



UNIVERSITY OF GHANA  
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SCHOOL OF EDUCATION AND LEADERSHIP  
COLLEGE OF EDUCATION

END OF SEMESTER ONE EXAMINATION FOR LEVEL 100, 2024/2025

COURSE CODE: TEIS 329

COURSE TITLE: CURRICULUM STUDIES AND ASSESSMENT IN HISTORY

DURATION: 2 HOURS

**Instruction:** Answer all questions in Section A and any three questions in Section B.

**SECTION A**

[25 Marks]

Answer all questions in this section.

1. A teacher wants to implement the definition of curriculum as provided by Cenw and Crow. Which of the following classroom approaches would best align with this definition?
  - A. Focusing exclusively on academic achievement and standardized test preparation
  - B. Limiting instruction to the classroom environment to maintain structure
  - C. Organising field trips and community service activities alongside academic lessons
  - D. Teaching only the content outlined in the official textbook
2. Compare the definitions of curriculum by Taba (1962) and UNESCO IBE (2013). What significant development in curriculum thinking do these definitions reveal over time?
  - A. A decreased emphasis on educational objectives and standards
  - B. A move away from structured learning toward completely spontaneous education
  - C. A shift from viewing curriculum as a simple plan to a comprehensive description of teaching and learning
  - D. An increased focus on theoretical knowledge rather than practical applications
3. Which definition of curriculum would be most effective for addressing the needs of diverse learners in a modern Ghanaian classroom?
  - A. Cunningham's metaphorical definition of curriculum as a tool in the artist's hands
  - B. Taba's concise definition of curriculum as a plan for learning
  - C. Tamakloe's definition focusing on socially valued knowledge, skills, and attitudes
  - D. The Australian Thesaurus's definition emphasising structured intended learning outcomes

4. Which of the following practices would be most appropriate if a school decides to implement a culturally-responsive curriculum?
  - A. Adding a separate class dedicated to cultural studies once per week.
  - B. Adopting a standardised international curriculum with minimal modifications.
  - C. Incorporating cultural festivals while keeping traditional teaching approaches.
  - D. Integrating local cultural practices and languages throughout all subject areas.
5. The History of Ghana curriculum can be classified as both a spiral curriculum and a standards-based curriculum. What tension might arise from this dual classification?
  - A. Spiral curricula never include standards or benchmarks for achievement.
  - B. Standards-based curricula cannot accommodate conceptual development over time.
  - C. The need to repeat key concepts might conflict with the need to meet predetermined standards within time constraints.
  - D. The two approaches are fundamentally incompatible and cannot be combined.
6. Which type of curriculum would be most appropriate for teaching historical perspectives about Ghana's independence movement to diverse learners with different ethnic backgrounds?
  - A. Developmental/Functional curriculum.
  - B. Discipline-based curriculum.
  - C. Elective/Optional curriculum.
  - D. Inclusive curriculum.
7. Which of the following features would a curriculum developer influenced by pragmatism most likely incorporate into the History of Ghana curriculum?
  - A. Emphasis on memorising key dates and events in Ghanaian history.
  - B. Focus on learning moral lessons from historical figures.
  - C. Problem-solving activities relating historical events to current social issues.
  - D. Theoretical explorations of historical concepts through lecture.
8. How do sociological and political determinants interact in curriculum development for teaching Ghana's colonial history?
  - A. Political determinants always take precedence over sociological ones.
  - B. Political structures influence how social issues like ethnic diversity are addressed in curriculum.
  - C. Sociological determinants completely negate political influences.
  - D. They operate independently with no significant overlap.

9. Which curriculum determinant would have the most significant impact on how Ghana's post-independence history is taught in schools?
- Philosophical determinants
  - Political determinants
  - Psychological determinants
  - Scientific determinants
10. A teacher is planning a lesson based on indicator H2.2.1.1.1 in the History of Ghana curriculum. Which of the following would best fulfill this indicator?
- A discussion on arrival of Europeans in Ghana
  - A lesson on pre-colonial political systems
  - A project about Ghana's independence movement
  - An activity identifying different ethnic groups in Ghana
11. What is the relationship between content standards and indicators in the History of Ghana curriculum?
- Content standards define broad learning outcomes while indicators provide specific measurable milestones
  - Indicators set general goals while content standards provide details
  - They are interchangeable terms for the same curriculum element
  - They are unrelated components addressing different aspects of the curriculum
12. The organisational feature of the History of Ghana curriculum which most effectively supports progressive learning across grade levels is the
- annotation system for identifying curriculum elements
  - enquiry routes approach to questioning
  - exemplars provided for teaching guidance
  - use of strands and sub-strands
13. A teacher wants students to develop procedural knowledge in history. Which activity would best achieve this goal?
- Giving students a lecture about historical figures in Ghana
  - Having students compare primary and secondary sources about the Bond of 1844
  - Having students memorise the dates of key events in Ghana's history
  - Having students write definitions of historical terms
14. How does the relationship between substantive and procedural knowledge manifest in the History of Ghana curriculum?
- Procedural knowledge is emphasized to the exclusion of substantive knowledge
  - Substantive knowledge builds foundations that are applied through procedural skills
  - They appear as completely separate domains with no connection
  - They are identical concepts referred to by different names

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15. Which approach to teaching history would be most effective in developing both substantive and procedural knowledge?
- A. Direct instruction focused on memorising key facts followed by tests
  - B. Exclusive focus on classroom debates without factual foundation
  - C. Inquiry-based learning where students analyse sources to construct historical narratives
  - D. Self-directed learning with minimal teacher guidance
16. A History teacher wants to implement a learner-centered method in teaching about colonial rule. Which of the following activities would be most appropriate?
- A. Giving a detailed lecture on colonial administration
  - B. Having students role-play negotiations between colonial administrators and local chiefs
  - C. Showing a documentary about colonial rule without discussion
  - D. Writing key facts about colonial rule on the board for students to copy
17. How does the relationship between teaching approach, method, strategy, and technique manifest in classroom practice?
- A. Methods define the approach, which determines techniques and strategies
  - B. Techniques determine strategies, which inform methods, guided by approach
  - C. The approach dictates methods, which inform strategies, executed through techniques
  - D. They work independently with no relationship to each other
18. The most important criterion used to evaluate the effectiveness of either teacher-centered or learner-centered methods in a history classroom is the...
- A. amount of historical content covered in one lesson
  - B. degree to which learning objectives are achieved by students
  - C. level of discipline maintained throughout the lesson
  - D. number of students actively participating in the lesson
19. A History teacher wants to use the KWL chart strategy for a lesson on traditional authorities. At which point in the lesson should the "L" column be completed?
- A. After completing the lesson on traditional authorities
  - B. Before introducing the topic on traditional authorities
  - C. One week before starting the topic as preparation
  - D. While discussing the topic on traditional authorities
20. Which of these features distinguishes the Jigsaw teaching strategy from the Snowballing technique?
- A. Jigsaw assigns different subtopics to groups while Snowballing progressively doubles group size
  - B. Jigsaw involves group discussions while Snowballing is individual work
  - C. Jigsaw is suitable for senior classes while Snowballing works only with juniors
  - D. Jigsaw requires more preparation time than Snowballing

21. A history teacher notices that female students in the class participate less during discussions about political history. Which barrier to learning is most likely at play?
- A. Economic barriers
  - B. Emotional barriers
  - C. Gender barriers
  - D. Physical barriers
22. Which approach would be most effective in addressing socio-cultural barriers to learning history in a diverse classroom?
- A. Avoiding discussion of cultural differences in historical contexts
  - B. Incorporating diverse cultural perspectives into historical narratives
  - C. Separating students based on their cultural backgrounds
  - D. Using a standardized curriculum focused on the majority culture
23. Scaffolding as a teaching strategy supports inclusive education in a history classroom because it...
- A. breaks learning into smaller parts with progressive support
  - B. focuses exclusively on students with learning disabilities
  - C. groups students by ability levels permanently
  - D. removes difficult content from the curriculum
24. What distinguishes primary from secondary resources in the categorization of teaching and learning resources in history education?
- A. Primary resources are more expensive than secondary resources
  - B. Primary resources are only appropriate for advanced students
  - C. Primary resources must be in written form to be authentic
  - D. Primary resources originate from the time period being studied
25. The most important criterion used to select visual resources for a history lesson on the independence movement is the...
- A. aesthetic appeal of the visual materials
  - B. cost-effectiveness of obtaining the resources
  - C. historical accuracy and representativeness of the visuals
  - D. size and colour quality of the visual materials

## SECTION B

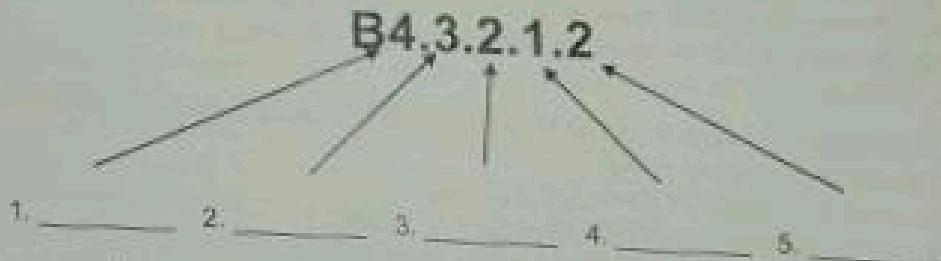
[75 MARKS]

Answer any THREE (3) questions from this section. All questions carry same marks.

*Answer ONLY THREE questions from this section. All questions carry equal marks.*

1. (a) Explain five (5) determinants of curriculum using examples from the History of Ghana curriculum. (15 marks)  
(b) With three examples of each, differentiate between substantive knowledge and procedural knowledge in history teaching. (10 marks)
2. (a) Identify and label the five components of the curriculum annotation diagram below. (10 marks)

Curriculum Annotation  
Diagram



- (b) Discuss any three types of curriculum and explain how each applies to the History of Ghana curriculum. (15 marks)
3. (a) State any five (5) benefits of knowing your learners as a history teacher. (10 marks)  
(b) Discuss three (3) ways by which a history teacher can ensure inclusivity in the classroom. (15 marks)
4. Read the case study below carefully and answer the questions that follow:

*A history teacher at Moree Senior High School is preparing to teach a Sub-Strand on "The Trans-Atlantic Slave Trade and Its Impact on West Africa." The class has 45 students from diverse backgrounds with varying learning abilities. Some students are very interested in history while others find it difficult to engage with historical content. The classroom has basic amenities including a chalkboard and some textbooks, but no technological resources. The school is located near a historical fort that was used during the slave trade era.*

- (a) Outline five (5) low-cost teaching and learning resources the teacher can develop for this lesson. (10 marks)
- (b) Identify and describe three (3) creative pedagogies the teacher can use to make this history lesson engaging for all students. (15 marks)
5. Read the scenario below and answer the questions that follow-

*Mr. Issah is a newly posted history teacher at Akropong Basic School. Upon arrival, he discovers that the school has no record of what was previously taught in the History of Ghana subject. The headteacher provides him with only the National History of Ghana curriculum documents for Basic 4. The first term is about to begin, and Mr. Issah needs to prepare for his teaching. He is unsure whether to start by creating a yearly overview, a termly scheme of learning, or to immediately begin writing daily lesson plans.*

- (a) Advise Mr. Issah on the steps he should take to prepare his teaching materials in the correct order, explaining the purpose of each step. (15 marks)
- (b) Discuss five ways in which a properly designed lesson plan would help Mr. Issah effectively teach History of Ghana to his Basic 4 class. (10 marks)