

UNIVERSITY OF FORT HARE
BACHELOR OF EDUCATION (HONOURS)
CUD501E
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TIME: 3 HOURS

SUBJECT: CURRICULUM DEVELOPMENT 1

MARKS: 150

This paper consists of **4 pages** including the cover page

Internal Examiners

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Instructions

- Answer **THREE questions** in an essay form, **ALL THREE** questions are worth 50 marks each.
- 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.
- **NB:** Allocate your time *equally* for answering all 3 questions

QUESTION 1: CURRICULUM MODELS

[50 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 critically discuss various models of curriculum development taking into cognisance:

- 1.1. Curriculum as content (13)
- 1.2. Tyler's Objectives Model (12)
- 1.3. Stenhouse 's Process Model (13)
- 1.4. Paulo Freire's Praxis Model (12)

QUESTION 2: CURRICULUM VALUE ORIENTATIONS

[50 MARKS]

Imagine that you are the Deputy Principal of a brand new school. Your Principal has asked you to lead a two-day workshop aimed at collectively forging a curriculum approach for the school.

- Draw on and critically discuss Elliot Eisner's **SIX Curriculum Value Orientations** and its **CRITICISM**. (30)
- Select any **TWO** most important of the six CVOs and justify what educational values the school will seek to prioritise in its broad curriculum. (20)

QUESTION 3: 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 4: 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:

- 4.1. Distinguish between the concepts 'explicit/formal/overt' curriculum and 'implicit/informal/covert curriculum. (10)
- 4.2. 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)
- 4.3. The possible impact HC might have on learners. Illustrate with meaningful classroom examples of hidden curriculum. (20)

QUESTION 5: ASSESSMENT

[50 MARKS]

- 5.1. What exactly is High Quality Assessment (**HQC**)? (5)
- 5.2. 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 (15)
 - Validity
 - Content Validity
 - Construct Validity
 - Criterion Validity (20)
- 5.3. Briefly discuss **FORMATIVE ASSESSMENT**, and reflect on how you relate with **GOOD FEEDBACK** as an important issues that you ought to consider in undertaking formative assessment and a variety of assessment strategies you employ in teaching and learning process. (10)

QUESTION 6: CO-OPERATIVE LEARNING (CoL)

[50 MARKS]

6.1. Clearly distinguish between Kagan's Basic Principles of CoL 3 principles and indicate how you would apply in your classroom based teaching and learning process.

- Simultaneous Interaction,
- Positive Interdependence
- Individual accountability.

(15)

6.2. What distinguishes co-operative learning (CoL) from other forms of 'groupwork' is to make it an effective way to manage learning. Briefly discuss CoL's advantages and limitations. **(20)**

6.3. 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)

[TOTAL MARKS 150]