



4-YR B. ED BASIC EDUCATION (JUNIOR HIGH SCHOOL)

DATE/TIME: 19/05/2024, MORNING SESSION

COURSE CODE: JBE351

COURSE TITLE: ENGLISH LANGUAGE CURRICULUM FOR JHS

LEVEL: 300

(DURATION: 2 HOURS)

INSTRUCTIONS: This paper is made up of two sections—A and B. You are to answer all questions in section A and three (3) questions from section B. **Question one in Section B is compulsory.** Write all your answers in the answer booklet provided. The total mark for this paper is 80.

SECTION A (40 Marks): Answer all questions in this section.

1. All the following are characteristics of the syllabus **except** ...

- rules and time allotted for the course should be stated clearly
- the content of the course need not be indicated
- there should be a description of the assessment procedures to be used
- there should be goals set for the course area

2. All the following are perspectives of the curriculum **except** ...

- curriculum as cumulative reproduction
- curriculum as experience
- curriculum as intent
- curriculum as subject matter

3. Models can be all the following **except** they can be ...

- a physical representation of reality
- an aid in understanding simple theories
- conceptual in nature
- verbal in nature

4. All the following are models for curriculum development **except** ...

- Cyclical model
- Dynamic model
- National model
- Rational model

5. Which of the following models views elements of the curriculum as inter-related and independent?

- Cyclical model
- Dynamic model
- Rational model
- Systemic model

6. Benefits of curriculum development include all the following **except** it ...

- keeps up with a changing community
- keeps up with a static community
- opens the doors for collaboration
- provides measurable targets

7. The specific aim of the Language and Literacy curriculum is to enable learners do all the following **except** ...

- acquire the basic skills that will help them decode any text
- ~~cultivate the habit of reading narrowly for pleasure~~
- develop and cultivate the skill and ability to read in-between lines
- read age-level texts easily, fluently and with comprehension

8. Which of the following is **not** a core competency that learners are expected to develop?

- Communication and collaboration
- Creativity and innovation
- Critical thinking and problem-solving
- Digital oracy and leadership

9. The curriculum development process systematically organizes all the following **except** ...

- how it will be taught
- what will be taught
- where it will be taught
- who will teach it

10. The kind of competency that promotes in learners the skills to make use of language, symbols and texts to exchange information is ...

- Communication and collaboration
- Creativity and innovation
- Critical thinking and problem-solving
- Cultural identity and global citizenship

11. When a learner is able to break down concepts into their component parts, he/she is engaged in ...

- analysing
- evaluating
- synthesising
- understanding

12. According to NaCCA, learners are to develop the following values **except** ...

- diversity
- equity
- relevance
- respect

RESPECT FOR EDUCATIONAL INTEGRITY
DELEGATION OF AUTHORITY

13. The English Language curriculum is divided into how many strands?

- A. Four
- B. Five
- C. Six
- D. Seven

14. Which of the following does **not** belong to the Oral Language strand?

- A. Conversation/everyday discourse
- B. English sounds
- C. Listening comprehension
- D. Listening vocabulary

15. Punctuation, capitalisation and vocabulary are the sub-strands under ...

- A. Grammar usage
- B. Literature
- C. Oral language
- D. Writing

16. A combination of all the approaches to the teaching of grammar is known as ... approach.

- A. deductive
- B. eclectic
- C. inductive
- D. inductive-deductive

17. Which of the following is **not** a key part of a scheme of learning in the junior high school?

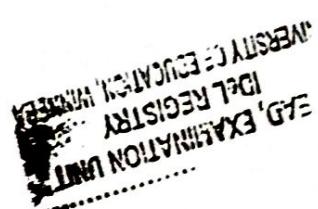
- A. Content strands
- B. Indicators
- C. Resources
- D. Strands

18. A lesson plan is important for all the following reasons **except** it ...

- A. guides the teacher to present lessons systematically
- B. helps the teacher to select any teaching material for the lesson
- C. provides the basis for evaluating learning outcomes or objectives
- D. serves as a guide or map to the teacher

19. The list of items that are placed at the top of a lesson plan to provide background information is known as ...

- A. rubies
- B. rubrenes
- C. rubrenes
- D. rubrics



20. All the following are components of the scheme of work in the JHS curriculum **except** ...

- A. assessment strategies
- B. content
- C. selected reference strategies
- D. selected teaching learning materials

SECTION B (40 marks): Answer **Question One and any other two (2)** questions from this section.

1. You have been invited by your District Education office to sensitise teachers on the new curriculum. Outline five characteristics of the curriculum to them. **20 marks**
2. Briefly explain the following steps under the content and methods stage of curriculum development. **10 marks**
 - i. Stating Intended Outcomes
 - ii. Selecting Content
3. Briefly explain the following key words under the Knowledge, Understanding and Application domain of profile dimension: **10 marks**
 - i. Knowing
 - ii. Understanding
 - iii. Applying
4. As a teacher of English language, suggest **three** things that will help your colleague in implementing the English Language curriculum. **10 marks**
5. Briefly explain the following stages in process writing: **10 marks**
 - i. Planning
 - ii. Drafting
 - iii. Revising