



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, 2021/2022

B.ED. PROGRAMME

COURSE CODE: TEJS 329

COURSE TITLE: CURRICULUM STUDIES AND ASSESSMENT IN HISTORY

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

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

Attempt all questions in this session by circling the correct answer

1. Sets of intellectual, personal, social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning are called.....
 - A. content standards
 - B. core competencies
 - C. intellectual performance
 - D. performance indicators

2. Which of the following is a key characteristic of a good teaching method?
- A. It emphasizes memorization
 - B. It encourages receptive learning
 - C. It involves expository teaching
 - D. It promotes self-study
3. All the following can be classified as primary sources of historical evidence in Ghana EXCEPT
- A. Accra High Court records
 - B. Aki Ola History textbook
 - C. Daily Graphic newspaper
 - D. Wall painting at Elmina castle
4. Which one of the following instructional plans helps to determine the number of lessons to be treated in the curriculum for a period of time?
- A. Course book
 - B. Lesson notes
 - C. Scheme of work
 - D. Syllabus
5. The skill that develops learners' cognitive and reasoning abilities in history to enable them analyze and find a solutions in their community is..... skills.
- A. Cognitive and analytical
 - B. Cognitive and problem solving
 - C. Communication and Collaboration
 - D. Creativity and innovation
6. The concept that helps us to understand how historical knowledge and understanding is created and constructed is a concept.
- A. historical
 - B. philosophical
 - C. procedural
 - D. substantive
7. A pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education is referred to as.....
- A. content standard
 - B. core competence
 - C. learning indicator
 - D. performance indicator

8. A class four teacher makes judgements about students' learning and then communicates it to the parents and the students about what students know and can do, in relation to the standards-referenced framework of syllabuses. The teacher is said to be using which form of assessment?
- A. Assessment as learning
 - B. Assessment for learning
 - C. Assessment of learning
 - D. Criteria reference test
9. The planned and unplanned activities that take place within the purview of the school can best be described as...
- A. curriculum
 - B. programme of study
 - C. scheme of work
 - D. syllabus
10. The term curriculum originates from the Latin phrase "*currere*" which literally means ...
- A. a horse game
 - B. a path for a horse
 - C. a plan of activities
 - D. a race course
11. The type of curriculum that directs towards the mastery of pre-determined standards is known as ...
- A. common core curriculum
 - B. competency-based curriculum
 - C. content-standard curriculum
 - D. standards-based curriculum
12. The unconscious norms, behaviours and values which are transferred by the school's culture and ethos is referred to as ...
- a. core curriculum
 - b. hidden curriculum
 - c. intended curriculum
 - d. taught curriculum
13. A curriculum that keeps in view the needs and interest of the learners is said to have been determined by ...
- A. philosophical factors
 - B. psychological factors

- C. scientific factors
D. sociological factors
14. The following are procedural concepts that underpins the *History of Ghana Curriculum* except...
A. cause and effect
B. continuity and change
C. enquiry route
D. significance
15. The competency that seeks to promote entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand is best described as ...
a. Communication and Collaboration (CC)
b. Creativity and Innovation (CI)
c. Critical Thinking and Problem Solving (CP)
d. Personal Development and Leadership (PL)
16. All the following are contextual issues that necessitated the re-introduction of History in Ghanaian basic schools, except...
a. Less understanding of key historical developments
b. Sanitation issues in urban centres
c. Taste for foreign goods and culture
d. Unpatriotic behaviour among Ghanaians
17. In the History of Ghana curriculum annotation, the second number after the class level represents the ...
A. content standard
B. indicator
C. strand
D. sub-strand
18. Which of the following statements is correct?
A. A curriculum is a subsection of a syllabus
B. A Syllabus is as big as a curriculum
C. A Syllabus is a subsection of a curriculum
D. All the above
19. Which of the following is the correct difference between a curriculum and a syllabus?
A. A curriculum is prescriptive and a syllabus is descriptive
B. A syllabus is wide and curriculum is narrow
C. A syllabus is structured for complete course and a curriculum is structured for a particular subject
D. None of the above

20. The following are correct definitions of a curriculum except; that a curriculum is a
- A. Set of objectives
 - B. Course of study or content
 - C. Teaching philosophy
 - D. Totality of learners' experiences
21. The following are features of a learner centered curriculum, except:
- A. Curriculum is based on needs of learners
 - B. Curriculum conforms to learners interest
 - C. Teacher convenience is paramount
 - D. The focus is on learners
22. The following are types of curricula except:
- A. Null curriculum
 - B. Hidden curriculum
 - C. Closed curriculum
 - D. Written curriculum
23. Which of the following is a valid determinant of a curriculum?
- A. Age and level of learners
 - B. Religious affiliation of the teacher
 - C. Political party of the learners
 - D. Economic background of the teacher
24. The philosophy of the history curriculum for basic schools is based on the fact that, history
- A. Praises dead heroes
 - B. Discovers hidden treasures and wealth
 - C. Promotes nationalism, patriotism and survival of humanity.
 - D. Promotes ethnic conflicts and misunderstanding among diverse groups
25. Which of the following is not a rationale of the history curriculum for basic schools? To
- A. Enable learners to acquire analytical and evaluation skills
 - B. Enable learners to appreciate the life and sacrifices of our forbearers
 - C. Enable learners to hate those who fought against independence
 - D. Ensure that the youth consequently become patriotic and learn moral lessons

SECTION B

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

1. As a history teacher, discuss how you would incorporate any three (3) core competencies in teaching a selected topic in the History of Ghana.
2. What is a teaching philosophy? Write a one-page philosophy statement that describes your beliefs about teaching.
3. Prepare a 30 minutes lesson plan on the strand “Europeans in Ghana” and a sub-strand “Impact of European Presence” to be used to teach history lesson in basic six class. Take into account the following: (a) Content standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana (b) Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.
4. Discuss any two (2) criteria that will guide you to choose the needed teaching and learning resources to teach a history lesson in Primary 6.
5. Explain the concept ‘creative pedagogies.’ Discuss any four (4) ways that ensures the development of creativity in your students in a history class.