


GROUP D

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EBS 215  
GENERAL CURRICULUM STUDIES  
30 MINUTES

16  
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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 MID SEMESTER QUIZ, FEBRUARY 2021

FEBRUARY 19, 2021    GENERAL CURRICULUM STUDIES    8:00 AM – 8:30 AM

Answer ALL the questions

For items 1 to 20, 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 best option.

- Which of the following best describes the structure of Ghana's basic school curriculum?
  - A. Basic content.
  - B. Foundation elements.
  - C. General objectives.
  - D. Key phases.
- What constitutes *Early Years* in Ghana's basic school system?
  - A. Basic 1-3
  - B. Basic 1-6
  - C. KG 1-2
  - D. KG 1-Basic 3
- Where does Upper Primary fall within the structure of Ghana's basic school system?
  - A. Key Phase 2
  - B. Key Phase 3
  - C. Key Phase 4
  - D. Key Phase 5
- Which of the following are crucial in describing the structure of Ghana's basic school system?
  - A. Age of learners and content of study.
  - B. Age of learners and duration of education.
  - C. Duration of education and content of study.
  - D. Level of education and objectives of study.

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3+6+5+2

5. A student is within the age range of 12-15 years. If the student started school at the appropriate age according to Ghana's education system, where would you place this student in your school?
- A. Junior High.
  - B. Lower Primary.
  - C. Senior High.
  - D. Upper Primary.
6. Which level of Ghana's basic education predisposes children to conditions of formal schooling?
- A. Junior High.
  - B. Kindergarten.
  - C. Lower Primary.
  - D. Upper Primary.
7. What is the general objective of junior high school education in Ghana?
- A. Imbue in pupils the desire for learning during future years.
  - B. Lay a strong foundation for inquiry, creativity and innovation.
  - C. Predispose children to conditions of formal schooling.
  - D. Provide opportunity for pupils to discover their interests.
8. Which subject in the basic school curriculum integrates content from subjects such as geography, history, science and religious education?
- A. Information Technology.
  - B. Language and Literacy.
  - C. Our World Our People.
  - D. Physical Education.
9. Which element of Ghana's basic school curriculum describes the terminal expectations of instruction at that level?
- A. Content.
  - B. Evaluation.
  - C. Experiences.
  - D. Objectives.
10. What are the two main types of expected educational outcomes?
- A. Affective and cognitive.
  - B. Behavioural and constructivist.
  - C. General and specific.
  - D. Long term and short term.
11. Which of the following curriculum terms describes broad statements or predictions about intended educational outcomes? ----- objectives.
- A. affective
  - B. behavioural
  - C. general
  - D. specific

12. Which of the following is a specific objective of the Ghanaian basic school curriculum?
- A. Develop in learners the ability to apply what they have learned with confidence.
  - B. Encourage learners to fully participate in the learning process and promote learning.
  - C. Instil in learners an understanding of Ghana's history, culture and traditions.
  - D. Promote the learning of mathematics as the most important subject in the curriculum.
13. What type of curriculum objectives set measurable expectations for what learners should know and be able to do by the end of a learning session?
- A. Affective.
  - B. Behavioural.
  - C. General.
  - D. Specific.
14. What type of curriculum objectives in Ghana's basic school curriculum relate to *values*?
- A. Affective.
  - B. Behavioural.
  - C. General. ✗
  - D. Specific.
15. What type of curriculum objectives in Ghana's basic school curriculum relate to *sections*?
- A. Affective.
  - B. Behavioural.
  - C. General. ✓
  - D. Specific.
16. How are specific objectives captured in the current subject curricula for basic schools?
- A. Learning indicators. ✓
  - B. Measurable objectives.
  - C. Operational indicators.
  - D. Standard projections.
17. A study of the basic school curriculum by pre-service teachers in Colleges of Education in Ghana would help them to .....
- A. develop individualised curriculum for each pupil.
  - B. identify the learning needs of their pupils. ✓
  - C. promote their own professional growth.
  - D. study the developmental patterns of their pupils.
18. Which of the following are core values outlined in the Pre-Tertiary Education Curriculum Framework?
- A. Collaboration and commitment.
  - B. Diversity and inclusivity. ✗
  - C. Equity and uniqueness.
  - D. Integrity and independence.

19. Which of the following are pedagogies suggested in Ghana's basic school curriculum for teachers handling mixed ability classes?

- A. Accommodation and assimilation.
- B. Differentiation and scaffolding.
- C. Integration and continuity.
- D. Reinforcement and rewards.

20. The curriculum for basic schools in Ghana makes provision for learners' cultural, linguistic and socio-economic circumstances. The implication of this is that teachers would .....

- A. address the bigger social issues that relate to learners.
- B. apply educational theories to address educational issues
- C. be informed about the ultimate goal of basic education.
- D. recognise and respect the diverse background of learners.

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