UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2007/2008 SESSION

CODE/COURSE : GDC2043 ELT CURRICULUM STUDIES
DATE : 19 NOVEMBER 2007
TIME : 9.00-11.30 AM (2 ½ HOURS)
VENUE : DTSO

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., SECTION A and SECTION B, in THREE (3) printed pages, excluding the cover page.
2. SECTION A contains THREE (3) structured questions. SECTION B contains TWO (2) essay questions. You are required to answer ALL the questions.
3. Answer SECTION A and SECTION B on the answer sheets provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: ________________________________
( in words ) __________________________________________
( in figures ) __________________________________________

IDENTITY CARD NO. : _____________________________

LECTURER : VICTOR CHAN

GROUP : A

TABLE NO. : ______________________

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO

CONFIDENTIAL
SECTION A (60 Marks)

INSTRUCTIONS:
Answer ALL questions.

1 (a) The most common model of curriculum development is Tyler’s (1949) objectives model.

   (i) Identify the basic features of the objectives model.

   (ii) State TWO (2) of the model’s strengths and weaknesses.             (8 marks)

(b) State THREE (3) differences between the interaction model (Taba, 1962; Cohen, 1974) and the objectives model (Tyler, 1949).            (6 marks)

(c) Walker’s naturalistic model (1971) follows a three-step sequence in the curriculum development process: platform, deliberation and design. Explain briefly each of these steps.                     (6 marks)

2 (a) Classical Humanism, Reconstructionism and Progressivism are three broad value systems or educational philosophies. For EACH of these value systems, explain briefly its:

   (i) basic features

   (ii) focus in curriculum design

   (iii) methodology in curriculum design                                   (12 marks)
(b) Briefly discuss the differences between an explicit curriculum and the hidden curriculum.

(8 marks)

3

(a) Distinguish between educational aims, educational objectives and instructional objectives.

(6 marks)

(b) Provide THREE (3) reasons instructional objectives are beneficial to students or instructors.

(6 marks)

(c) Explain briefly the FOUR (4) components of an instructional objective.

(8 marks)
SECTION B (40 Marks)

INSTRUCTIONS:
Answer BOTH questions.

1 Discuss the aims and principles of the Kurikulum Bersepadu Sekolah Rendah (KBSR) from the perspective of a teacher of English to young learners who is concerned with the following:

(a) the issue of methodology

(b) the creation of teaching materials

(c) the guidelines for devising class activities

(d) the role of the teacher

(20 marks)

2 Discuss the view by Brown (1995) that in the field of ELT, teaching and curriculum activities are viewed as related, but fundamentally independent.

(20 marks)

END OF EXAM PAPER