

Comparing the Performance of National Curriculum Statements and Old Curriculum Students' in Electric Circuits

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ABSTRACT This paper compared the performance of National Curriculum Statements (NCS) and Old Curriculum Students' (OSC that is, Nated 550) in electric circuits. The research population consisted of hundred (100) first year science education students enrolled at a South African university, both from South Africa's OBE-based curriculum (the NCS) and the Old school curriculum (OSC, the Nated 550). A single pre-test/post-test comparison group design was followed. Data analysis was carried out by the use of the "t" test statistic. The findings showed that there was no significant difference from students who studied under NCS and OSC.