

DEPARTMENT OF LANGUAGES - ENGLISH UNIT

YEAR THREE SEMESTER 1 COURSE CODE: TEJS 303/TEUP307

COURSE TITLE: CURRICULUM STUDIES IN ENGLISH.

*MARKING SCHEME*

*SECTION A (25MARKS)*

1. All the following are core competencies in the English curriculum **except**.....
  - a. Critical thinking and problem solving
  - b. Creativity and global identity**
  - c. Communication and collaboration
  - d. Personal development and leadership
2. The philosophies that support the English language curriculum are
  - a. Social constructivism and internationalism
  - b. Development theory and behaviorist theory
  - c. Social constructivism and behaviorist theory
  - d. Social constructivism and development theory**
3. When a teacher engages the learners to reflect on the expectations of their learning, we can term it assessment.....
  - a. As learning**
  - b. For learning
  - c. Of learning
  - d. None of the above
4. The 4Rs according to the English curriculum are.....
  - a. Reading, wRiting, Revision and cReativity
  - b. Reading, dRawing, aRithmetic and cReativity
  - c. Reading, wRiting, aRithmetic and cReativity**
  - d. Reading, wRiting, aRithmetic and gRoup activity
5. The initial step to take when planning a lesson after noticing the aspect of English the lesson should cover, it is considered the.....
  - a. Exemplars
  - b. Strand
  - c. Sub-strand**
  - d. Performance indicator
6. Extensive reading is considered a/an.....in the English curriculum

- a. Content indicator
  - b. Exemplar
  - c. Strand
  - d. Sub-strand**
7. In the English curriculum, EVALUATING is placed under.....
- a. Knowledge, understanding and attitudes
  - b. Knowledge, application and skills
  - c. Knowledge, skills and application
  - d. Knowledge, understanding and application**
8. The term given to the process where a teacher assists a learner to solve a problem but withdraws her/his assistance when the learner is about to get to solve the problem is referred to as
- a. Accommodation
  - b. Differentiation
  - c. Grouping
  - d. Scaffolding**
9. The..... model of curriculum and instruction depicts mutual interdependence between the two processes.
- A. Circular
  - B. Tyler
  - C. Concentric**
  - D. Dualistic
10. A rationale for the English language curriculum is that learners will acquire.....skills
- a. Communication**
  - b. Collaboration
  - c. Learning
  - d. Administration
11. The very broad topics in the English language curriculum are all together called.....in the curriculum
- a. Aspects/strands**
  - b. Topics/sub-strands
  - c. Sub topics
  - d. Units
12. The term given to the process where a teacher accommodates the differences in abilities of his/her learners so that every one of them gets the best chance to learn is.....

- a. Accommodation
  - b. Differentiation**
  - c. Grouping
  - d. Scaffolding
13. All the following are challenges in teaching English in Ghana except.....
- a. Lack of teaching resources
  - b. Lack of teachers to teach the course**
  - c. Poor teaching methods
  - d. Students` lack of interest
14. The challenge of large class size in Ghanaian schools can be managed through.....
- a. Individual work
  - b. Collaboration**
  - c. Subject teaching
  - d. Online teaching
15. Inclusion helps the teacher to.....
- a. Vary his/her learners
  - b. Address the needs of all learners in the class**
  - c. Engage all the active learners in classroom activities
  - d. See all learners as the same
16. End of term examination is an example of assessment of learning.
- a. True**
  - b. False
17. The rational-linear model of curriculum development is associated with.....
- a. Kerr
  - b. Skilbert
  - c. Tyler**
  - d. Wheeler
18. How a learner receives and understands what is taught is referred to as the.....curriculum
- a. Core
  - b. Enacted**
  - c. Experienced
  - d. Unintended

19. The term used to describe the purposeful, deliberate and systematic organization of curriculum within a course is.....
- Curriculum design**
  - Curriculum philosophy
  - Teaching design
  - Teaching philosophy
20. The curriculum is expected to be determined by society to serve its educational purposes.
- True
  - False
21. All the following are core competencies in the English language curriculum **except**.....
- Critical thinking and problem-solving
  - Creativity and global identity**
  - Communication and collaboration
  - Personal development and leadership
22. A key function of educational objectives in a curriculum is, it.....
- Determines the direction of changes that should have taken place in learners
  - Influences the organization of content and learning experiences**
  - Provides the basis for the selection of outcomes for learners
  - Provides a basis for the evaluation of the outcomes in learners
23. All the following are challenges in teaching the English language in Ghana except.....
- Lack of teaching resources
  - Lack of teachers to teach the course**
  - Poor teaching methods
  - Students` lack of interest
24. The challenge of large class size in Ghanaian schools can be managed through.....
- Individual work
  - Collaboration**
  - Subject reaching
  - Online teaching
25. Which of the following definitions best suits curriculum?
- A set of information stated in a document for the running of an academic programmes

- b. All the teaching and learning that goes on in a school
- a. All the following experiences that learners have in the course of living
- b. All the learning that go on in a school under the guidance of the school**

## **SECTION B (75 MARKS)**

*ANSWER ANY THREE QUESTIONS FROM THIS SECTION  
EACH QUESTION HAS 25 MARKS*

1. Explain curriculum integration and discuss any four benefits of it. [25 marks]

*Curriculum integration is defined as bringing together various subjects and teaching these as a single subject. In teaching a topic, the teacher or instructor could draw ideas from different subject areas in a way that makes the topic cut across different areas. Curriculum Integration therefore involves unifying the concepts of a subject, its contents and its competencies (or skills) developed in a topic. For instance, when in teaching English comprehension, the teacher presents a passage on transportation or on agriculture, the learners read about this topic and learn something from it.*

2. Explain the following terminologies as stated in the basic school English language curriculum [25 marks]
  - I. Strand
  - II. Sub-strand
  - III. Content standard
  - IV. Performance indicator

**I. Strand: These are the broad areas or the sections of the English content to be studied. For instance, Oral Language is a strand in the basic school English language curriculum. Under the strand, various broad topics are stated which will be taught.**

ii. Sub-strand: **These are topics within each strand under which the content is organized. An example of a sub-strand will be ‘Phonics’ which is found under the Strand, ‘Reading’. Note that, the sub-strand could further be broken down into smaller teachable topics that can be taught in a lesson.**

**For instance, a teacher may decide to teach the sounds /a/ and /d/ in a lesson. This teachable topic is generated from the main sub-topic, ‘Phonics’.**

iii. Content standard: **This is the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education. As a teacher, you determine that at a particular stage in time, your learners could have acquired certain skills.**

iv. Performance Indicators: **The learning or the performance indicators are the clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.**

3. Discuss the language skills under the learning domains of the basic school English language curriculum [20 marks]

### *Listening*

**This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand, and follow directions, instructions, etc. given in a language.**

### *Reading*

**This is the ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarize passages read in his/her own words to show understanding of the passages.**

### *Speaking*

**This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.**

### *Writing*

**This is the ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.**

4. Discuss wheeler`s curriculum development model. [20 marks]
5. Explain curriculum development and discuss the stages involved in developing curriculum.