

Sample questions and Answers

SAMPLE QUESTIONS

1. According to the history of education, the term 'curriculum' originally has its root from the Latin word "curere" which means
 - A. Racecourse
 - B. Courserace
 - C. Cure
 - D. Race
2. The plan learning experiences offered to a learner in school based on the traditional point of view is referred to as
 - A. Syllabus
 - B. Scheme of work
 - C. Curriculum
 - D. Subjects
3. The Ghanaian Pre-Tertiary education curriculum which is officially defined by the subject syllabuses is based largely on the
 - A. Standards model of curriculum development
 - B. Objective model of curriculum development
 - C. Objective-Based
 - D. Standards-Based
4. One of the following countries pre-tertiary education curriculum was compared with Ghanaian pre-tertiary curriculum which indicates that objective curriculum design is no longer favoured in modern educational practice?
 - A. Singapore
 - B. Togo
 - C. United State of America
 - D. Japan
5. The world in which schools operate has undergone major changes since the beginning of the millennium as a result of increasing impact of.....
 - A. Urbanization

- B. Ruralization
- C. Development
- D. Globalization

6. Which of the following Sustainable Development Goal (SDG) ensures that all learners from diverse backgrounds will have access to high-quality education?
- A. SDG34
 - B. SDG32
 - C. SDG43
 - D. SDG23
7. One of the following types of curriculum is needed to meet the demands of the inclusive education system in order to reform curriculum content, implementation and learning outcomes?
- A. Objective-based curriculum
 - B. Standards-based curriculum
 - C. Core curriculum
 - D. Phantom curriculum
8. The standards based curriculum reforms do not necessarily conform to the strict adherence to the one of the following views of learning.
- A. Cognitivist view
 - B. Constructivist view
 - C. Socialist view
 - D. Behaviourist view
9. The framework is to emphasize the construction, application and use of knowledge in our schools by setting national standards. This is referred to as.....
- A. Purpose of the curriculum
 - B. Role of the curriculum
 - C. Objective of the curriculum
 - D. Aims of the curriculum
10. The aspect of the curriculum that requires the harmonious development of the physical, mental and spiritual capabilities of learners who undergo studies based on the NCCSD is referred to as.....

A. Philosophy

B. Purpose

C. Aims

D. Roles

11. Mensah explain that it guide the way the curriculum is constructed but they go beyond this and have an impact on teaching and learning, on the way progress is assessed, on the way teachers are trained, and on the way schools are led and managed. What is he explaining.....

A. Curriculum philosophy

B. Curriculum objective

C. Curriculum outcomes

D. Curriculum principles

12. Earlier standards-based designs used the term 'domain' in the curriculum to refer to the.....

A. General curriculum outcome

B. Specific curriculum

C. Conceptualize curriculum

D. Specific curriculum outcomes

13. Generally, the National Pre-Tertiary Education Curriculum for Change and Sustainable Development will achieved the following except;

A. Encourage the use of ICTs as a teaching and learning tool;

B. Engage with the world of work and with employers;

C. Ensure coherence within humans and human relationship from years

D. Provide an adequate preparation for Lifelong Learning;

14. Juliet said the document is an outline/plan/list of a specific course prepared by the instructor. It includes the topics to be covered, their order, often the required and suggested reading material, and any other relevant information. This document is known as.....

A. Curriculum

B. Scheme

C. Syllabus

D. Textbook

15. One distinction between the curriculum and syllabus is that the curriculum by nature is prescriptive while the syllabus is.....

- A. Descriptive
- B. Narrow
- C. A subject
- D. wide

16. In the basic comparison of syllabus and curriculum uniformity, syllabus is said to vary from teacher to teacher while curriculum is.....

- A. Exam board
- B. Same for all teachers
- C. Narrow for all teachers
- D. A course for teachers

17. In the Ghanaian curriculum one of the key features stated the provisions for the acquisition of 4Rs. The 4Rs include the following except.....

- A. wRiting
- B. tRaining
- C. aRithmetic
- D. cReativity

18. Which of the following is Not a pedagogical approach that the teacher is expected to exhibit in the curriculum conceptual framework.

- A. Social constructivism
- B. Inclusion
- C. Scaffolding
- D. Digital literacy

19. The structure of pre-tertiary education in Ghana under the current education reforms the system was sub-divided into five key phases. The key phase 3 includes;

- A. Foundation level comprising kindergarten 1&3
- B. Junior High school level of JHS 1-3
- C. Upper Primary level of B4 to B6
- D. Lower Primary level comprising B1

20. The pre-determined level of knowledge, skills and /or attitude that a learner attains by a set stage of education is refer to as.....
- A. Strands
 - B. Content standard
 - C. Sub-strands
 - D. indicator
21. The outcome or milestone that learners have to exhibit in each year to meet that content standard expectations is known as.....
- A. Strands
 - B. Content standard
 - C. Sub-strands
 - D. Indicator
22. The unique condition for the manifestation of certain behaviors and the criteria that must be met to determine whether the objective has been attained is the.....
- A. General objective
 - B. Strands
 - C. Sub-strands
 - D. Specific objectives
23. The specific aims of the curriculum includes the following except;
- 1. provides the basis for consistent and review of the curriculum and its implementation
 - 2. appreciate themselves as unique individual
 - 3. demonstrate responsible citizenship
 - 4. develop awareness of their creator and the purpose of their very existence
24. The *National Pre-Tertiary Education Curriculum* of Ghana is to turn out graduates who are good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens. This is term as.....
- A. Aim
 - B. Objective
 - C. Rational

D. Value

25. Mr. Kits inculcate in the students honesty, respect, and tolerance that are cherished by the society at large and must be expressed within the educational context. Which aspect of the curriculum is he satisfying.....

A. Aims

B. Objectives

C. Rational

D. Values

26. Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons as a powerful force for nation development this is known as.....

A. Respect

B. Diversity

C. Equity

D. Commitment

27. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally. This forms part of the teacher's instruction on.....

A. Respect

B. Diversity

C. Equity

D. Commitment

28. The Mathematic teacher inculcate in the learners to live peacefully with all persons with an attitude of tolerance and collaboration as part of.....

A. Collaboration

B. Commitment

C. Truth and integrity

D. Diversity

29. The objective should specify expected learning outcomes in terms of specific measurable behaviour. This behaviour includes following except

A. Learning focused on mastery of content

- B. Agreeing on broad aims which are analyzed into objectives
- C. The teacher is at the centre of the learning process
- D. Overdependence on textbooks, worksheet activities
30. The standards-based curriculum originate from the theory which state that a theory of learning or meaning making is individuals' ability to create their own new understandings on the basis of an interaction between what they already know, believe, ideas and knowledge with which they come into contact
- A. Constructivism
- B. Cognitivism
- C. Behaviourism
- D. Socialism
31. The new curriculum outlines six competencies that a Ghanaian student should be able to demonstrate except.....
- A. Critical thinking and problem solving
- B. Commitment to achieving excellence
- C. Communication and Collaboration
- D. Cultural Identity and Global Citizenship
32. Which of the following is NOT a characteristic of Standard-Based Curriculum?
- A. Empower teachers
- B. Focus is on the acquisition
- C. Describes a whole curriculum
- D. Based on principled procedure
33. The objective-based curriculum mainly focused on theoretical mode of teaching while standard-based employed.....
- A. Learning-centred
- B. Different modes of assessment
- C. Variety of learning modes
- D. Skill competence
34. The type of curriculum that entails the messages prevalent in and through exposure to any types of media, both electronic and print is referred to as.....
- A. Phantom curriculum

- B. Concomitant curriculum
- C. Rhetorical curriculum
- D. Electronic curriculum

35. Mr. Jampo taught his student that ideas offered by policymakers, school officials, administrators, politicians, professionals involved in the concept formation and content of a curriculum. Mr. Jampo is talking about the.....

- A. Phantom curriculum
- B. Concomitant curriculum
- C. Rhetorical curriculum
- D. Electronic curriculum

36. This involves the transmission of knowledge, skills, attitudes and a value from a knowledgeable person (teacher) to a passive listener (the learner) is the.....

- A. Covert curriculum
- B. Null curriculum
- C. Concomitant curriculum
- D. Banking curriculum

37. This is what students do not get the chance to do in terms of their social interaction with teachers or what they do not get the chance to learn in terms of their academic interrelationship with their teachers?

- A. Covert curriculum
- B. Null curriculum
- C. Concomitant curriculum
- D. Banking curriculum

38. It was defined as a cumulative body of knowledge and set of competences that is the basis for quality education.

- A. Curriculum
- B. Subject
- C. Standards
- D. Objectives

39. The statements that define what learners should know and be able to do in various disciplinary areas: knowledge (facts, concepts, principles) and skills (processes, strategies, and methods) is called.
- A. Content indicator
 - B. Performance standards
 - C. Content standards
 - D. Performance indicator
40. Miss Buku measures her students' performance against a set of learning targets which help her to track and monitor the progress of learners. She made use of....
- A. Content indicator
 - B. Performance standards
 - C. Content standards
 - D. Performance indicator
41. It refers to key content and performance standards expected of learners at the end of particular points/levels in the educational system.
- A. Benchmark test
 - B. Benchmarks
 - C. Diagnostic assessment
 - D. Performance indicator
42. The following are some characteristics of a standards-based classroom except.....
- A. Comparing established practices to the developed standards
 - B. Classroom climate is characterized by respectful behaviours, routines and discourse
 - C. Classroom practices and instructions honour the diversity of interests, needs and strengths of all learners
 - D. Learners respond to opportunities provided by the teacher to make connections between the lesson and personal experience
43. This broad term includes how teachers and learners relate to each other as well as the instructional approaches implemented in the classroom.
- A. Pedagogy
 - B. Approaches

C. Quality improvement

D. Quality assurance

44. The positions of the class four teacher is at the centre of the learning process and typically relies on methods such as whole-class lecture, rote memorization and chorus answers. This is referred to as.....

A. Pedagogy

B. Teacher-centered pedagogy

C. Learner-centered pedagogy

D. Teacher-Learner centered pedagogy

45. The factors that include but are not limited to race, ethnicity, religion, gender, language, socio-economic status, age, region and individuals with disabilities is known as.....

A. integrated,

B. multi-ethnic,

C. multi-disciplinary

D. diversity

46. This is seen as the representational tools that teachers use to support and guide their teaching practice.

A. Curriculum integrated

B. Curriculum diversity

C. Curriculum material

D. Curriculum pedagogy

47. The material that indicates the learning experiences to be covered and the design of each lesson are carefully spelled out in detail is known as.....

A. Textbook

B. Syllabus

C. Teachers' guide

D. Pamphlets

48. The material that contain explicit communication of conceptual goals with links to proposed activities, provide knowledge and support to help understand and

implement teaching plans, reinforce pedagogical content knowledge, give guidance on the practice

- A. Textbook
- B. Syllabus
- C. Teachers' guide
- D. Pamphlets

49. Supplementary materials are printed in mother tongue and instructional languages reflecting local customs and concerns includes the following except

- A. Textbook
- B. Books
- C. Newspapers
- D. Pamphlets

50. This is 'the extent to which an individual or group is able to acquire and use these tools, either freely or at an affordable cost'

- A. Accessibility
- B. Provision
- C. Cost
- D. Relevance

ANSWERS

- 1. A
- 2. C
- 3. B
- 4. A

- 5. D
- 6. C
- 7. B
- 8. D

- 9. B
- 10. A
- 11. D
- 12. A
- 13. C
- 14. C
- 15. A
- 16. B
- 17. B
- 18. D
- 19. C
- 20. B
- 21. D
- 22. D
- 23. A
- 24. A
- 25. D

- 26. B
- 27. C
- 28. A

- 29. B
- 30. A
- 31. B
- 32. B
- 33. C
- 34. A
- 35. C
- 36. D
- 37. B
- 38. C
- 39. C
- 40. D
- 41. B
- 42. A
- 43. A
- 44. B
- 45. D
- 46. C
- 47. A
- 48. C
- 49. A
- 50. A

Sample of Subjective Questions

1. State five key differences between syllabus and curriculum
2. List five key features of the school curriculum
3. Identify four core/Global competences in the new Ghanaian curriculum framework
4. The following reasons have been advanced for why there is a need for pre-service teachers to study the school curriculum.
 - i.
 - ii.
 - iii.
 - iv.
 - v.
5. Identify three advantages and disadvantages each of the objective based curriculum
6. State three advantages and disadvantages each of the standards- based curriculum
7. Differentiate between standard-based and objectives-based curricula
8. State five factors to consider when selecting curriculum materials
9. a) What is curriculum material?
b) Briefly discuss four curriculum materials that you will consult while preparing for a lesson as student teacher.

Index number.....

Date.....

Assignment

10. Briefly explain the following annotation used in the organization and structure of the curriculum

Strands are the broad sections of the subject content.
Sub-strands are topics within each strand.

Content standard

Indicator

Exemplar

11. Explain five steps involved in implementation of a standards-based curriculum and explain any two.

- i.
- ii.
- iii.
- iv.
- v.