

STUDENT'S ID NO: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_



UNIVERSITY OF GHANA  
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DEPARTMENT OF TEACHER EDUCATION  
SCHOOL OF EDUCATION AND LEADERSHIP  
COLLEGES OF EDUCATION  
END OF SEMESTER ONE EXAMINATIONS FOR LEVEL 300, 2023/2024  
B.ED. PROGRAMME

**COURSE CODE:** TEJS 329

**COURSE TITLE:** CURRICULUM STUDIES AND ASSESSMENT IN HISTORY

**TIME: 2HRS**

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### **SECTION A**

**INSTRUCTION:** *Read the following questions carefully and select the best option from A – D*

1. Which of the following statements **best** reflects the concept of curriculum?
  - A. Knowledge, skills, values and everything else for students to learn.
  - B. A document primarily to prepare students for standardised testing.
  - C. A static document used throughout a student's educational journey.
  - D. Specific learning materials and resources used for instruction.
  
2. Which of the following is the **LEAST** determinant in writing a curriculum?
  - A. Availability of resources, technology integration, and teacher training
  - B. Government policies, funding, and societal expectations
  - C. Theories of learning and development, student needs and prior knowledge
  - D. Values and beliefs about the purpose and nature of education

3. A well-designed curriculum should consider the various determinants to shape its content and delivery, because a curriculum .....  
A. Focuses solely on preparing students for high-stakes standardised tests  
B. Incorporates diverse learning activities to cater for different learning styles and intelligences.  
C. Prioritises rote memorisation and ignores critical thinking skills.  
D. Remains static and fails to adapt to current societal needs
4. The purpose of a curriculum framework is to .....  
A. Assess student learning and measure their effectiveness of the curriculum.  
B. Define the core knowledge and skills required by all students should learn.  
C. To outline the specific learning objectives for each subject in a curriculum.  
D. To provide a flexible guide for teachers to design their own learning activities.
5. The **MOST important factor** when determining the sequence of topics in a curriculum is the .....  
A. Availability of resources and materials.  
B. Interests and preferences of the students.  
C. Logical progression of knowledge and skills.  
D. Time constraints of the school year.
6. Which of the following strategies is **MOST effective** in promoting inclusive curriculum design?  
A. Focusing on the content knowledge that all students must learn.  
B. Grouping students based on their academic ability.  
C. Offering a variety of instructional methods and assessments.  
D. Providing a single set of learning materials for all students.
7. Most accurate statements about curriculum assessment is that .....  
A. Assessments should only be used at the end of a learning unit or course.  
B. Formative assessments should be used to inform instruction  
C. Standardised tests best assesses the effectiveness of a curriculum.  
D. Summative assessments are the only reliable way to measure student learning.
8. Which of the following statements is **BEST** in distinguishing between substantive and procedural knowledge in history?  
A. Procedural knowledge allows historians to interpret the past.  
B. Substantive knowledge is simply common sense.  
C. Procedural knowledge involves skills needed to analyse historical evidence.  
D. There is no difference between substantive and procedural knowledge

9. A historian analysing a primary source document from the Anglo-Asante Wars tries to identify the author, the intended audience, and the bias of the document. Which type of knowledge is the historian using in this scenario?
- A. Historical knowledge about the causes of the Anglo-Asante War
  - B. Knowledge of different writing styles from the 19th century
  - C. Scientific knowledge about the Anglo-Asante War
  - D. Procedural knowledge for analysing historical sources
10. A student is asked to write an essay comparing and contrasting the leadership styles of Dr. Kwame Nkrumah and Dr. K.A. Busia during the post-independence era in Ghana. What type of knowledge does the student need to successfully complete this task?
- A. Only substantive knowledge
  - B. Only procedural knowledge
  - C. Both substantive and procedural knowledge
  - D. Neither substantive nor procedural knowledge
11. A teacher who asks a student to explain factors that caused the outbreak of World War I is assessing student's understanding of .....
- A. Knowledge of different historical interpretations of the war
  - B. Personal opinions and beliefs about the causes of war
  - C. Procedural knowledge for conducting historical research
  - D. Substantive knowledge about events of World War I
12. A historian is developing a curriculum unit on the struggle for independence in Ghana. She wants to ensure that students develop both substantive and procedural knowledge. Which of the following activities would BEST achieve this goal?
- A. Ask students to debate the legacy of Ghana's independence.
  - B. Have students memorise a list of key dates and events
  - C. Have students research a nationalist in class.
  - D. Show students a documentary film about Ghana's Independence Declaration and have them take notes.
13. A history teacher designs a lesson plan around the migration account of the Akan. The teacher incorporates interactive activities, group discussions, and individual reflection prompts. The **MOST likely** rationale behind this teaching approach is to .....
- A. Assess student understanding solely through a multiple-choice quiz.
  - B. Encourage deeper student engagement with the historical source
  - C. Present a traditional lecture format that emphasises memorisation of historical facts.
  - D. Provide a single, definitive interpretation of the historical event.

14. The historical thinking skill developed through the use of simulations and role-playing activities to help students understand the experiences of individuals from different historical periods is .....
- A. Chronological reasoning
  - B. Historical empathy
  - C. Sourcing and evaluation of evidence
  - D. Causation and continuity
15. A teacher is designing a lesson plan on the causes of the 1948 Accra Riots. He recognises the existence of multiple historical interpretations of the event. Which teaching approach would **BEST** encourage his students to critically evaluate these different perspectives?
- A. Encouraging students to learn about the personal lives of historical figures involved.
  - B. Facilitating a debate between students representing opposing viewpoints.
  - C. Presenting a single, textbook-based narrative of the event.
  - D. Requiring students to memorise a list of key events leading to the Riots.
16. Which of the following **BEST** describes the potential benefits of using a technology-based platform?
- A. It provides a visually appealing way to present historical information.
  - B. It promotes collaboration and communication skills among students.
  - C. It allows students to develop digital literacy skills.
  - D. All of the above.
17. A teacher is developing a unit plan on the Cold War. He aims to encourage students to connect their understanding of the historical period to contemporary events. Which of the following teaching strategies would **BEST** achieve this goal?
- A. Comparing and contrasting historical Cold War propaganda with contemporary political messaging.
  - B. Assigning a research paper solely focused on historical details from the Cold War.
  - C. Encouraging students to memorise Cold War timelines and key figures
  - D. Organising a guest speaker who specialises in international relations.
18. What creative teaching strategy can a teacher use to make history more engaging for students?
- A. Design a simulation activity
  - B. Lecture students about the importance of history.
  - C. Require students to memorise dates and names.
  - D. Show a documentary about a historical period.

19. A teacher can create a more inclusive learning environment that acknowledges diverse perspectives when she .....
- A. Encourages students to debate the merits of different historical interpretations.
  - B. Focuses on a single, Eurocentric narrative of history.
  - C. Provides opportunities for students to research and share their findings.
  - D. Requires students to adopt the teacher's interpretation of historical events.
20. A teacher can promote deeper student learning in history by .....
- A. Assigning students more homework.
  - B. Focusing on memorizing facts and dates.
  - C. Shortening lesson periods.
  - D. Using technology to create learning experiences.
21. What can a teacher do to create a positive learning environment to discuss and question different historical interpretations?
- A. Establish the teacher's interpretation of history.
  - B. Encourage respectful dialogue and open-mindedness.
  - C. Focus on memorising important dates and names.
  - D. Dismiss questions that challenge the teacher.
22. The most effective assessment strategies to evaluate students' ability to analyse and interpret primary sources in history is .....
- A. Group projects focused on researching historical events
  - B. Multiple-choice questions with factual answers
  - C. Essays requiring analysis and interpretation of primary sources
  - D. Short answer questions requiring simple recall of information
23. A teacher designs a history assessment that requires students to create a historical timeline and write a brief analysis explaining the cause-and-effect relationships between key events. Which historical thinking skill aligns with this assessment strategy?
- A. Analysing and interpreting historical evidence
  - B. Evaluating different historical perspectives
  - C. Identifying continuity and change over time
  - D. Sourcing and using historical evidence
24. Students conduct a research project on the Bond of 1844 and present their findings to a class, incorporating different historical perspectives from primary and secondary sources. Which historical thinking skill does this assessment strategy primarily target?
- A. Communicating historical understanding in various formats
  - B. Constructing historical arguments and claims
  - C. Employing different historical research methods
  - D. Understanding the significance of historical events

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25. A limitation of standardised tests is that they are .....

- A. The most reliable methods for assessing historical understanding.
- B. Not reliable in providing valuable insights into content knowledge.
- C. Ineffective in measuring students' ability to analyse historical evidence.
- D. Limited in allowing students to showcase higher-order thinking skills.