

This study investigated the pedagogical content knowledge of Social Studies teachers and their assessment practices in Senior High Schools in Ghana. This research question guided the study: How does trained graduate Social Studies teachers' pedagogical content knowledge influence the questions they set at the Senior High School level? A sequential mixed method design was used for the study. Data from questionnaire was triangulated with interviews and document analysis of teachers' questions designed for students' end of term examination. Non-probability sampling method, that is, convenience and purposive sampling techniques, were used to select the sample of districts, schools and respondents for the study. In all, seventy-two (72) Social Studies teachers were selected from twelve (12) Senior High Schools. The data suggest that teachers' conception of the subject influences their classroom assessment. Most teachers said they set questions that enhance the development of students' conceptual understanding or problem-solving skills. However, there were irreconcilable differences between what teachers said they assessed and what they actually assessed. Key-Words: Social Studies. Content of Social Studies. Social Studies questions. Pedagogical content knowledge of Social Studies.