

IMPACT OF CURRICULUM ON THE ACHIEVEMENTS OF STUDENTS IN ISRAEL

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In 1996, a curriculum was written in the science subject. Teachers studied advanced studies but not out a compulsory policy but on the basis of a desire to study advanced studies and to accumulate rewards, which are equal to money in salary. The teachers' science staff has written lesson drafts and collections on various subjects according to the character of the group which has been formed in every school and according to the interest of the staff. A situation has been created that all the schools in the country have taught different subjects, at a different level if any there were schools that did not teach science at all). The difference was great and the subjects taught were according to the tendency of the teacher. This is according to the field of knowledge which the teacher has taught and dealt with: biology, chemistry or physics. As a result of the lack of uniformity and from neglect of the subject, which is a reduction of hours and a removal of science from the order of national importance, the grades of the Israeli students both on the national level and also on the international level, have worsened. The achievements in the national and international tests decreased from the high places and lagged far behind the first places. Prof. Ruth Zuzovski – a lecturer and researcher in the unit for Research and Assessment in the Ministry of Education, has written articles dealing in the view of a curriculum in sciences, on perspectives of teaching and curricular orientations of experienced and inexperienced teachers [1]. The International Organization for Assessment of Educational Achievements IEA has operated from the end of the 50's. It is characterized by execution of assessment actions with respect to the official curricula in the various states.

In addition to all the problems in the subject of science it has been evaluated that the number of girls who have chosen the subjects of science for matriculation is low in comparing to the number of boys who have chosen these subjects – chemistry, physics, biology, biotechnology, which over the years have become "masculine subjects". One should remember that there is much importance in the emphasis and study of these, as they constitute a basis for the future generation of science of the state of Israel dealing with research and science in the various fields, in which the state of Israel has led over many years and wants to continue this way. Science 2009, increased the budget of the Ministry of Education. In this framework the Minister worked towards the reinforcement of the core subjects. Through his actions he has allocated thousands of study hours in mathematics, sciences and mother tongues. As a result of a political change and change in the educational conception in March 2009, the situation has changed regarding the teaching of sciences in Israel. Science subject has

become one of the core subjects which are taught compulsorily in all the schools in the country (the additional core subjects are – mathematics, language and physics). An interim document has been written as a prototype document, extending the curriculum and dictating clear and uniform lesson drafts. Similarly all the schools in the country were compelled to teach teaching sequences according to the new prototype document, to keep timetables and to perform sit examinations of the Ministry of Education testing every age group. The teachers of sciences, veterans as youngsters, have been compelled to participate in annual advanced studies including presentation of work with a mark. In these further studies they have learnt subjects which they did not know or enrichment in study strategies and improvement of teaching methods and learning skills [2]. Many hours were added in sciences. The program is spiral and grows over the years [3]. Many instructors have been trained in order to enter schools and follow the assimilation of the program by organizers and teams in various schools in the country. The instructors have undergone annual trainings in the Weitzman Institute. The training of instructors has continued in a sequence for four years already, and now awaits the opening of the fifth year [4]. New kits have been written for all the teachers called by the name Assessment Learning Teaching + details of assessment, how to examine the students in the same way in order for them to learn how to answer the questions in various tests. Assessments have been written by teachers from the field together with the Weitzman Institute [5]. Tests have been written by the Ministry of Education, for every subject separately and all the teachers should give these tests to the pupils in different ways – homework, studies, tests, examinations [6]. The questions in assessment items are formulated according to subjects that the pupils are examined in the international tests, so that pupils are not exposed for the first time to these questions only during the examination.

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