOME MOCK

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This comprehensive report details the evaluation of candidates' performance across all eight subjects administered in the November 2026 Basic Education Certificate Examination (BECE) Home Mock. It highlights overall performance patterns, notable candidate strengths, systemic conceptual errors, question-level weaknesses, and actionable recommendations for candidates, educators, and parents.

EXECUTIVE SUMMARY PERFORMANCE BREAKDOWN

The table below illustrates the percentage distribution of candidates across four performance tiers for each mock examination subject.

Subject	Top Tier (80–100%)	High Performance (75–79%)	Moderate Performance (65–74%)	Below 65% (Needs Improvement)
Mathematics	16.7%	25.0%	33.3%	25.0%
English Language	12.5%	37.5%	25.0%	25.0%

Subject	Top Tier (80–100%)	High Performance (75–79%)	Moderate Performance (65–74%)	Below 65% (Needs Improvement)
Integrated Science	14.3%	28.6%	28.6%	28.5%
Social Studies	20.0%	30.0%	30.0%	20.0%
Religious & Moral Education (RME)	22.2%	33.3%	22.2%	22.3%
Computing	18.2%	36.4%	27.3%	18.1%
Career Technology	12.5%	25.0%	37.5%	25.0%
Creative Arts & Design (CAD)	14.3%	28.6%	28.6%	28.5%

1. MATHEMATICS

General Overview of Candidate Performance

Candidate performance in Mathematics was moderately balanced across Paper 1 (Objective Test) and Paper 2 (Essay Section). While candidates demonstrated mastery of basic procedural calculations—such as direct application of simple interest formulas, basic linear equations, and standard right-angled triangle calculations—a significant proportion struggled with multi-step word problems requiring spatial reasoning, algebraic transformations involving negative signs, standard form rules, and conversion of unit areas to hectares.

Detailed Analysis of Candidates' Strengths

- **Simple Interest and Loan Calculations**: Most candidates accurately applied $I = (P \times R \times T) / 100$ to compute accrued simple interest on GH¢ 4,000 at 12% per annum for 3 years, obtaining GH¢ 1,440 and determining the total repayment amount of GH¢ 5,440.
- **Pythagorean Theorem and Basic Right-Angled Triangles**: In Question 4(c), candidates correctly identified side lengths AB = 12 cm and BC = 5 cm to calculate the hypotenuse AC = 13 cm using $AC^2 = 12^2 + 5^2 = 144 + 25 = 169$ cm², and evaluated the area as 30 cm².
- **Linear Equations with Single Variables**: Candidates displayed proficiency in solving basic single-variable equations and calculating straightforward ratios.

- **Set Theory Basics**: In Paper 1, a high percentage of candidates correctly determined the intersection set P ∩ Q for multiples of 3 and even numbers under 18.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Profit Distribution Over Time**: Candidates miscalculated monthly earnings when converting total agribusiness earnings over a 4-year period (GH¢ 576,000) into monthly profit shares. Common errors included dividing by 4 years instead of 48 months first, or incorrectly setting up the ratio x + 3x = 12,000 instead of 48(4x) = 576,000.
- **Radical Expressions and Square Fractions**: Candidates failed to evaluate √(144/25) + (3/5)² correctly. Many simplified √(144/25) to 12/5 but incorrectly added it to 9/25 as (12 + 9) / 25 = 21/25 instead of converting to a common denominator (60/25 + 9/25 = 69/25 = 2.76).
- **Scale Drawing and Hectare Conversion**: In converting a 12 cm by 8 cm scale drawing (actual length 180 m) into actual width and area, several candidates failed to convert metres to centimetres before expressing the scale ratio (12 cm : 18,000 cm = 1 : 1,500). Additionally, converting an area of 21,600 m² into hectares (1 ha = 10,000 m²) resulted in wrong decimal shifts (writing 21.6 ha or 0.216 ha instead of 2.16 ha).
- **Algebraic Fractions with Fractional Distributivity**: In solving (2y + 3) / 4 - (y - 1) / 3 = 2, candidates frequently committed sign errors when removing parentheses after clearing denominators with LCM 12, writing 3(2y + 3) - 4(y - 1) => 6y + 9 - 4y - 4 = 24 instead of +4, leading to 2y + 5 = 24 rather than 2y + 13 = 24 (y = 5.5).
- **Decimal Calculations in Standard Form**: Simplifying (0.0036 × 0.00025) / (0.00009 × 0.01) was poorly executed. Candidates struggled to convert decimals to standard form indices (10^{-4}, 10^{-5}, 10^{-7}) correctly.

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Targeted Recommendations

- **For Candidates**: Practice multi-step expansion of algebraic fractions carefully, ensuring negative signs outside parentheses are distributed to every term within. Master unit conversions between m^2 and hectares, as well as cm to m in scale drawings.
- **For Educators**: Emphasize index laws and decimal-to-standard-form transformations. Conduct targeted drills on word problems requiring month-to-year conversions.
- **For Parents**: Monitor daily practice of baseline arithmetic operations and ensure candidates review detailed step-by-step corrections after mock examinations.

2. ENGLISH LANGUAGE

General Overview of Candidate Performance

Performance in English Language was satisfactory overall. Candidates demonstrated strong narrative writing abilities and good literal comprehension skills. However, weaknesses persisted in structural essay organization, summary conciseness, grammatical agreement, and identification of figurative expressions.

Detailed Analysis of Candidates' Strengths

- **Narrative Essay Writing**: Candidates developed engaging plotlines with imaginative contexts and clear chronological sequences.
- **Literal Comprehension**: Answers to direct factual questions from the passage were well-addressed and correctly extracted.
- **Vocabulary Matching**: High performance was recorded in matching synonym and antonym contextual questions in Paper 1.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Formal Letter Structure**: Candidates frequently omitted mandatory structural components such as the recipient's designation, formal salutation, or appropriate subscription (e.g., writing "Yours faithfully" with an apostrophe or lowercase "s").
- **Summary Writing Overhead**: Candidates copied long verbatim extracts from the passage rather than synthesizing core points into crisp, grammatically independent sentences.
- **Subject-Verb Agreement**: Frequent errors occurred in concord, particularly with collective nouns and indefinite pronouns.

- **Punctuation & Capitalization**: Improper use of lowercase letters for proper nouns and misplacement of apostrophes in possessive constructions were prevalent.

Targeted Recommendations

- **For Candidates**: Practice summarizing paragraphs into single, original sentences. Revise formal letter layouts and strictly adhere to conventions.
- **For Educators**: Incorporate systematic grammar drills focusing on subject-verb agreement and punctuation rules. Train students on identifying implied meanings and literary devices in comprehension passages.
- **For Parents**: Encourage regular reading of standard literature and newspapers at home to broaden vocabulary and contextual understanding.



3. INTEGRATED SCIENCE

General Overview of Candidate Performance

Candidates displayed fair competency in recall of scientific definitions and basic biological concepts. However, practical science application, interpretation of experimental set-ups, and physics calculations involving density (g/cm^3, kg/m^3) and work-energy conversions highlighted notable conceptual gaps.

Detailed Analysis of Candidates' Strengths

- **Biological Definitions**: Clear and accurate explanations were provided for terms such as photosynthesis, respiration, and ecosystem components.
- **Diagram Identification**: High accuracy in labeling basic cell structures and human body organ systems.
- **Classification Tasks**: Candidates easily categorized substances into elements, compounds, and mixtures.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Scientific Formula Application & Units**: Candidates frequently omitted physical units or wrote incorrect conversions when calculating density (e.g., writing g/m^3 instead of g/cm^3 or kg/m^3).
- **Experimental Reasoning**: Poor explanations regarding control setups in plant germination and starch test experiments.
- **Chemical Formula Writing**: Errors in balancing chemical equations and writing correct valency-based formulas for common compounds.
- **Circuit Diagrams**: Incorrect representations of parallel and series circuit symbols, specifically battery polarity and switch orientation.

Targeted Recommendations

- **For Candidates**: Always state relevant scientific formulas before substituting numerical values, and double-check final physical units (g/cm^3, kg/m^3, N, J).
- **For Educators**: Increase hands-on laboratory practicals and visual demonstrations for physics and chemistry concepts. Teach candidates how to construct explicit hypotheses and experimental conclusions.
- **For Parents**: Support candidates with basic home experiment kits or educational science media to stimulate practical curiosity.

4. SOCIAL STUDIES

General Overview of Candidate Performance

Performance in Social Studies was commendable, with candidates showing strong awareness of national constitutional duties, environmental conservation, and social institutions. The primary weakness lay in analytical questions requiring critical evaluation of socio-economic policies.

Detailed Analysis of Candidates' Strengths

- **Citizenship & Rights**: Clear articulation of civic rights, duties of a citizen, and the role of law enforcement agencies.
- **Environmental Degradation**: Strong responses regarding causes and preventative measures for deforestation and water pollution.
- **Socialization Agencies**: Comprehensive identification of the functions of the family and school in child development.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Map Reading & Interpretation**: Candidates struggled with measuring bearings, calculating real distances from scale lines, and identifying physical landforms from contour maps.
- **Socio-Economic Problem Solving**: Shallow answers provided for complex challenges like rural-urban migration and inflation, often giving one-word answers where detailed explanations were required.

- **Government & Constitutional History**: Confusion regarding the functions of the three arms of government and specific constitutional commissions.

Targeted Recommendations

- **For Candidates**: Practice map work regularly, focusing on scale interpretation, grid references, and relief identification. Structure essay responses using distinct points backed by detailed explanations.
- **For Educators**: Emphasize analytical teaching methodologies rather than rote learning, especially for topics covering national governance and global international bodies.
- **For Parents**: Discuss current national events and social issues with candidates to enhance their real-world context and analytical thinking.

5. RELIGIOUS & MORAL EDUCATION (RME)

General Overview of Candidate Performance

RME recorded one of the highest proportions of top-tier performances. Candidates excelled in narrative accounts of religious figures and moral teachings. Weaknesses were primarily concentrated in comparative religious analysis and practical application of moral values to modern social dilemmas.

Detailed Analysis of Candidates' Strengths

- **Religious Narratives**: High accuracy in detailing the early life and call of major religious leaders across Christianity, Islam, and Traditional Religion.
- **Moral Virtues**: Articulate descriptions of traits like honesty, humility, respect, and obedience.
- **Attributes of God**: Well-developed explanations of divine attributes (e.g., Omnipotence, Omnipresence).

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Comparative Religion Analysis**: Candidates struggled to draw clear distinctions and similarities between festival significance across different religious traditions.

- **Application of Moral Lessons**: When asked how specific moral principles solve modern societal problems (e.g., corruption, substance abuse), candidate responses were overly vague.
- **Rushing Questions**: Failure to read multi-part questions thoroughly, leading to missing sub-questions.

Targeted Recommendations

- **For Candidates**: Ensure moral lessons drawn from religious stories are explicitly connected to personal and national life scenarios. Read all parts of a question before answering.
- **For Educators**: Use comparative charts to teach religious festivals, rites of passage, and doctrines across the three major religions in Ghana.
- **For Parents**: Reinforce moral teachings at home and encourage active participation in family and community moral building activities.

6. COMPUTING

General Overview of Candidate Performance

Computing demonstrated steady performance, particularly in core ICT literacy, hardware identification, and internet safety topics. However, candidates struggled with theoretical programming definitions, Artificial Intelligence (AI) architecture, and step-by-step application procedures.

Detailed Analysis of Candidates' Strengths

- **Hardware & Storage Devices**: Candidates accurately identified input/output hardware (e.g., keyboard) and external storage options such as external hard disks and flash drives.
- **Internet Safety & Threats**: Good understanding of phishing, strong password criteria, and cybersecurity precautions.
- **Network Components**: Correct identification of basic networking hardware like switches, routers, and hubs.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **AI Concepts & Neural Networks**: Candidates struggled to define Artificial Neural Networks (ANN) in simple terms and failed to articulate specific industry applications

of AI in Ghanaian sectors (e.g., agriculture, healthcare, finance) or list core AI limitations.
- **Computational Thinking & Programming Definitions**: Inability to differentiate clearly between abstraction and decomposition, as well as providing vague definitions for programming expressions and constants.

- **Step-by-Step Software Procedures**: Candidates failed to outline precise procedural steps for actions such as changing font types for multiple paragraphs in Microsoft Word or attaching a PDF file to an email draft.
- **E-Waste Management**: Inadequate recommendations for proper handling and disposal of damaged electronic equipment.

Targeted Recommendations

- **For Candidates**: Practice writing out clear, numbered step-by-step practical procedures for software operations. Learn precise definitions for emerging technologies like AI, algorithms, and computational thinking concepts.
- **For Educators**: Provide hands-on practice for word processing editing tools and email management. Incorporate modern curriculum topics covering AI fundamentals and electronic waste safety into regular instruction.
- **For Parents**: Ensure candidates have controlled access to computers for practical hands-on software practice rather than theoretical memorization alone.

7. CAREER TECHNOLOGY

General Overview of Candidate Performance

Candidate performance in Career Technology showed moderate understanding of basic tools, safety equipment, and food hygiene principles. Substantial weaknesses were observed in orthographic drawing, material properties, and processing sequences.

Detailed Analysis of Candidates' Strengths

- **Tool Identification & Safety**: Accurate identification of basic woodworking, metalworking, and sewing tools, alongside personal protective equipment (PPE).
- **Food Hygiene & Preservation**: Good knowledge of basic food hygiene rules and common preservation methods (e.g., drying, freezing).
- **Entrepreneurial Skills**: Clear understanding of business enterprise characteristics and customer service principles.

Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Technical & Orthographic Drawing**: Incorrect isometric-to-orthographic projection conversions, missing hidden detail lines, and inaccurate dimensioning.
- **Material Classification**: Difficulty distinguishing between smart materials, ferrous and non-ferrous metals, and synthetic polymers.
- **Production Step Sequencing**: Incomplete or jumbled sequence of steps when outlining production processes for food products or artifact construction.

Targeted Recommendations

- **For Candidates**: Practice technical drawing regularly, paying strict attention to standard drawing line types, scale, and projection rules.
- **For Educators**: Integrate real practical workshops for artifact design and mock production processes. Conduct step-by-step drawing demonstrations.
- **For Parents**: Provide basic drawing instruments (T-squares, set squares, drawing boards) and encourage practical craft projects at home.

8. CREATIVE ARTS & DESIGN (CAD)

General Overview of Candidate Performance

Performance in Creative Arts & Design was balanced, with strong artistic expression shown in visual arts theory. Candidates faced challenges in musical notation interpretation, performing arts terminology, and systematic design process documentation.

Detailed Analysis of Candidates' Strengths

- **Visual Arts Elements**: Good understanding of elements and principles of design such as line, color theory, contrast, and balance.
- **Cultural Heritage**: Rich knowledge of Ghanaian traditional artifacts, dance forms, and cultural symbolism (e.g., Adinkra symbols).
- **Creative Expression**: High creativity in responding to scenario-based visual composition questions.

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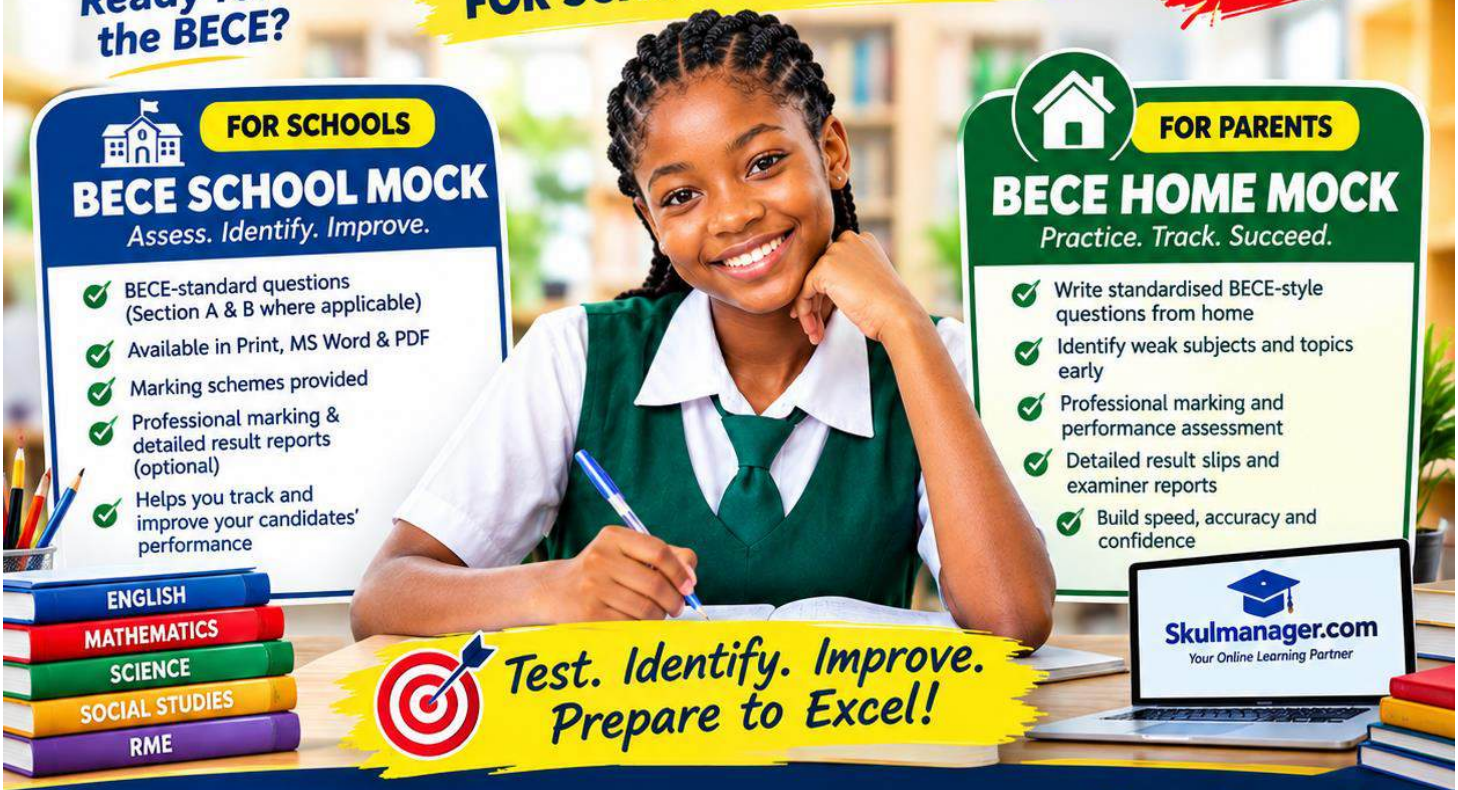
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Detailed Analysis of Candidates' Weaknesses & Common Errors

- **Music Theory & Notation**: Inability to read sight-notation, construct treble/bass clef scales, or identify pitch and rhythm signatures.
- **Design Process Documentation**: Skipping essential stages of the design process (e.g., brief -> research -> idea generation -> prototype -> evaluation) when describing artifact creation.
- **Performing Arts Terminology**: Confusion regarding stage directions, choreography techniques, and drama analysis terms.

Targeted Recommendations

- **For Candidates**: Memorize the sequential stages of the Design Process and practice basic sight-singing and musical notation exercises.
- **For Educators**: Give equal instructional weighting to Visual Arts, Music, and Performing Arts components of the CAD syllabus.
- **For Parents**: Support candidates by providing basic art supplies (sketchbooks, shading pencils, color sets) and exposing them to diverse cultural performances.

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