

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM & TEACHING
MAIN EXAMINATION QUESTION PAPER

MAY 2014

TITLE OF PAPER: CURRICULUM THEORY

COURSE CODE: EDC110

STUDENTS: B.Ed.1 Primary, B.Ed. 1 Secondary, PGCE, IDE B.Ed. level 1 and PGCE (Fulltime and IDE)

TIME ALLOWED: Three (3) Hours

INSTRUCTIONS: 1. There are two sections in this paper.

2. Answer all the questions in Section A

3. Answer any one question from Section B

4. Section A has a total of 75 marks. Each question in Section B has a total of
25marks.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR TO DO SO.

SECTION A

Answer all the questions in this section. All answers to the questions in this section should be written in the question paper.

QUESTION 1

- a. Use a specific example to explain how a school's definition of the curriculum will influence the activities that goes on in the school.
Example.....
.....
..... (2marks)
Explanation.....
.....
..... (3marks)
- b. Children must be **acculturated** and **socialized** to provide for the smooth transmission of culture in the society. What do you understand by the terms **acculturated** and **socialized**?
Acculturated.....
..... (2marks)
Socialized.....
..... (2marks)
- c. Sociological factors that should be considered in curriculum development are:
i.....
ii.....
iii.....
iv.....(4marks)
- d. Explain the major implications of the Piaget's theory of cognitive development to curriculum planning.
.....
.....
.....
.....(4marks)
- e. Curriculum Development refers to the
.....
.....(2marks)
- f. Distinguish between a deductive model and an inductive model. Use examples to support your answer.
Deductive model.....
.....
..... (2marks) e.g. (1mark).
Inductive model.....
.....

..... (2marks) e.g. (1mark).

Total for Question one = 25 marks.

QUESTION 2

- a. The introduction of pre – vocational subjects into the curriculum of Swaziland schools is based on the:(1mark)
- b. Using a specific topic in your teaching subject show how aims and goals are broken down to objectives in the Wheeler's model.
- Topic.....
- Level 1 (2marks)
- E.g.....(2marks)
- Level 2..... (1mark)
- E.g.....(2marks)
- Level 3..... (1mark)
- E.g.....(2marks)
- Level 4 (1mark)
- E.g.....(2marks)
- c. The difference between **situational analysis** and **needs assessment** is
-(4marks)
- d. Differentiate between these terms: `articulation, sequence and Integration.
- Articulation.....(3marks)
- Sequence.....(2marks)
- Integration.....(2marks)

Total for Question two = 25marks.

QUESTION 3

- a. Explain the three categories of educational activities as developed by Benjamin Bloom.
- i.....(2marks)

- ii.....(2marks).
- iii.....(2marks)
- b. Any form of evaluation should have these five qualities. The qualities are:.
- i.....
- ii.....
- iii.....
- iv.....
- v.....(5marks)
- c. Describe the functions of the terms below:
- i. Formative evaluation
-(2maks)
- ii. Summative evaluation t
-(2marks)
- iii. Continuous assessment
-(2marks)
- d. Summarize the purpose of each of the four types of evaluation specified in the CIPP model of evaluation.
- C..... (2marks)
- I..... (2marks)
- P..... (2marks)
- p.....(2marks)

Total for question 3 = 25marks

SECTION B

Answer **only one** question from this section.

QUESTION 4

Discuss how each of the following will influence the curriculum:

- (a) Philosophy
- (b) Society
- (c) Financial resources
- (d) Psychology
- (e) The Teacher. (25marks).

Total for question 4 = 25marks.

QUESTION 5

- 5a. Distinguish between a syllabus and a curriculum. ((4marks).
- b. analyze the components of a teaching syllabus. (14marks).
- c. explain the term unit plan. (2marks)
- d. Discuss the significance of economic and political factors on the operation of the school. (5marks)

Total for question 5 = 25marks.

END OF EXAMINATION !!!