

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 YEAR THREE SEMESTER ONE EXAMINATIONS, 2022/2023  
B.ED. PROGRAMME

COURSE CODE: TEUP 307

COURSE TITLE: ENGLISH LANGUAGE CURRICULUM FOR UP/JHS

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SECTION A

[25 Marks]

Instruction: Answer all questions in this section

1. The term used to describe the purposeful, deliberate, and systematic organization of curriculum within a class or course is referred to as \_\_\_\_\_
  - A. Curriculum design
  - B. Curriculum evaluation
  - C. Curriculum application
  - D. implementation
  
2. Tanner and Tanner's (1980) definition of curriculum as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence is a good example of a \_\_\_\_\_ definition of curriculum.
  - A. broad
  - B. general
  - C. midway
  - D. narrow

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3. The model of curriculum development that requires that all objectives are philosophically and psychologically screened is associated with \_\_\_\_\_
  - A. Kerr (1979)
  - B. Taba (1962)
  - C. Tyler (1946)
  - D. Wheeler (1983)
4. The rational models of curriculum development such as Tyler and Taba argue that \_\_\_\_\_ is the most critical step in curriculum development.
  - A. organisation of content and learning experiences
  - B. selection of content
  - C. selection of learning experiences
  - D. stating objectives
5. The foremost focus of the dynamic models of curriculum development is that they are \_\_\_\_\_
  - A. comprehensive and can start with any curricular element.
  - B. consistent and can start with any curricular element.
  - C. interactive and can start with any curricular element.
  - D. organized and can start with any curricular element.
6. Which of the following phases of Wheeler's model of curriculum development focuses on the teaching and learning situation?
  - A. Organisation and integration of learning experiences and content
  - B. Selection of aims, goals and objectives
  - C. selection of content
  - D. selection of learning experiences
7. Mr. Appiah, an English teacher at a Basic School, has taught his basic six learner rudiments of friendly letter writing. At the end of the lesson, he gave the learners a topic to write on. Which form of assessment has Mr. Appiah deployed?
  - A. Instantaneous assessment
  - B. Cognitive assessment
  - C. Formative assessment
  - D. Summative assessment
8. The following can be described as criticisms of Taba's model of curriculum development EXCEPT \_\_\_\_\_
  - A. It does not adequately address the needs of diverse learners.
  - B. It does not consider the educational status and inputs of other key stakeholders.
  - C. It is too focused on conducting assessment needs of students.
  - D. It is too focused on the teacher's role in the process.

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9. According to Tyler's model of curriculum development, at what stage must the instructional strategies and content be considered?
- Evaluation
  - Organisation of learning experiences
  - Selection of learning experiences
  - Statement of objectives
10. The following are key components of the front matter of the English language Curriculum for basic schools (B1-B9) EXCEPT \_\_\_\_\_
- Core Competencies
  - Exemplars
  - Rationale
  - Teaching and Learning Expectations
11. The competency that promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences is best described as \_\_\_\_\_
- Communication and Collaboration (CC)
  - Creativity and Innovation (CI)
  - Critical Thinking and Problem Solving (CP)
  - Cultural Identity and Global Citizenship (CG)
12. Which of the following is NOT a specific aim of the English Language curriculum?
- To acquire the basic skills that will help them decode any text.
  - To cultivate the habit of reading widely for pleasure and information.
  - To develop an appreciation and understanding of the English language and use it effectively.
  - To read age-level texts easily, fluently and with comprehension.
13. Kojo is a Basic 4 learner who likes to consistently tell the truth, and be morally upright in doing the right thing, even when no one is watching. What kind of value has Kojo developed according to the English language Curriculum for basic schools?
- Commitment to achieving excellence
  - Diversity
  - Respect
  - Truth and Integrity
14. The pre-determined level of knowledge, skills and attitudes that a learner is expected to attain at a given stage of education is described as \_\_\_\_\_
- content standard
  - exemplar
  - indicator
  - strands

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15. Which of the following constitutes the profile dimensions emphasized by the basic English language curriculum?
- A. Knowledge, understanding and application
  - B. Language skills
  - C. Attitudes and values
  - D. All the above
16. The interaction between the learner and the external conditions in the environment to which he/she can react best describes the \_\_\_\_\_ phase of Wheeler's model of curriculum development.
- A. oraganisation and integration of learning experiences and content
  - B. organisation of learning experiences
  - C. selection of content
  - D. selection of learning experiences
17. Which of the following order best suits the development of a curriculum?
- A. Design, development, improvement
  - B. Development, planning, design,
  - C. Improvement, implementation, planning
  - D. Planning, implementation, evaluation
18. What does the annotation B6.3.2.1.3 imply?
- A. Basic 6, Strand 3, Sub-strand 2, Content Standard 1 and Learning indicator 1
  - B. Basic 6, Strand 3, Sub-strand 2, Learning indicator 1, and Content Standard 1
  - C. Basic 6, Sub-strand 2, Content Standard 1, Strand 3, and Learning indicator 1
  - D. Basic 6, Sub-strand 2, Strand 3, Content Standard 1 and Learning indicator 1
19. A lesson that is designed to help learners develop the skill to accurately receive and interpret messages in the communication process develops \_\_\_\_\_ skills.
- A. listening
  - B. reading
  - C. speaking
  - D. wrting
20. The selected body of information needed to teach a particular sub-strand is known as
- A. activity
  - B. content
  - C. evaluation
  - D. units

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21. Which of the following is NOT a strand in the English language curriculum?

- A. Comprehension
- B. Grammar Usage
- C. Oral Language
- D. Reading

*From Questions 22-25, indicate whether the statements are True or False*

22. Kerr agrees with Tyler that students and society are different sources where objectives can be derived.

- A. True
- B. False

23. Kerr's model of curriculum points out that selection of objectives should reflect all the domains of learning.

- A. True
- B. False

24. Kerr's model does not deemphasize the importance of aligning curriculum development with societal needs and expectations.

- A. True
- B. False

25. The sequence of content in the English language curriculum starts from the simplest concepts, principles, and tasks to the most complex.

- A. True
- B. False

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SECTION B

[75 Marks]

Instruction: Answer three (3) questions from this section

1. Compare and contrast Tyler and Wheeler's model of curriculum development [25 marks]
2. Discuss any four (4) distinctive components/characteristics of the English language Curriculum of the basic school [25 marks]
  
3. Justify, with five (5) reasons, why preparing a scheme of learning/scheme of work and a lesson plan should be indispensable for a teacher [25 marks]
4. Discuss any two teaching and learning activities you can use in the classroom to develop any three core competencies of your learners making reference to any sub-strand of the English Language Curriculum [25 marks]
  
5. Discuss any four (4) major components of the lesson plan [25 marks]