

Curriculum Development & Assessment Practice Test 5

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

Implementation Models and Strategies

Q1. A district requires every school to teach a new science curriculum exactly as written in the teacher guide, with no local changes allowed. Which implementation perspective does this approach best illustrate?

- (A) The fidelity perspective
- (B) The mutual adaptation perspective
- (C) The enactment perspective
- (D) The symbolic adoption perspective

Q2. Which implementation model proceeds in a planned sequence in which specialists research a problem, develop materials, and then spread them to schools?

- (A) The problem-solving model
- (B) The Research, Development and Diffusion model
- (C) The social interaction model
- (D) The concerns-based model

Q3. In a centre-periphery model of curriculum change, where does an innovation normally originate?

- (A) In individual classrooms, from which it spreads to the ministry
- (B) In parent committees, from which it spreads to teachers
- (C) In textbook publishers, from which it spreads to examiners
- (D) At a central agency, from which it spreads outward to schools

Q4. Mutual adaptation during implementation means that:

- (A) Only the curriculum changes while the school stays the same
- (B) Only the school changes while the curriculum stays fixed
- (C) Both the curriculum and the school change as they adjust to each other
- (D) Neither the curriculum nor the school changes at all

Q5. The enactment perspective on implementation gives the greatest emphasis to:

- (A) Central experts controlling every classroom activity
- (B) Parents approving every lesson before it is taught
- (C) Teachers creating the curriculum in practice through their classroom decisions
- (D) Examiners deciding what counts as the curriculum

Q6. A school identifies low reading scores as its own problem, searches for a suitable programme, and adapts it to its pupils. Which implementation strategy is this?

- (A) The power-coercive strategy
- (B) The centre-periphery strategy
- (C) The symbolic adoption strategy
- (D) The problem-solving strategy

Q7. The social interaction model of implementation stresses the role of:

- (A) Legal orders issued by a central authority
- (B) Communication networks and respected opinion leaders among teachers
- (C) Financial penalties for schools that delay adoption
- (D) Standardised tests as the only source of information

Q8. A linkage model of curriculum implementation is best described as one that:

- (A) Combines expert research and development with local problem-solving by schools
- (B) Relies only on orders from above
- (C) Relies only on classroom trial and error
- (D) Avoids all contact between developers and teachers

Q9. Which of the following is the clearest example of a top-down implementation strategy?

- (A) A single teacher experiments with a new activity in her own class
- (B) A ministry mandates a new curriculum for all public schools from a fixed date
- (C) A group of teachers shares ideas informally at lunch
- (D) A school council suggests a topic for a future project

Q10. A commonly claimed strength of bottom-up implementation is that it:

- (A) Gives every school the same teaching materials at the same time
- (B) Allows central planners to set the reform timetable more quickly
- (C) Builds local ownership because teachers help shape the change
- (D) Reduces the number of meetings needed between schools and the ministry

Role of Teachers and Headteachers in Implementation

Q11. When a teacher follows a new curriculum guide but selects examples suited to her pupils, she is acting mainly as:

- (A) A curriculum developer who wrote the national syllabus
- (B) An examiner who sets the final test
- (C) A publisher who prints the textbook
- (D) An implementer who adapts materials within the intended design

Q12. Which headteacher action is most likely to support faithful and confident implementation of a new curriculum?

- (A) Providing teaching time, materials, training and regular classroom feedback
- (B) Publishing the new guide on the school website for teachers to find
- (C) Holding a single launch meeting at the start of the school year
- (D) Asking subject coordinators to report examination results each term

Q13. A headteacher who observes lessons on the new curriculum and discusses strengths and gaps with teachers is exercising which role?

- (A) Purely clerical administration of school records
- (B) Financial auditing of school accounts
- (C) External inspection on behalf of an examination board
- (D) Instructional leadership focused on teaching and learning

Q14. Teacher ownership of a curriculum reform is most likely to increase when teachers are:

- (A) Involved in planning and in decisions about how it will be taught
- (B) Given a detailed guide and regular training sessions
- (C) Visited regularly by a subject coordinator during lessons
- (D) Asked to report on pupil progress under the new curriculum

Q15. In a school implementing a new curriculum, a subject coordinator or lead teacher typically:

- (A) Teach every subject in the school personally
- (B) Supports colleagues with planning, resources and modelling of new approaches
- (C) Inspect other schools in the district on behalf of the authority
- (D) Write the national curriculum framework single-handed

Q16. A headteacher who protects implementation time by reducing competing demands on teachers is mainly:

- (A) Setting stricter deadlines for submitting lesson plans
- (B) Increasing the frequency of staff meetings about general administration
- (C) Managing the conditions that make change possible in practice
- (D) Introducing a new system for recording pupil attendance

Q17. In the Concerns-Based Adoption Model, a teacher who is mainly worried about how the change will affect her personally is at which stage of concern?

- (A) The impact-concern stage
- (B) The self-concern stage
- (C) The collaboration-concern stage
- (D) The refocusing-concern stage

Q18. During implementation, a teacher who notices that a planned activity is too difficult for her class and simplifies it is exercising:

- (A) Professional judgement in adapting teaching to learners
- (B) Following the guide exactly while noting which pupils struggle
- (C) Seeking advice from a subject coordinator before the next lesson
- (D) Trying the activity again with a smaller group of pupils

Q19. Which headteacher decision most directly affects whether a new subject can actually be taught as planned?

- (A) Choosing which textbook series to adopt for the subject
- (B) Deciding how the subject will be examined at the end of the year
- (C) Allocating timetable periods, rooms and qualified staff for the subject
- (D) Setting homework policy for the subject across classes

Q20. Collaborative planning by teachers during implementation is valuable mainly because it:

- (A) Allows teachers to share lesson materials more easily
- (B) Helps new teachers learn how experienced colleagues teach the unit
- (C) Gives leaders a clearer picture of how the reform is progressing
- (D) Builds shared understanding, consistency and practical solutions to problems

Resistance to Change and How to Manage It

Q21. A teacher resists a new curriculum mainly because she fears she lacks the skills to teach it well. This resistance is best explained by:

- (A) Concern about the time needed to learn new teaching methods
- (B) Disagreement with the aims of the new curriculum
- (C) Worry about larger class sizes under the new arrangements
- (D) Fear of losing competence and confidence

Q22. Which of the following is an example of active resistance to curriculum change?

- (A) Quietly delaying the start of a new unit for a week
- (B) Asking a colleague how a new activity works
- (C) Openly refusing to use the new materials in class
- (D) Attending training but needing more practice time

Q23. Which approach is most likely to reduce resistance that comes from teachers feeling excluded from a decision?

- (A) Involving teachers in decisions about the change and its timing
- (B) Giving teachers detailed training in the new methods before rollout
- (C) Phasing the change in gradually, one grade at a time
- (D) Explaining the evidence and purpose behind the reform clearly

Q24. In Lewin's force-field view of change, resistance is understood as:

- (A) A stage that follows unfreezing in Lewin's model
- (B) Restraining forces that oppose the driving forces for change
- (C) A reaction found mainly among experienced teachers
- (D) A sign that the driving forces for change are too weak

Q25. In Lewin's three-stage model, the unfreezing stage is mainly concerned with:

- (A) Making the new practice permanent and routine
- (B) Writing the final evaluation report
- (C) Creating readiness by showing why the old practice needs to change
- (D) Punishing teachers who keep old methods

Q26. Refreezing in Lewin's model means:

- (A) Stabilising the new practice so it becomes the normal routine
- (B) Returning to the old practice after a trial
- (C) Stopping all training once a pilot ends
- (D) Forgetting the reasons for the change

Q27. When teachers resist because they do not understand the benefits of a new curriculum, the most direct remedy is:

- (A) Extra training in the new teaching methods
- (B) Clear communication of its purpose, evidence and expected benefits
- (C) Stronger sanctions for teachers who do not comply
- (D) Delaying the rollout until the next school year

Q28. A school reduces resistance linked to extra workload by phasing in a new curriculum one grade at a time and providing ready-made materials. This strategy mainly addresses:

- (A) Teachers' concerns about new assessment methods
- (B) Pupils' reactions to unfamiliar classroom activities
- (C) The cost of printing the new textbooks
- (D) Practical burden and feasibility concerns

Q29. Cultural resistance to a curriculum change occurs when the change:

- (A) Requires teachers to use unfamiliar teaching methods
- (B) Clashes with the established values and norms of a school community
- (C) Changes the subjects offered in the school timetable
- (D) Introduces assessment methods teachers have not used before

Q30. Habit is a source of resistance because:

- (A) Teachers find it difficult to remember new procedures under time pressure
- (B) Teachers doubt whether leaders will support the new method long term
- (C) Familiar routines feel comfortable and safe, even when they are less effective
- (D) Teachers lack training in the new method

Pilot Testing and Dissemination

Q31. The main purpose of pilot testing a new curriculum is to:

- (A) Try it on a small scale to identify problems before full implementation
- (B) Train a small group of teachers in the new methods
- (C) Compare results from schools using different textbooks
- (D) Gather evidence about pupil progress over one school year

Q32. For pilot results to be useful for wider decisions, the pilot schools should be:

- (A) Schools with experienced subject coordinators
- (B) Schools that volunteered early for the reform
- (C) Schools in one region where support is readily available
- (D) Representative of the range of schools that will later use the curriculum

Q33. A pilot test is most likely to reveal which kind of problem?

- (A) Practical problems such as shortage of time, materials or teacher preparation
- (B) Whether pupils' final examination scores improve over several years
- (C) How the curriculum compares with curricula used in other countries
- (D) The future career choices of pupils who complete the course

Q34. Dissemination differs from implementation in that dissemination is mainly about:

- (A) Putting the innovation into regular classroom use
- (B) Evaluating pupils at the end of a course
- (C) Writing national examination papers
- (D) Spreading awareness and information about an innovation

Q35. Which dissemination method is most likely to help teachers understand a new teaching approach?

- (A) A series of lectures explaining the theory behind the approach
- (B) A detailed written guide with examples for teachers to read
- (C) A demonstration lesson followed by discussion and practice
- (D) A workshop led by the curriculum developers for school leaders

Q36. When judging a pilot, which combination of evidence is most appropriate?

- (A) Pupil learning and examination results at the end of the pilot
- (B) Pupil learning, teacher feasibility, costs and pupil and teacher reactions
- (C) Teacher reactions and the cost of the new materials
- (D) Pupil learning and teacher views on the new activities

Q37. Why is it useful to pilot a curriculum in schools with different resources and pupil backgrounds?

- (A) Compare examination results between well-resourced and poorly resourced schools
- (B) Identify which schools need the most training before rollout
- (C) Gather views from teachers working in different kinds of schools
- (D) To test whether it works under varied real conditions, not only favourable ones

Q38. A common reason dissemination fails is that:

- (A) Teachers are given new materials without time to plan how to use them
- (B) The innovation is introduced in too many schools at once
- (C) Teachers receive information but no training, materials or follow-up support
- (D) Teachers receive training only after the new curriculum has started

Q39. After a successful pilot, scaling up a curriculum responsibly requires:

- (A) Training, materials, timetabling and monitoring for all adopting schools
- (B) Training for lead teachers, who then train colleagues in their schools
- (C) Materials and timetabling for adopting schools, with monitoring added later
- (D) A phased rollout beginning with schools that piloted the curriculum

Q40. The feedback loop from a pilot test is valuable mainly because it allows developers to:

- (A) Decide which schools should adopt the curriculum first
- (B) Revise the curriculum before it is adopted on a wide scale
- (C) Report pilot results to the education authority
- (D) Plan training for teachers in adopting schools

Curriculum Evaluation: Tyler, Stake and CIPP

Q41. In Tyler's objectives model, the starting point for curriculum planning is:

- (A) Writing the final examination paper first
- (B) Defining educational objectives drawn from learners, society and subject matter
- (C) Choosing a textbook publisher
- (D) Deciding the school uniform policy

Q42. Tyler's model is organised around four fundamental questions. Which set correctly lists them?

- (A) Textbooks, timetables, salaries and buildings
- (B) Admission, attendance, discipline and fees
- (C) Purposes, learning experiences, organisation of experiences, and evaluation
- (D) Reading, writing, arithmetic and art

Q43. In Tyler's model, an objective that fails the philosophy or psychology screen is:

- (A) Kept anyway, since every suggested objective must be included
- (B) Passed to an examination board to decide its fate
- (C) Stored for use in a later, more advanced course
- (D) Rejected, or revised until it passes the screens

Q44. In Stake's countenance model, antecedents refer to:

- (A) Conditions existing before teaching begins, such as pupil background and teacher preparation
- (B) Interactions between teachers and pupils during lessons
- (C) Outcomes measured after teaching ends
- (D) Judgements made by external examiners only

Q45. In Stake's countenance model, transactions refer to:

- (A) Conditions that existed before the programme started
- (B) The final examination results alone
- (C) The encounters and interactions that occur during teaching and learning
- (D) The budget allocated before the programme began

Q46. In Stake's countenance model, outcomes refer to:

- (A) The textbooks ordered before teaching starts
- (B) The classroom discussions during a lesson
- (C) The qualifications teachers held before appointment
- (D) The effects of a programme on pupils and others after teaching

Q47. A distinctive feature of Stake's countenance model is its attention to:

- (A) Both intended and observed antecedents, transactions and outcomes
- (B) Intended antecedents, transactions and outcomes only
- (C) Observed outcomes and judgements about the programme's worth only
- (D) Intended transactions and outcomes, without considering antecedents

Q48. In Stufflebeam's CIPP model, context evaluation mainly asks:

- (A) What results did the programme achieve at the end?
- (B) What needs, problems and opportunities should the programme address?
- (C) How well is the programme being carried out day by day?
- (D) Which teaching method is cheapest to buy?

Q49. In the CIPP model, input evaluation mainly asks:

- (A) What were the final outcomes for pupils?
- (B) What resources, strategies and alternative approaches are available?
- (C) How are teachers interacting in lessons?
- (D) What did parents think after the programme ended?

Q50. In the CIPP model, process evaluation mainly asks:

- (A) What needs existed before the programme began?
- (B) What alternative programmes could have been chosen?
- (C) What are the long-term effects on the whole education system?
- (D) How is the programme actually being implemented, and what needs adjusting?

Kirkpatrick Levels and Formative versus Summative Evaluation

Q51. In the CIPP model, product evaluation mainly asks:

- (A) What results were achieved, and should the programme continue, change or end?
- (B) What needs existed in the community before planning?
- (C) What resources were available at the start?
- (D) How were lessons delivered each week?

Q52. Which CIPP decision is most closely linked to context evaluation?

- (A) Structuring decisions about programme design alone
- (B) Implementing decisions about day-to-day delivery alone
- (C) Planning decisions about goals and priorities
- (D) Recycling decisions based only on final results

Q53. Kirkpatrick's Level 1, Reaction, measures:

- (A) How much knowledge participants actually gained
- (B) Whether participants apply learning in their real work
- (C) What organisational results followed the programme
- (D) How favourably participants respond to and feel about the training or programme

Q54. Kirkpatrick's Level 2, Learning, measures:

- (A) The knowledge, skills or attitudes participants gained from the programme
- (B) Whether participants enjoyed the training sessions
- (C) Whether school examination averages rose years later
- (D) How much the programme cost to deliver

Q55. Kirkpatrick's Level 3, Behaviour, measures:

- (A) Whether participants liked the trainer
- (B) What participants knew before the programme
- (C) Whether participants apply what they learned in their actual work setting
- (D) The total budget spent on the programme

Q56. Kirkpatrick's Level 4, Results, measures:

- (A) Participants' immediate enjoyment of a workshop
- (B) The wider organisational outcomes, such as improved pupil achievement or school performance
- (C) Scores on a test given at the end of training
- (D) Observation of a single lesson the next day

Q57. When a pilot unit is formatively evaluated, its success is judged mainly against:

- (A) The final examination results achieved after the programme is fully rolled out
- (B) Whether it produces higher marks than neighbouring schools
- (C) whether it meets its intended objectives and whether its teaching process works well in practice
- (D) Whether the unit can be adopted unchanged for every school in the country

Q58. An education authority that commissions a summative evaluation of a new curriculum mainly wants the results to:

- (A) Provide a public account of what the programme achieved and whether it merits continued funding
- (B) Help teachers adjust next week's lessons during the pilot
- (C) Diagnose the learning difficulties of individual pupils
- (D) Choose which textbook chapter to teach first

Q59. Which is the clearest example of formative curriculum evaluation?

- (A) Publishing a final report recommending national adoption
- (B) Using pilot feedback to revise units before wider rollout
- (C) Comparing final examination results across districts after five years
- (D) Deciding to discontinue a programme after its full run

Q60. Which is the clearest example of summative curriculum evaluation?

- (A) A teacher adjusting an activity after noticing pupil confusion
- (B) A developer rewriting a unit after a tryout
- (C) A trainer changing examples during a workshop
- (D) A final evaluation report to an education board on whether to adopt a programme nationally

Answer Key

Q1: A	Q11: D	Q21: D	Q31: A	Q41: B	Q51: A
Q2: B	Q12: A	Q22: C	Q32: D	Q42: C	Q52: C
Q3: D	Q13: D	Q23: A	Q33: A	Q43: D	Q53: D
Q4: C	Q14: A	Q24: B	Q34: D	Q44: A	Q54: A
Q5: C	Q15: B	Q25: C	Q35: C	Q45: C	Q55: C
Q6: D	Q16: C	Q26: A	Q36: B	Q46: D	Q56: B
Q7: B	Q17: B	Q27: B	Q37: D	Q47: A	Q57: C
Q8: A	Q18: A	Q28: D	Q38: C	Q48: B	Q58: A
Q9: B	Q19: C	Q29: B	Q39: A	Q49: B	Q59: B
Q10: C	Q20: D	Q30: C	Q40: B	Q50: D	Q60: D

Worked explanations for all 60 questions:

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