



UNIVERSITY
OF
JOHANNESBURG

<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: CURRICULUM THEORY OPV3B20 EST20B3
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November 2019

<u>ASSESSOR(S)</u>	: Devika Naidoo		
<u>MODERATOR</u>	: Prof C Bertram & Dr MN Hlatshwayo		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	: 100

NUMBER OF PAGES: 2 PAGES

INSTRUCTIONS:

Answer 2 questions.

Question 1 is compulsory.

Choose either question 2 or 3 and answer it.

QUESTION 1

Compulsory question

Deep learning requires a curriculum that identifies a subject's epistemic structure. It relies on domain specific knowledge rather than genericism. The starting place for lesson design is disciplinary propositions and concepts to enable deep learning. (Gore, J. 2019)

- 1.1. Explain how deep learning from the cognitivist approach differs from deep learning in the 21st century skills approach. **(20)**
- 1.2. According to Gore, which curriculum structure enables deep learning? Discuss why she argues for this curriculum structure. **(10)**
- 1.3. Drawing on the deep learning curriculum design coherence model, explain the 5 elements of lesson design that teachers should focus on. **(20)**

[50]

Choose one of the two questions below.

QUESTION 2

How does Bernstein's theory on vertical and horizontal discourse inform your understanding of your subject or learning area and how you will teach it to learners?

Guidelines:

- 2.1 Analyse the differences between horizontal and vertical discourse **(10)**
- 2.2 Analyse the differences between vertical and horizontal knowledge structures. **(10)**
- 2.3. Analyse your own subject or learning area specialization in terms of the following:
 - 2.3.1 Is it a vertical or horizontal discourse? Why? **(5)**
 - 2.3.2 Does it have a horizontal or vertical knowledge structure? Why? **(5)**
 - 2.3.3 Is it context- dependent or context-independent? Why? **(5)**
 - 2.3.4 What are the cognitive gains for students of studying your subject or learning area? **(5)**

- 2.3.5 What differentiates your subject from an everyday conversation? You may illustrate by referring to a topic/content in your subject or learning area. Refer to aspects such as conceptual coherence, everyday knowledge, knowledge structure. (10)

[50]

QUESTION 3

Curriculum authors have developed conceptions of curriculum that enable a coherent way to think about curriculum. Neo-conservative traditionalism, technical instrumentalism, post-modern critiques, and social realism are conceptions of curriculum.

- 3.1 Explain each conception of curriculum. (4 x 10 = 40)
3.2 How do the four conceptions inform the learning of 21st century knowledge and skills required currently? (10)

[50]

TOTAL: 100
