



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

END OF FIRST SEMESTER EXAMINATIONS

2023/2024 ACADEMIC

APRIL/MAY, 2024

4-YR B. ED BASIC EDUCATION (UPPER PRIMARY)

DATE/TIME: 04/05/2024, MORNING SESSION

COURSE CODE: PBLa351

COURSE TITLE: ENGLISH LANGUAGE CURRICULUM FOR UPPER PRIMARY

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** ...
  - A. exit attitude expected of learners should be captured
  - B. rules and time allocated for the course should be stated clearly
  - C. there should be a description of the assessment procedure
  - D. there should be goals set for the course area
2. Which of the following is not a perspective of the curriculum?
  - A. Curriculum as experience
  - B. Curriculum as intent
  - ☒ C. Curriculum as intern
  - D. Curriculum as subject matter
3. A simplified representation of reality which is often depicted in diagrammatic form is known as a/an ...
  - A. moddle
  - ☒ B. model
  - C. modular
  - D. module
4. All the following are benefits of curriculum development **except** it ...
  - A. helps teachers align learning goals to activities
  - ☒ B. keeps up with a stagnant community
  - C. provides measurable feedback
  - D. saves schools money
5. Which of the following places focus on the curriculum's fixed order of elements?
  - A. Rational Modal
  - ☒ B. Rational Model
  - C. Tyler's Rational Modal
  - D. Tyler's Rational Model

HEAD, EXAMINATION UNIT  
IDeL REGISTRY  
UNIVERSITY OF EDUCATION, WINNEBA

6. The curriculum development process systematically organizes all the following **except** ...
- A. how it will be taught
  - B. what will be taught
  - ☒ C. where it will be taught
  - D. who will teach it
7. The second stage of curriculum development is the ... stage.
- ☒ A. content and methods
  - B. curriculum implementation
  - C. evaluation and reporting
  - D. planning
8. All the following are specific aims of the English Language Curriculum **except** ...
- A. acquire basic skills to be able to decode any text
  - ☒ B. cultivate the habit of reading narrowly for information
  - C. read age-level texts easily and fluently
  - D. write clearly, accurately and coherently
9. The core competencies that learners are expected to develop include all **but** ...
- A. communication and collaboration
  - B. creativity and innovation
  - C. critical thinking and problem solving
  - ☒ D. rural development and leadership
10. The competency that promotes in learners the skills to make use of language, symbols and texts is ...
- ☒ A. communication and collaboration
  - B. creativity and innovation
  - C. critical thinking and problem solving
  - D. rural development and leadership
11. The ability to grasp the meaning of some concepts that may be verbal, pictorial or symbolic is ...
- A. analysing
  - B. applying
  - C. knowing
  - ☒ D. understanding
12. Which of the following does a learner display when he/she is able to break down concepts into component parts?
- ☒ A. Analysing
  - B. Applying
  - C. Knowing
  - D. Understanding

HEAD EXAMINATION UNIT  
HEAD EXAMINATION UNIT  
UNIVERSITY OF EDUCATION, WINNEBA  
UNIVERSITY OF EDUCATION, WINNEBA



13. All the following are values that a learner is expected to develop **except** ...
- ☒ A. diversion
  - B. equity
  - C. respect
  - D. teamwork
14. The English Language Curriculum for Upper Primary is divided into ... main strands.
- A. four
  - ☒ B. five
  - C. six
  - D. seven
15. Which of the following is **not** a strand under the broad areas of the English Language Curriculum for Upper Primary?
- A. Extensive reading
  - ☒ B. Intensive reading
  - C. Reading
  - D. Writing
16. The prior information or abilities that a learner needs before beginning to work on a particular idea are ...
- A. prerequisite curriculum
  - ☒ B. prerequisite knowledge
  - C. prerequisite materials
  - ☒ D. prerequisite skills
17. All the following are sub-strands of Oral Language **except** ...
- ☒ A. fluency
  - B. poems
  - C. rhymes
  - D. songs
18. One of the following is a sub strand of writing in the JHS English language curriculum.
- A. Copying letters
  - B. Penmanship
  - C. Pre-writing activities
  - ☒ D. Text types and purposes
19. All the following are key parts of a scheme of work **except** ...
- ☒ A. assessment marks
  - B. assessment strategies
  - C. objectives
  - D. topic

HEAD, EXAMINATION UNIT  
IDOL REGISTRY  
UNIVERSITY OF EDUCATION, WINNEBA

20. A teacher is to consider all the following when designing a scheme of work **except** ...

- A. assessment techniques required
- B. course aims and content
- ☒ C. how large the classroom is
- D. time available for learning

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

1. You are the resource person at a workshop for newly recruited teachers in your district. Outline **four** differences between the curriculum and the syllabus. — **20 marks**
2. State and briefly explain **two** steps under the planning stage of curriculum development. — **10 marks**
3. Clearly outline **five** things expected of a teacher in the quest to achieve the aims of the English Language Curriculum. — **10 marks**
4. You are encouraging your learners to read extensively. Outline **five** roles you will play as a teacher. — **10 marks**
5. State **five** importance of scheme of work in the work of a teacher of English at the upper primary level. — **10 marks**

HEAD, EXAMINATION UNIT  
IDEL REGISTRY  
UNIVERSITY OF EDUCATION, WINNEBA