

MARCH 2019

EBS 125

PRINCIPLES AND PRACTICE OF EDUCATION

30 MINUTES

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| Candidate's Index Number |
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| Signature: |

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
FIRST YEAR, FIRST SEMESTER QUIZ II, MARCH 2019

MARCH 8, 2019

PRINCIPLES AND PRACTICE OF EDUCATION

8:00 AM – 8:30 AM

For items 1 - 21, each stem is followed by four options lettered A to D. Read each item carefully and circle the letter that corresponds to the correct or the best option.

1. Knowledge is compartmentalized in..... centered curriculum.
 - A. activity
 - B. learner
 - C. subject
 - D. None of the above
2. Broad field curriculum is a modification of..... centered curriculum.
 - A. activity
 - B. learner
 - C. subject
 - D. None of the above
3. The evaluation used to improve the contents during curriculum development is.....
 - A. diagnostic.
 - B. formative.
 - C. summative.
 - D. None of the above.
4. The hidden curriculum can be described as.....
 - A. broad.
 - B. latent.
 - C. manifest.
 - D. planned.
5. The major purpose of co-curricular activities is to.....
 - A. allow students an opportunity to develop into good citizens.
 - B. help students achieve a well-adjusted personality.
 - C. permit students to have a choice of educational programme.
 - D. provide relief from the usual classroom routine.

6. Which of the following curricula patterns capitalizes on the child's natural tendency to play?
- Broad fields curriculum.
 - Core curriculum.
 - Experience curriculum.
 - Subject curriculum.
7. Curriculum decisions relating to the selection of methods are taken with specific reference to all the following principles/factors **except**
- training and competence of teachers.
 - the nature of the content.
 - demands of employers.
 - availability of instructional materials.
8. Which of the following constitutes a set of elements of the curriculum?
- Content, evaluation, materials and objectives.
 - Content, materials, methods and objectives.
 - Content, objectives, methods and evaluation.
 - Content, objectives, situation and materials.
9. Which of the following types of curriculum could be regarded as the **most** pupil centered?
- Activity.
 - Core type.
 - Broad field type.
 - Subject type.
10. In developing a curriculum, it is necessary to examine some issues about the community in which the school is located. This activity is known as.....
- local survey.
 - community analysis.
 - situation analysis.
 - curriculum analysis.
11. Which of these curriculum designs focuses basically on social problems and themes?
- Core curriculum.
 - Broadfield curriculum.
 - Spiral curriculum.
 - Problem solving curriculum.
12. Which level of the educational level is the activity type of curriculum most suitable for?
- Junior high school.
 - Nursery and kindergarten.
 - Senior high school.
 - Tertiary level.
13. Which of the following disadvantages of curriculum design relates to the core approach?
- It does not offer significant systematic body of knowledge.
 - Individuals become more mechanical in orientation.
 - It does not ensure the overall growth of the child.
 - It is fragmented and does not provide for integration.

14. One characteristic of the subject curriculum design is that.....
- it combines two or more courses.
 - the teacher is dominant in teaching and learning process.
 - the structure of the curriculum is determined by learners need.
 - it does not lend itself to specialization.
15. The broad field curriculum is useful because
- it focuses on problem solving procedures for learning.
 - both learners and teachers cooperate in planning the curriculum.
 - it widens the scope of knowledge of pupils.
 - it is more practical oriented in approach.
16. Which of the following **best** describes the curriculum development process? It is.....
- continuous.
 - cyclical.
 - linear.
 - terminal.
17. Which of the following statements underscores the need for situation analysis in the curriculum development process?
- It helps in determining the methods used in imparting the learning experiences.
 - It helps in identifying the type of relationship between the teacher and the pupils.
 - It is because what pertains in the community has influence on the education of the child.
 - The objectives of the curriculum cannot be achieved without situation analysis.
18. What should be the first step in the curriculum development process?
- Evaluation.
 - Selection of content.
 - Setting of objectives.
 - Situation analysis.
19. Which of the following represents two ways the “core curriculum” can be interpreted?
- Activity and an integrated type of subjects.
 - Broad field and subject type of curriculum.
 - Integrated subject and a subject studied by all students.
 - Universal subject and a subject studied by all students.
20. The following are all characteristics of the broad field curriculum **except** that.....
- it involves a combination of two or more subjects.
 - it lends itself to specialization.
 - it represents a broad spectrum of ideas.
 - subjects merged are related in one way or the other.

21. Social studies as a subject studied in senior high schools represent which approach/approaches to curriculum design?
- A. Activity.
 - B. Broad fields.
 - C. Core.
 - D. B & C.

Items 22- 25 are statements followed by True and False options. Read each statement carefully and indicate whether it is True or False, by circling the letter of the correct option.

22. In the secondary schools, students supervised to weed around their classroom block as part of general cleaning. The weeding is a curriculum activity.
- A. True
 - B. False
23. Subjects studied under liberal education does **not** train the mind and the heart.
- A. True
 - B. False
24. When establishing curriculum objectives, that students are able to do at the end of a course is termed as long term objectives.
- A. True
 - B. False
25. The implementation component of the curriculum design relates to the selection and application of the necessary instructional methods.
- A. True
 - B. False

For items 26 to 27, write the appropriate responses in the spaces provided.

26. The body responsible for development and improvement of the basic school curriculum in the Ghana Education Service is known as
27. All the things learnt within the framework of the activities of the school but may not be planned directly by the school is what is termed as.....