



12

**SUPPLEMENTARY
PAGE 1 OF 2**

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UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER

**PROGRAMME: DIPLOMA IN AGRICULTURAL
 EDUCATION YEAR 2
 DIPLOMA IN HOME ECONOMICS
 EDUCATION YEAR 2**

COURSE CODE: AEE 202

**TITLE OF PAPER: CURRICULUM DESIGN AND
 DEVELOPMENT**

TIME ALLOWED: TWO (2) HOURS

INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS

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GRANTED BY THE CHIEF INVIGILATOR**

**AEE 202 – SUPPLEMENTARY
PAGE 2 OF 2**

Question 1

Just as curriculum development activities must be systematic, curriculum evaluation must, likewise, follow some sort of meaningful structure. Present the various aspects of evaluation that relates to curriculum initiation, structuring and operation by Stufflebeam et.al, 1971. Give three questions that are representative of each element.

[Total = 25]

Question 2

- a) Briefly describe five contradictory forces which pull the educational system in opposite directions. (10)
- b) Discuss three types of curriculum you studied in the course. (6)
- c) Describe the curriculum designs that emphasize subject, child and society. (9)

[Total = 25]

Question 3

- a) Briefly outline the National Curriculum Centre model of Curriculum Development Process and its relationship to curriculum evaluation. (13)
- b) The establishment of sound goals and objectives represents one of the most crucial steps in curriculum development. Clearly differentiate between goals, general objectives and specific objectives and give two examples of each to indicate how they may be better prepared. (12)

[Total = 25]

Question 4

- a) The notion that one could sit down and decide which content is most important to include in a curriculum is far from reality. In a typical educational setting, the curriculum developer is confronted with a variety of factors that may affect the task of determining what must actually be taught. Describe six of these factors. (18)
- b) Discuss, briefly the following areas of concern that the curriculum developer needs to focus on: The educational setting, the occupational setting and content determining strategies. (7)

[Total = 25]