

UNIVERSITY OF FORT HARE

BACHELOR OF EDUCATION (HONOURS)

CUD501E

AGREOTAT 2019

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TIME: 3 HOURS

SUBJECT: CURRICULUM DEVELOPMENT 1

MARKS: 150

This paper consists of 3 pages including the cover page
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Instructions

- Questions 1, 2 and 3 are **COMPULSORY**. Answer **ALL** these **questions**
- Question 4-6 **CHOOSE** only **ONE** question. Answer either question 4 or 5 or 6.
- **NB:** By the end of the exam session you would answered **FOUR** questions
- You have 10 minutes reading time before the examination start.
- Focus on answering the **actual** questions in each case, and at the end check that you have fulfilled all the requirements of each question. It is not enough just to write generally about the themes.

Question 1: Curriculum Approaches

[30 marks]

1.1 Differentiate between competence and Performance curriculum approaches in terms of the following aspects:

- 1.1.1 Learner (6)
- 1.1.2 Teacher (6)
- 1.1.3 Pedagogy (6)

1.2 Curriculum development is also guided and underpinned by theories and we have engaged on several theories and theorists in education. Differentiate between the following theories:

- 1.2.1 Realism and Idealism (6)
- 1.2.2 Pragmatism and Idealism (6)

QUESTION 2: Co-operative Learning (CoL)

[50 marks]

2.1 According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal. Mention and explain **FIVE** main elements and/or principles of Cooperative Learning. Give practical examples that will show how each element is implemented. (25)

2.2 Debate and argue **FOR** or **AGAINST** the question of rewards in Co-operative Learning. In support of your argument explicitly elaborate Kohn's and Slavin's views on the **USE** or **MISUSE** of rewards for group performance. (15)

2.3 Mention **FIVE** advantages and **FIVE** limitations of Co-operative Learning. (10)

QUESTION 3: CURRICULUM MODELS

[20 marks]

Curriculum shift in South African Education system marked a shift from a content-based, transmission and reproduction approach to learning to a competence-based, output approach. Furthermore, OBE as an educational ideology or approach failed paving way for an emancipatory approach to teaching and learning.

Based on the above perceptions, in line with South African Curriculum development briefly discuss various models of curriculum development taking into cognisance:

- 3.1 Curriculum as content (5)
- 3.2 Tyler's Objectives Model (5)
- 3.3 Stenhouse's Process Model (5)
- 3.4 Paulo Freire's Praxis Model (5)

QUESTION 4: NCS & CAPS

[50 marks]

NCS/CAPS is seen as an important tool for transforming South African educational system. Critically discuss and evaluate the Principles, Theoretical underpinnings and Educational value orientations of the NCS, and their implications for practice. In your discussion examine your teaching practises and include the adjustments/changes that have been made in the National Curriculum Statement (NCS) to Curriculum and Assessment Policy Statement (**CAPS**).

QUESTION 5: HIDDEN CURRICULUM

[50 marks]

The term "hidden curriculum" was coined by Phillip Jackson to refer to the lessons which pupils learn from being part of a crowd in an ordered environment, thus learning to bear with equanimity ' the continued delay, denial and interruption of their own personal wishes and desire" (Robinson)

In your contextual understanding of the concept 'hidden curriculum' and its implications for teachers in South Africa critically:

- 5.1 Distinguish between the concepts 'explicit/formal/overt' curriculum and 'implicit/informal/covert curriculum. (10)
- 5.2 Discuss how hidden curriculum operate in schools in Marxist and Functionalist' views in terms of the "messages" that teachers and schools might be conveying to learners. (20)
- 5.3 The possible impact HC might have on learners. Illustrate with meaningful classroom examples of hidden curriculum. (20)

QUESTION 6: ASSESSMENT

[50 marks]

- 6.1. What exactly is High Quality Assessment (HQC) (5)
- 6.2. With particular reference to the South African context elaborate on the importance of High Quality Assessment (HQC) in any assessment of learners' work, no matter whether it is content-based or outcome-based. Illustrate the following HQC principles with classroom examples where possible.
 - Reliability
 - Fairness
 - Discrimination
 - Validity
 - Content Validity
 - Construct Validity
 - Criterion Validity (35)
- 6.3. Briefly discuss **FORMATIVE ASSESSMENT**, and reflect on how you relate with **GOOD FEEDBACK** and a variety of assessment strategies you employ in teaching and learning process. (10)