Curriculum Development & Assessment Practice Test 4

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Walker's Deliberation Model in Practice

Q1. A curriculum committee spends several meetings arguing about what kind of citizens the school should produce before writing any syllabus. In Walker's terms, what are they working on?

(A) The examination schedule for the coming year
(B) The budget for new classroom furniture
(C) Their platform, the shared beliefs and values that will guide their decisions
(D) The final design document ready for printing

Q2. What does a curriculum team produce at the end of Walker's platform phase?

(A) A shared set of beliefs, aims and assumptions on which later decisions can rest
(B) A complete set of printed textbooks
(C) A timetable for the whole school year
(D) A report of students' final examination marks

Q3. During deliberation, a committee compares three possible syllabuses, debates their strengths and weaknesses, and asks what each would mean for pupils. What is the committee doing?

(A) Copying a syllabus from another country without discussion
(B) Weighing alternatives and their consequences, which is the heart of deliberation
(C) Printing the final curriculum document
(D) Marking the end-of-term examinations

Q4. In Walker's model, once the design phase has produced a finished plan and materials, the next step is to:

(A) Reopen deliberation on the platform beliefs from the beginning
(B) Publish the plan as the final national syllabus without any tryout
(C) Ask an examination board to write the final test papers first
(D) Try the plan out in schools and evaluate how it works in practice

Q5. In which situation is Walker's deliberation model most useful?

(A) When a new syllabus must be implemented identically in every school
(B) When examination results must be compared across districts
(C) When a textbook needs to be chosen quickly for the next term
(D) When values conflict and competing views about worthwhile learning must be reconciled

Q6. What did Walker reject in the Tyler rationale?

(A) The idea that teachers should be involved in curriculum work
(B) The fixed linear order that moves from objectives to content to evaluation without returning to values
(C) The idea that curriculum should be evaluated at all
(D) The idea that schools should keep any records

Q7. In deliberation, participants cannot settle a curriculum question by experiment or proof alone. What must they use instead?

(A) Applying a fixed scientific formula that yields a single correct answer
(B) Following the decision of the most experienced curriculum expert present
(C) Practical reasoning, weighing arguments, evidence and values together
(D) Adopting the curriculum model used most widely in other schools

Q8. Which of the following would belong to a curriculum team's platform?

(A) Their theories about how children learn and their image of the educated person
(B) The list of examination topics set for the year
(C) The school timetable for the coming term
(D) The results of the last national examination

Q9. What is a recognised limitation of Walker's deliberation model?

(A) It is time-consuming and depends heavily on the skill and good faith of those deliberating.
(B) It gives too little guidance on which textbooks schools should choose.
(C) It works only in small schools with very few teachers.
(D) It produces curricula that are difficult to compare across schools.

Q10. Walker developed his model mainly from studying what?

(A) The examination results of schools in different countries
(B) The theories of learning proposed by educational psychologists
(C) The history of curriculum reforms in other countries
(D) Real curriculum projects and the practical problems their developers actually faced

Stenhouse's Process Model in Practice

Q11. Stenhouse described curriculum as "an attempt to communicate the essential principles and features of an educational proposal." What does this definition stress?

(A) That curriculum is a list of examination questions
(B) That curriculum is a proposal open to critical scrutiny and testing in practice
(C) That curriculum is a secret document for officials only
(D) That curriculum is a set of orders teachers must obey blindly

Q12. Stenhouse defined a curriculum as:

(A) A list of objectives and test items fixed before teaching begins
(B) A textbook adopted for use across a whole province
(C) An attempt to communicate the essential principles of an educational proposal, open to critical scrutiny and capable of translation into practice
(D) A timetable showing when each topic is to be taught

Q13. What does "teacher as researcher" mean in Stenhouse's work?

(A) Teachers write academic papers for journals instead of teaching.
(B) Teachers systematically study their own classrooms, test curriculum ideas and improve their practice.
(C) Teachers collect examination statistics for the ministry.
(D) Teachers interview parents about school fees.

Q14. In a process-model curriculum, when do learning objectives mainly become clear?

(A) They are fixed by the ministry ten years in advance.
(B) They are written on the classroom wall before the lesson begins.
(C) They emerge during teaching, as worthwhile activity unfolds and is reflected upon.
(D) They are decided by students on the last day of term.

Q15. Stenhouse opposed the objectives model mainly because it does what?

(A) Reduces education to measurement, ignoring valuable learning that cannot be predicted in advance
(B) Leave teachers too little room for professional judgement
(C) Over-specify content in advance, leaving no room for emerging interests
(D) Judge success by the quality of classroom discussion rather than by measured outcomes

Q16. A teacher judges a discussion lesson by the depth of pupils' reasoning, the quality of their questions and the evidence they use, rather than by a test score. Which model is she following?

(A) A mastery-learning model based on repeated drill
(B) A textbook-coverage model based on pages completed
(C) A norm-referenced model based on ranking pupils
(D) Stenhouse's process model, which judges the quality of the learning process

Q17. In Stenhouse's Humanities Curriculum Project, what role was the teacher expected to take when controversial issues were discussed?

(A) To tell pupils which opinion was correct
(B) To ban discussion of any sensitive topic
(C) To mark pupils on whether they agreed with the teacher
(D) To act as a neutral chairman who protects open discussion and the use of evidence

Q18. How should knowledge be presented to pupils in Stenhouse's process model?

(A) As something open to inquiry, so pupils examine evidence and form reasoned judgements
(B) As a set of facts to be accepted without question
(C) As a secret that only examiners fully understand
(D) As material that matters only if it appears in a test

Q19. What is a recognised weakness of Stenhouse's process model?

(A) It gives teachers too little guidance about which topics to cover
(B) It requires teachers to have extensive training in classroom research
(C) It is difficult to use for public accountability, since its outcomes are not stated in measurable form.
(D) It places heavy demands on teachers' time for reflection and discussion

Q20. Stenhouse saw curriculum development as advancing mainly through what?

(A) Orders issued by central government
(B) Classroom research and action research by teachers testing ideas in practice
(C) Competitions between textbook publishers
(D) Annual changes to examination syllabuses

Skilbeck's School-Based Curriculum Development in Practice

Q21. A school reviews its pupils' backgrounds, its community's needs and its staff's strengths before designing a new programme. In Skilbeck's model, what is this stage called?

(A) The examination stage
(B) The printing stage
(C) Situational analysis, the study of the school's own context
(D) The inspection stage

Q22. Why does school-based development often win stronger teacher commitment than a central syllabus?

(A) Because teachers receive new textbooks for the new curriculum
(B) Because teachers own the curriculum they helped to create and understand its reasons
(C) Because headteachers require all staff to attend planning meetings
(D) Because the new curriculum is examined in national tests

Q23. What is a genuine risk of school-based curriculum development?

(A) That schools will need more time for planning meetings
(B) That teachers will disagree about which topics to include
(C) That parents will ask for more say in curriculum decisions
(D) That quality and coverage may vary sharply between schools with different capacity

Q24. For Skilbeck's model to work well, what must a school have?

(A) Collaborative staff, capable leadership and time set aside for curriculum work
(B) A very large school building
(C) A ban on all outside advice
(D) A single teacher who decides everything alone

Q25. Two schools in the same district develop different local units, one on farming and one on fishing, because their communities differ. What does Skilbeck's model say about this?

(A) It is expected and desirable, since curriculum should reflect each school's unique context.
(B) It is a failure, since all schools must teach identical units.
(C) It is a disciplinary offence by the head teachers.
(D) It is a sign that examinations have failed.

Q26. How does school-based development relate to a national curriculum framework?

(A) It abolishes all national standards completely.
(B) It requires every school to ignore national guidelines.
(C) It adapts broad national guidelines to local conditions within the school.
(D) It applies only to private schools outside the system.

Q27. What does Skilbeck emphasise as the starting point of school-based development?

(A) The national examination syllabus for the year
(B) The textbooks already available in the school
(C) The timetable and staffing available for the new term
(D) The culture, values and situation of the individual school

Q28. In a school-based development project, what role should outside experts play?

(A) Directors who impose the curriculum on the school
(B) Supporters and resources who advise while the school staff decide
(C) Examiners who grade the teachers
(D) Officials who ban all local changes

Q29. Which condition best predicts success for Skilbeck's model in a school?

(A) A large school building with modern facilities
(B) Staff capacity, shared leadership and a culture of collaboration
(C) A stable teaching staff with low turnover
(D) Strong support from parents and the local community

Q30. A school with weak leadership, little planning time and untrained staff is asked to design its whole curriculum alone. What does Skilbeck's model imply about this demand?

(A) It will succeed slowly, since change takes time to become established.
(B) It will succeed in some subjects but not in others.
(C) It will succeed only if outside experts take over the design.
(D) It is likely to struggle, since SBCD depends on capacity, leadership and time.

Curriculum Designs Compared

Q31. A timetable divides the day into separate periods for physics, chemistry, history and geography, each taught from its own syllabus. Which design is this?

(A) Subject-centred design, organised around separate disciplines
(B) Learner-centred design, organised around pupils' interests
(C) Problem-centred design, organised around social issues
(D) Core design, organised around common experiences

Q32. Learner-centred design draws most directly on which tradition?

(A) The classical tradition of memorising ancient texts
(B) The military tradition of drill and obedience
(C) The progressive tradition of Dewey, emphasising experience, interest and active learning
(D) The industrial tradition of training workers for factories

Q33. Problem-centred design draws most directly on which tradition?

(A) The classical tradition of studying ancient languages
(B) The behaviourist tradition of stimulus and response
(C) The essentialist tradition of a fixed body of basics
(D) The reconstructionist tradition, which uses education to address social problems

Q34. What is a broad-fields design?

(A) A design with no subjects at all
(B) A design in which pupils study only one subject per year
(C) A design that fuses related subjects, such as history and geography, into a broader field like social studies
(D) A design that removes all practical work from schools

Q35. What is a correlation design?

(A) A design that fuses related subjects into a broad field
(B) A design that links subjects together, for example teaching related topics in history and literature at the same time, while keeping each subject's identity
(C) A design organised around real-life problems
(D) A design organised around pupils' interests

Q36. Which practical advantage does subject-centred design offer over learner-centred design?

(A) Mastery of content is easier to plan, sequence and evaluate against clear standards.
(B) Pupils enjoy lessons more when they choose the topics themselves.
(C) Teachers spend less time marking written work.
(D) Schools need fewer specialist teachers.

Q37. In a learner-centred programme, where does the curriculum mainly come from?

(A) The experiences, questions and interests that learners bring and develop
(B) A fixed list of chapters imposed from above
(C) The examination board's question bank
(D) A publisher's catalogue of textbooks

Q38. In a problem-centred programme, how do pupils mainly learn?

(A) By memorising notes dictated by the teacher
(B) By investigating real issues, gathering evidence and proposing solutions
(C) By copying textbook passages neatly
(D) By sitting silently through lectures

Q39. How does a core-curriculum design balance common and individual learning?

(A) By giving every pupil exactly the same timetable with no choice at all
(B) By letting every pupil choose everything freely
(C) By requiring a common core for all pupils alongside elective choices for individuals
(D) By removing all academic subjects from the school

Q40. In secondary schools, a core curriculum is usually intended to provide what?

(A) Preparation for the most demanding university courses
(B) Vocational skills for local employment
(C) Coaching for public examinations
(D) A general education shared by all pupils, whatever their later specialisation

Q41. A school wants pupils to work on an integrated project about clean drinking water, combining science, social studies and language. Which design fits this best?

(A) A strictly subject-centred design with isolated periods
(B) A drill-based design of repeated exercises
(C) A problem-centred design, organised around a real issue
(D) A design with no planned content at all

Q42. A school wants to guarantee that every pupil masters the structure of each academic discipline in logical order. Which design fits this best?

(A) A design based only on pupils' passing interests
(B) A design based only on current social problems
(C) A design with no subjects and no sequence
(D) A subject-centred design, organised around disciplines

Core Curriculum and Problem-Centred Learning Applied

Q43. A school requires all pupils to take a common course in civics, covering rights, duties and democratic participation. What does this course represent?

(A) Part of the core curriculum, giving all pupils shared civic learning
(B) An optional club for interested pupils
(C) A punishment for pupils with low marks
(D) A commercial coaching programme

Q44. Supporters of a core curriculum argue that it mainly serves which democratic aim?

(A) Sorting pupils into occupations as early as possible
(B) Giving all citizens a shared knowledge, values and capacity for participation
(C) Removing parents from decisions about schooling
(D) Making every school identical in appearance

Q45. A class studies malnutrition in its own district, surveys local diets and presents a plan to the community. Which design is the teacher using?

(A) A purely subject-centred design of isolated chapters
(B) A problem-centred design, organised around a real community issue
(C) A design with no learning objectives at all
(D) A design that bans all group work

Q46. How would a problem-centred unit most appropriately be assessed?

(A) By pupils' performance on the real task, such as the quality of their investigation, evidence and proposed solution
(B) A written test of facts about the problem topic
(C) Pupils' marks in other subjects during the same term
(D) A teacher's judgement of pupils' behaviour in class

Q47. What is a fair criticism of a core curriculum?

(A) It is difficult to design a single core that suits every stage of schooling
(B) It can become overloaded when every subject area claims a place in the core
(C) It may be resisted by subject specialists who want more time for their own subject
(D) It may ignore individual differences, since the same core is required of pupils with different needs and interests.

Q48. A fair criticism of problem-centred design is that it:

(A) Follows a fixed textbook sequence that pupils cannot depart from
(B) Confines learning to facts memorised from a single textbook
(C) Places heavy demands on teachers' planning, preparation and coordination time
(D) Leaves pupils to work entirely without teacher guidance

Q49. Which statement best defines a core curriculum?

(A) A list of optional subjects for gifted pupils only
(B) A programme of sports for the school team
(C) A set of coaching classes run after school hours
(D) Common learning experiences required of all students in a school or system

Q50. Problem-centred learning is especially strong at developing which pupil capacities?

(A) Decision-making, critical thinking and the ability to apply knowledge to new situations
(B) The ability to memorise long lists without understanding
(C) The ability to sit still for long periods
(D) The ability to copy notes quickly

Principles of Organisation Applied: Scope, Sequence, Continuity and Integration

Q51. A grade-6 syllabus lists the topics to be covered in science during the year: living things, materials, forces and the Earth. What aspect of organisation does this list show?

(A) Sequence, the order in which topics are taught
(B) Scope, the range of content covered in that grade
(C) Continuity, the revisiting of ideas at deeper levels over time
(D) Integration, the linking of subjects around a common theme

Q52. A mathematics course teaches counting, then addition, then subtraction, then multiplication, because each step depends on the previous one. Which principle is at work?

(A) Integration across subjects
(B) The hidden curriculum
(C) Sequence, the prerequisite ordering of learning
(D) The null curriculum

Q53. Pupils study the idea of "community" in grade 3, return to it in grade 6 with local government, and again in grade 9 with economics and citizenship. Which principle does this illustrate?

(A) Continuity, the revisiting of key ideas at deeper levels over time
(B) Sequence, the ordering of topics from simple to complex
(C) Integration, connecting subjects around a common theme
(D) Scope, the range of content covered in a grade

Q54. A unit on "Food" combines biology of nutrition, mathematics of measurement and language work in writing recipes. Which principle is mainly applied?

(A) Keeping every subject completely separate
(B) Removing practical work from the curriculum
(C) Integration, connecting subjects around a common theme
(D) Shortening the school year

Q55. When teachers of the same grade plan together so that what pupils learn in science supports what they learn in language, which kind of articulation are they practising?

(A) Vertical articulation across grades
(B) Horizontal articulation across subjects at the same level
(C) No articulation at all
(D) Articulation with the examination board only

Q56. When a curriculum team checks that grade 5 mathematics prepares pupils for grade 6 mathematics, which kind of articulation are they practising?

(A) Horizontal articulation across subjects
(B) Articulation with textbook publishers
(C) Articulation with parents only
(D) Vertical articulation across grades, linked to sequence and continuity

Q57. A curriculum has a wide scope but no clear sequence. What problem is most likely?

(A) Some pupils will progress faster than others because of differences in ability.
(B) Teachers will need extra training to teach new topics confidently.
(C) Topics will be repeated in some places and missed in others, with gaps in pupils' understanding.
(D) Examination papers will vary in difficulty from year to year.

Q58. Bruner's spiral curriculum, in which ideas are revisited at increasing levels of difficulty, best illustrates which combination?

(A) Scope alone, with no attention to order
(B) Continuity and sequence together, revisiting ideas in a planned order
(C) Integration alone, with no attention to grades
(D) The hidden curriculum alone

Q59. Why is integration considered educationally valuable?

(A) Because learning becomes more meaningful when pupils see connections between subjects and real life
(B) It allows pupils to cover more separate subjects in less time
(C) It makes timetable planning simpler for schools
(D) It raises examination scores by repeating the same content in several subjects

Q60. A school's scope-and-sequence chart for English shows which topics are taught in each term from grade 1 to grade 10. What does the chart show?

(A) The list of approved textbooks for English
(B) The examination syllabus for English
(C) The school timetable for English lessons
(D) What content is covered and when it is taught across the grades

Answer Key

Q1: C	Q11: B	Q21: C	Q31: A	Q41: C	Q51: B
Q2: A	Q12: C	Q22: B	Q32: C	Q42: D	Q52: C
Q3: B	Q13: B	Q23: D	Q33: D	Q43: A	Q53: A

Q4: D	Q14: C	Q24: A	Q34: C	Q44: B	Q54: C
Q5: D	Q15: A	Q25: A	Q35: B	Q45: B	Q55: B
Q6: B	Q16: D	Q26: C	Q36: A	Q46: A	Q56: D
Q7: C	Q17: D	Q27: D	Q37: A	Q47: D	Q57: C
Q8: A	Q18: A	Q28: B	Q38: B	Q48: C	Q58: B
Q9: A	Q19: C	Q29: B	Q39: C	Q49: D	Q59: A
Q10: D	Q20: B	Q30: D	Q40: D	Q50: A	Q60: D

Worked explanations for all 60 questions:
quaidianpoint.com/pedagogy-curriculum-development-assessment-practice-test-4/