

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)  
SECOND YEAR, END-OF-SECOND SEMESTER EXAMINATION, SEPTEMBER 2020

SEPTEMBER 18, 2020      THE SOCIAL STRUCTURE OF GHANA      3:00 PM – 4:00 PM

SECTION B

Answer only ONE question from this section (25 marks)

1. a. Explain the concept marriage.  
b. Discuss **five** functions of marriage in Ghana.
  
2. a. Distinguish between Civil marriage and common law marriage.  
b. Discuss **five** advantages of Civil marriage in Ghana.
  
3. a. What is the difference between patrilineal and matrilineal family inheritance?  
b. From your own understanding, provide **five** reasons why patrilineal or matrilineal inheritance is important.



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SEPTEMBER 18, 2020 CURRICULUM STUDIES IN SOCIAL STUDIES 9:30 AM – 11:00 AM

**SECTION B**

Answer any **TWO** questions from this section. All questions carry equal marks of 20

1. Explain **five** Advantages/Strengths of an Integrated Curriculum.
2. Every curriculum has aims, goals and objectives. Examine **five** criteria for setting curriculum objectives in Social Studies.
3. Discuss **five** factors that have accounted for a Curriculum change in Ghana.
4. Identify and discuss any **five** criteria used in selecting Educational Learning Experiences.



SEPTEMBER 2020  
EBS 239  
CURRICULUM STUDIES IN ENGLISH  
1 HOUR 30 MINUTES

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SEPTEMBER 17, 2020

CURRICULUM STUDIES IN ENGLISH

2:30 PM – 4:00 PM

SECTION B

Answer any **TWO** questions in this section.

1. Explain curriculum integration and discuss any **four** benefits of it.
2. State **all** the types of integration and discuss any **two** of them.
3. Identify any **three** teaching methods you will use in your English class. Give your reasons for choosing to use these methods.
4. Write short notes on the following:
  - a. Subject Centred curriculum
  - b. Teacher centred curriculum
  - c. Learner centred curriculum
  - d. Activity/Experience curriculum



SEPTEMBER 2020  
EBS 243  
CURRICULUM STUDIES IN MATHEMATICS  
1 HOUR 30 MINUTES

UNIVERSITY OF CAPE COAST  
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SEPTEMBER 23, 2020      CURRICULUM STUDIES IN MATHEMATICS      2:30 PM – 4:00 PM

SECTION B

Answer only **THREE** questions from this section. (20 marks each)

1.
  - a. In developing curriculum, a major decision to take by the developers is how to ensure its acceptance.
    - i. Identify and explain **three** possible challenges that curriculum developers would have to anticipate in order to ensure acceptance of their materials. [9 marks]
    - ii. Explain what can be done by curriculum developers to overcome the three challenges identified above in 1a. [6 marks]
  - b. A group of lecturers proposed a change in how curriculum is developed in Ghana following a review of current curriculum approaches worldwide. This proposal was accepted by the Minister of Education and implemented leading to the Standards-based curriculum.
    - i. Explain the type of pressure that led to the change in curriculum development. [3marks]
    - ii. Explain the condition under which the curriculum can also be referred to as the syllabus? [2 marks]
2.
  - a.
    - i. Explain the term 'sequencing' as used in curriculum development. [2 marks]
    - ii. State **one** difference between vertical and horizontal sequencing. [2 marks]
  - b. One of the aims of the Mathematics syllabus is "to help children appreciate the value of Mathematics and its usefulness to them". Explain, with an illustrative example of a topic from either the ECE, Primary or JHS mathematics syllabus, what this statement means.



SEPTEMBER 2020  
EBS 247  
CURRICULUM STUDIES IN SCIENCE  
1 HOUR

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SECOND YEAR, END-OF-SECOND SEMESTER EXAMINATION, SEPTEMBER, 2020

SEPTEMBER 29, 2020

CURRICULUM STUDIES IN SCIENCE

2:30 PM – 3:30 PM

**SECTION B**  
**[40 Marks]**

**Answer any TWO questions in this section.**

1.

- ✓a. What is curriculum? **[2 Marks]**
- ✓b. List **three** resources that should be at the disposal of the school if it is to achieve its objectives. **[3 Marks]**
- ✓c. Explain **two** reasons why it is important for a science teacher to have a syllabus. **[6 Marks]**
- ✓d. Describe **three** things that might occur if your school did not have a timetable. **[9 Marks]**

2.

- a. State any **two** considerations in science curriculum design. **[2 Marks]**
- ✓b. What is the difference between curriculum design and curriculum model? **[3 Marks]**
- ✓c. Explain any **two** conditions required for effective functioning of the curriculum development team. **[6 Marks]**
- d. Describe any **two** emerging issues in the Ghanaian society that need to be addressed by the school curriculum. **[9 Marks]**



SEPTEMBER 2020  
EBS 252  
EDUCATING INDIVIDUALS WITH DIVERSE  
LEARNING NEEDS  
2 HOURS

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SECOND YEAR, END-OF-SECOND SEMESTER EXAMINATION, SEPTEMBER, 2020

SEPTEMBER 24, 2020

EDUCATING INDIVIDUALS WITH DIVERSE  
LEARNING NEEDS

9:00 AM – 11:00 AM

Answer any **THREE** of the questions. Each correctly answered question carries 20 marks.

1. Though Inclusive Education is universally accepted, its practice has been fraught with lots of impediments. With specific examples from your community, explain **four** of the impediments.
2. In spite of the numerous benefits associated with the use of labelling, it has received lots of criticisms in literature. Discuss **four** of the arguments.
3. Recognising the important role assessment plays in the field of special needs education, you have been appointed by the Special Education Division to lead a team to assess children's special needs for curriculum decisions. Discuss **four** principles you would like your team to focus on in conducting the assessment.
4. Examine the impact the following have on classroom management in your community:
  - i. Noise level
  - ii. Seating arrangement
  - iii. Rules and regulations
  - iv. Ventilation
5.
  - a. Explain the following types of refractive errors:
    - i. Myopia
    - ii. Hyperopia
    - iii. Astigmatism
  - b. Discuss **three** strategies regular schools could adopt to accommodate the visually impaired.



- 3.
- ✓a. Explain why science curriculum evaluation focuses on the following:  
i. Objectives [2 Marks]  
ii. Content and methodology [2 Marks]
  - ✓b. What are the **resources** that teachers can contribute to the education system? [3 Marks]
  - c. Identify **four** of the activities that the teacher must do in order to make science teaching effective. [4 Marks]
  - ✓d. Explain how any **three** groups of people may benefit from feedback generated by science curriculum evaluation? [9 Marks]
- 4.
- a. What **three** elements would you consider in effective planning of science curriculum? [3 Marks]
  - b. List **four** aspects of the school curriculum and describe how you will monitor any **two** of them. [8 Marks]
  - c. Outline the steps that could be taken to evaluate the Teaching Syllabus for Science in the basic school. [5 Marks]
  - ✓d. Why should a school curriculum be evaluated? [4 Marks]

## Curriculum Studies in Science



## Curriculum Studies in Mathematics

[5 marks]

- c. Identify a topic in either the ECE/Primary/JHS Mathematics syllabus. Indicate **two** aspects of this topic that can be taught under the following headings, giving suitable examples/illustrations in each case:

- i. Concepts and,
- ii. Generalisations.

[5 marks]

[6 marks]

3.

- a. Differentiate between subject and subject matter in Mathematics giving one illustrative example each. [4 marks]

- b. Explain any four factors that affect the selection of school mathematics contents. [8 marks]

- c. Mathematics educators in Ghana's educational universities, through their research, hold contrasting views about when fractions should first be introduced. This has partly led to a number of changes in when pupils first encounter fractions in the schools.

- i. Identify the type of pressure in the preamble that tends to influence the development of Mathematics curriculum in Ghana. [2 marks]

- ii. α) Explain this type of pressure in c(i). [3 marks]

- β) Give another example of how the pressure identified has led to changes in the Mathematics content taught in Ghana. [3 marks]

4.

- a. Explain **three** questions that any Mathematics teacher should pose when preparing to teach any Mathematics topic [6 marks]

- b. A teacher is preparing to teach a lesson on the topic "Patterns/Functions". Identify any **four** representations that this teacher can use in delivering the lesson. [4 marks]

- c. Explain what is meant by a task having 'multiple entry and exit points'. [4 marks]

- d. Explain, with an illustrative example, what is meant by *Practical Barriers* to the development of the school Mathematics curriculum. [6 marks]

Curriculum Studies in Mathematics



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SECOND YEAR, END-OF-SECOND SEMESTER EXAMINATION, SEPTEMBER 2020

SEPTEMBER 16, 2020

ASSESSMENT IN BASIC SCHOOLS

9:40 AM – 11:00 AM

**SECTION B**

Answer any **TWO** questions from this section

1. a. Using relevant examples, explain the following concepts as used by the classroom teacher. **(8 marks)**
  - i. Assessment
  - ii. Test
  - iii. Measurement
  - iv. Evaluation
- b. List and discuss any **four** reasons why teachers assess their pupils in the classroom. **(12 marks)**
- c. Explain norm-referenced and criterion –referenced interpretations of test scores. **(10 marks)**
2. a. Explain the following concepts with examples. **(15 marks)**
  - i. Reliability
  - ii. Obtained score
  - iii. True score
  - iv. Error score
  - v. Standard error of measurement (SEM)
- b. Describe, with relevant examples, any **four** methods you would consider in estimating the reliability of your students' test results. **(15 marks)**
3. a. Explain the following terms as used in educational assessment. **(9 marks)**
  - i. Educational goals
  - ii. Educational outcomes
  - iii. Learning outcomes



- b. Identify the main outcomes that the following domain objectives focus on its production. (9 marks)
- i. Cognitive domain objectives
  - ii. Affective domain objectives
  - iii. Psychomotor domain objectives
- c. Explain any **four** factors you would consider as a means of achieving a high validity for your students' test results. (12 marks)
4. a. Describe any **four** advantages of the multiple-choice item over each of the other objective-type items. Discuss any **two** comparative disadvantages. (12 marks)
- b. i. Write **one** multiple-choice item in a named subject at the basic education level in Ghana (4 marks)
- ii. Identify the following parts of the item written in b (i): **Stem, Options, Foils** and the **correct response** (4 marks)
- c. List any **four** criteria for evaluating a test. Explain any **two** of them. (10 marks)



SEPTEMBER 22, 2020      GENERAL PRINCIPLES AND METHODS      9:40 AM – 11:00 AM  
OF TEACHING IN BASIC SCHOOLS

**SECTION B**

**(60 Marks)**

**Answer any TWO questions from this section in full essay form.**

1. The main event through which teachers influence learning in the classroom is the lesson
  - a) What is a lesson?
  - b) Describe with examples the main components of a lesson, mentioning the purpose of each component you describe.
2. The choice of a suitable method for a lesson is a key professional decision teachers always need to take.  
Describe any **four** pupil-centred methods of teaching the teacher can use, mentioning any **two** benefits of using **each** of these methods.  
*(Note that the use of specific examples from lesson topics will attract marks)*
3. The ability to use oral questions effectively in a lesson is one of the major skills expected from teachers.  
Discuss any **five** oral questioning skills you will need to develop as a teacher. In each case, mention why the skill you cite is important.
4. "Preventing a ship from sinking is better than trying to save a sinking ship". This statement is often used to emphasize the importance of using preventive strategies in classroom management.  
Discuss any **five** strategies you will use in handling a class to prevent indiscipline.