

UNIVERSITY OF FORT HARE

CUD501E

BACHELOR OF EDUCATION (HONOURS) EXAMINATION
NOVEMBER 2017

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: ASSESSMENT

1.1. What exactly is high quality assessment? (4)

1.2. Distinguish clearly between assessment and evaluation. (6)

1.3. With particular reference to the South African context elaborate on the principles and the importance of quality assessment in any assessment of learners' work, no matter whether it is content-based or outcome-based. Illustrate these principles with examples where possible.

- reliability,
- validity (different types)
- fairness and
- Discrimination. (25)

1.4. Briefly discuss formative assessment, and what some of the important issues that teachers ought to consider in undertaking formative assessment. Also reflect on and evaluate the relevance of your own teaching and a variety of assessment strategies you employ in teaching and learning process. (15)

QUESTION 2: CO-OPERATIVE LEARNING

2.1. If a teacher wishes to modify the structures, or create new cooperative learning projects/activities, an understanding of the three basic principles is fundamental. Clearly distinguish between these 3 principles and indicate how you would apply them.

- Simultaneous Interaction,
- Positive Interdependence and
- Individual accountability. (20)

2.2. 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. (10)

2.3. Debate and argue **FOR** or **AGAINST** the question of rewards in co-operative learning. In support of your argument explicitly elaborate how important is it to provide rewards for group performance as an incentive to your learners when they are engaged in cooperative learning.

(20)

QUESTION 3: CURRICULUM MODELS

The democratic South Africa moved away from a curriculum as content model, and attempted to install an awkward combination of curriculum as product and curriculum as process (with hints, but very little substance, of a curriculum as praxis). However, the flirtation with these two models was fleeting, and now it seems that the return to a content model was inevitable, with the introduction of NCS and now CAPS as a kind of stage along the way.

Discuss the changes and the different shifts in the South African National Curriculum in terms of AV Kelly's model of curriculum development. In your discussion include the benefits and the shortcomings of the various changes.

(50)

QUESTION 4: HIDDEN CURRICULUM

The hidden curriculum may be seen as "those things the pupils learn through the experience of attending school rather than the stated educational objectives"

-Bowles and Gintis (1999)

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

- distinguish between the concepts 'explicit' curriculum and 'implicit' curriculum, and between the 'covert' curriculum and the 'hidden' curriculum. (20)
- discuss how hidden curriculum operates in schools in terms of the "messages" that teachers and schools might be conveying to learners and the impact this might have on learners. Illustrate with meaningful examples of hidden curriculum. (30)

QUESTION 5: NCS & CAPS

Examine your own teaching in the light of the principles of the NCS and CAPS. Critically discuss and evaluate the principles, theoretical underpinnings and educational values of the NCS, and their implications for practice. In your discussion include the adjustments that have been made in the National Curriculum Statement (NCS) –changes which are collectively referred to as Curriculum and Assessment Policy Statement (CAPS)

(50)

QUESTION 6: EDUCATIONAL VALUE ORIENTATIONS

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.

6.1. Draw on and critically discuss Elliot Eisner' s **SIX** key curriculum value orientations that may inform any educational practise with relevant examples with illustrations from your education, schooling and teaching experiences.

(30 marks)

6.2 **Select any TWO** most important of the **six** and justify what educational values the school will seek to prioritise in its broad curriculum; **NB:** in particular the value orientations which have come to the fore in the new Curriculum and Assessment Policy Statements (CAPS).

(20 marks)