

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, 2022/2023

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

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SECTION A

[25 Marks]

Answer all questions in this section.

1. A curriculum can best be described as the _____
 - A. Goals and objectives of a learning programme
 - B. Methods and strategies employed in teaching
 - C. Physical layout and organisation of a school
 - D. Physical materials used in teaching
2. A Hidden Curriculum refers to _____
 - A. A curriculum that is not explicitly stated or planned
 - B. Extracurricular activities offered by a school
 - C. Intentional lessons taught by teachers
 - D. The unintended lessons learned through the school environment
3. Which of the following is a determinant of a curriculum?
 - A. Available resources and facilities
 - B. Student interests and abilities
 - C. Teacher qualifications and expertise
 - D. All the above
4. Culture influences curriculum, because it _____
 - A. Determines the content and methods of instruction
 - B. Draws ideas to impact curriculum development
 - C. Shapes the values and beliefs embedded in the curriculum
 - D. Mainly focuses on traditional practices and customs
5. Aligning a curriculum with standards and assessments is important because it _____
 - A. Ensures consistency and quality in education
 - B. Excludes certain groups of learners from accessing education
 - C. Limits creativity and innovation in teaching
 - D. Prioritizes memorization and rote learning
6. The scope and sequence of the History of Ghana curriculum refers to the _____
 - A. Goals and objectives of the history curriculum
 - B. Methods and strategies employed in history instruction
 - C. Physical layout and organisation of a history classroom
 - D. Specific content and skills taught in each grade or level

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7. Teachers play important roles in the organisation and structure of the History of Ghana curriculum by being _____.
 - A. Responsible for implementing the curriculum
 - B. Determining the physical layout and organisation of the classroom
 - C. Using textbooks to support the curriculum
 - D. Solely determining the content and structure of the curriculum
8. The History of Ghana curriculum promotes critical thinking and analytical skills by _____.
 - A. Excluding students with weak backgrounds
 - B. Including higher-order thinking activities and assessments
 - C. Limiting creativity and innovation in teaching history
 - D. Promoting traditional teaching and instruction methods in history
9. Research and in-class presentation by primary school learners aim to _____.
 - A. Develop students' critical thinking and research skills
 - B. Encourage creativity and public speaking abilities
 - C. Promote awareness and appreciation of Ghana's history
 - D. All the above
10. The History of Ghana curriculum aims to foster learners' sense of national identity and pride by _____.
 - A. Allowing learners to voice their opinions on Ghana's historical events
 - B. Emphasizing the importance of preserving Ghana's cultural heritage
 - C. Encouraging learners to participate in historical reenactments
 - D. Incorporating Ghanaian symbols and national heroes in the curriculum
11. Studying a topic on colonialism enables learners to _____.
 - A. Understanding the impact of colonial rule
 - B. Reject Western cultural influences
 - C. Focus on Ghana's achievements
 - D. Blame the British for Ghana's problems
12. The History of Ghana curriculum requires learners to analyse primary and secondary sources to _____.
 - A. Develop critical thinking skills
 - B. Prevent reliance on textbooks only
 - C. Make the curriculum more engaging
 - D. Memorize historical facts more effectively
13. Which of these is NOT a potential assessment strategy in the History of Ghana curriculum?
 - A. Field trips to historical sites
 - B. Group projects
 - C. Physical education activities
 - D. Written exams

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14. Which teaching technique would best help learners understand the historical significance of the Bond of 1844?
- A. Group work and discussions
 - B. Individual enquiry
 - C. Lecture
 - D. Role-play
15. The most suitable teaching technique for studying the cultural heritage of Ghana is _____.
- A. Art and Craft activities on Ghanaian traditions
 - B. Memorizing important dates and events
 - C. Socratic seminars
 - D. Writing essays on cultural traditions
16. The teaching strategy that focuses on the learner's active participation in the classroom is _____.
- A. Direct instruction
 - B. Drill and practice
 - C. Inquiry-based learning
 - D. Lecture-based instruction
17. Which of the following is a barrier to teaching and learning history?
- A. Passive student participation
 - B. Connecting new content to prior knowledge
 - C. Inquiry-based learning
 - D. Lack of access to primary sources
18. Teaching and learning resources are used to support differentiated instruction by _____.
- A. Focusing on rote memorization and repetition
 - B. Limiting student choice and autonomy
 - C. Providing multiple formats and levels of content
 - D. Replacing individualized instruction
19. A Standards-based curriculum in Ghana impacts lesson planning by _____.
- A. Altogether eliminating lesson planning
 - B. Encouraging teachers to create personalized lesson plans
 - C. Limiting teachers' creativity and flexibility in lesson design
 - D. Requiring teachers to follow a strict, pre-determined lesson format
20. Which one of the underlisted is a key feature of a well-designed lesson plan?
- A. A regard for student engagement and understanding
 - B. Focus on active and passive learning experiences
 - C. Differentiation and individualization
 - D. Clear learning objectives and outcomes

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21. Which of the following is a valid determinant of a curriculum?
- A. Age and level of learners
 - B. Economic background of the teacher
 - C. Political affiliation of the teacher
 - D. Religious affiliation of the learners
22. Which one of the following will help the teacher to make thoughtful choices about how to design and teach a course?
- A. Certificate he/she holds
 - B. Defining his/her philosophy
 - C. Teacher's intellectual ability
 - D. Teacher's pedagogical knowledge
23. Which of the following is **NOT** a characteristic or a feature of an Activity curriculum?
- A. Learner's interest
 - B. Practice and individual assistance
 - C. Problem solving
 - D. Teachers' convenience
24. The philosophy of history curriculum for Ghana's basic schools is based on the fact that history _____
- A. Discovers the hidden treasures of the land
 - B. Praises the dead who had once lived in Ghana
 - C. Promotes nationalism, patriotism, and survival of humanity
 - D. Promotes ethnic conflict and misunderstanding among diverse groups
25. The _____ points of view considers curriculum as the total learning experiences of the individual.
- A. Conservative
 - B. Constructivist
 - C. Progressivist
 - D. Traditional
26. Which of the underlisted is odd among the determinants of a curriculum?
- A. Existing curriculum
 - B. Government policy
 - C. Philosophy of education
 - D. Societal considerations

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SECTION B

[75 MARKS]

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

1. (a) Define the term 'curriculum' and explain its purpose. (5 mks)
(b) Discuss any **four (4)** types of curriculum, suitable for the study of history (20 mks)
2. (a) Explain what a teaching philosophy is and show its importance in the teaching profession? (5 mks)
(b) Reflect on your own teaching philosophy and explain how it influences your instructional practices. (20 mks)
3. (a) List any five (5) core competencies outlined in the Standards-Based Curriculum for the History of Ghana. (10mks)
(b) As a history teacher, discuss how you would incorporate any three (3) core competencies in teaching a selected topic in Ghana's history. (5mks each = 15mks)
4. (a) Explain the following assessment strategies and their purposes:
 - i. Assessment for Learning (AfL)
 - ii. Assessment as Learning (AaL)
 - iii. Assessment of Learning (AoL) (15mks)
(b) Describe how you would use AfL and AaL strategies in your history class. (10mks)
5. (a) What is a lesson plan? (5mks)
(b) As a student teacher of history, discuss any four (4) reasons why a lesson plan is important. (20mks)

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