

UNIVERSITY OF FORT HARE
BACHELOR OF EDUCATION (HONOURS)
CUD501 / CUD 501E
NOVEMBER EXAMINATIONS - 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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Internal Examiners
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External Examiner
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Instructions

- Answer all questions

Question 1: 50 marks

1.1 Curriculum development has been given many definitions and descriptions by many scholars nationally and internationally. We have engaged with how it has been described, with other scholars asserting curriculum as Content; as Product; as Process; and as a Praxis. Discuss each model/theory; which scholar(s) advocate for each of the models. In your discussion also indicate which curriculum framework (OBE or CAPS) does each model speak to, and why. How each is taught, and what are the responsibilities of both learners and educators (20)

1.2 Distinguish between the concepts 'overt' curriculum and 'covert' curriculum (10)

1.3

<p>The hidden curriculum may be seen as <i>"those things the pupils learn through the experience of attending school rather than the stated educational objectives"</i></p> <p style="text-align: right;">Bowles and Gintis (1999)</p>
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Discuss:

- How the hidden curriculum operates in your school and;
 - And the impact lessons learnt might have on learners
- (20)
[50]

Total Marks for this question:

Question 2: 50 Marks

2.1 Share your knowledge and/or experience on the two curriculum approaches (Competence curriculum and Performance *curriculum*) we talked about in one or two of our contact sessions. Also indicate the curriculum framework in South Africa that each approach is aligned to. (20)

2.2 *The term "cooperative learning" refers to the lessons which pupils learn from being part of a crowd in an ordered environment.*

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

LIST the FIVE advantages and disadvantages of cooperative learning. (10)

Describe FIVE learning structures of cooperative learning. (10)

2.3 NAME the FIVE elements of Cooperative learning (10)

Total Marks for this question [50]

Question 3: 50 Marks

- 3.1 *Assessment defines for students what is important, what counts, how they will spend their time and how they will see themselves as learners. If you want to change student learning, then change the methods of assessment.*
(Brown, Bull and Pendlebury, 1997:6)

The above deliberation suggests that assessment is central in every learner's academic growth and development.

(Lockett, 2001) identifies the following archetypes of assessment:

- What is assessment?
- Why assess?
- What to assess?
- How to assess?
- When to assess?
- Where to assess?
- Who assesses?

Share how these archetypes speak to your own practices in class.

(30)

- 3.2 How do you make sure your assessment is **valid** and **reliable**? (10)
- 3.3 What challenges (lowlights/weaknesses) do you face when assessing your learners? and what are your highlights (strengths)? (10)

Total Marks for this question: [50]

TOTAL MARKS: 150

☺ GOOD LUCK ☺