

- **EXERCISE**

- *Answer the following questions briefly after reading the module*

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- Explain briefly why experts in the curriculum and syllabus design argue that the syllabus mainly deals with selection and grading contents!

- What are the advantages of doing selection and grading in instructional materials selection? State your response considering the effect of contrastive analysis in language studies.

- Study thoroughly the components of the syllabus proposed by Van Ek and the ones in the 2013 Curriculum. What is your argument?

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- **SUMMARY**

- The development of the curriculum is seen as the responsibility of the policy-makers. The syllabus which is designed based on the given curriculum can be either the responsibility of the policy-maker or the teachers at the school level. It is argued that the syllabus is more specific in which it covers the contents components of the curriculum. The school teacher can design their syllabus or they can use the syllabus that has been previously designed prepared. The syllabus contains components that are highly related to each other. The components of the syllabus specify items needed to provide effective teaching and learning activities which are begun from the statement of the basic competence and end it up by evaluation and resources. In other words, the syllabus lists what to be taught and tested.

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- **TEST**

- *Choose A, B, C, or D as the right answers to complete each of the statements below.*

- 1. There are three terms commonly used in planning education program which is highly related to each other. The terms are curriculum, syllabus, and lesson plan. The design of the syllabus is the responsibility of ...
 - Policy-makers and/or school teacher
 - Policy-makers and/or learners
 - Policy-makers and/or Parents
 - Policy-makers and/or industry

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- 2. The following process is applied in the development or design of the syllabus in any education system, except
 - select content of a course
 - organize the content of a course
 - list what will be taught and tested
 - write unit of instructional materials
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- 3. The backward design in curriculum development is also relevant to the design of the syllabus. The steps suggested in the backward design consists of three steps. One of the steps is *to identify the desired outcomes and results*. The steps refer to ...
 - Aim or goal
 - Content
 - Method
 - Evaluation
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- 4. In the Indonesian education system, the components of the syllabus are designed by the policy-maker through the decree of the Minister of Education and Culture. The system is called ... in policymaking.
 - Backward design
 - Centralized
 - Decentralized
 - Bottom-up
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- 5. One of the components of the syllabus based on the 2013 Curriculum is Basic Competence. The basic competence is generated from ...
 - The results of the needs analysis
 - The results of the needs of the learners
 - The core competence
 - The Instructional Objectives
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- 6. The components of the syllabus are used to guide to prepare and develop a lesson plan. The design of the components of the lesson plan is based on the syllabus.

Evaluation is found in both the syllabus and the lesson plan. Based on the 2013 Curriculum, the following techniques are proposed except ...

- A. Portfolios
- B. Holistic
- C. mid-final test
- D. Continuous
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- **ANSWER KEY AND SCORING RUBRIC**

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- **Answer Key**

- 1. A
- 2. D
- 3. A
- 4. B
- 5. C
- 6. C

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- **Scoring Rubric**

- Correct answer = 1
- Wrong answer = 0
- Maximum Score = 6
- Final Score $\frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$

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- **The final score indicates the level of your mastery of the module:**

- 90-100 = Excellent
- 80-90 = Good
- 70-79 = Fair
- <70 = Poor (You have to study the module again and do not move on to the next module).