



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  
DEL 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



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

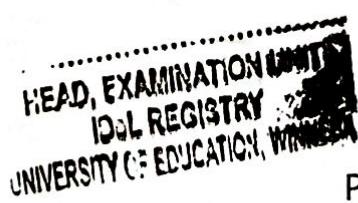
18. One of the following is a sub strand of writing in the JHS English language curriculum.

- 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

basically



assess  
me

Page 3 of 4

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**

