

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
FINAL EXAMINATION QUESTION PAPER, MAY 2005**

**TITLE OF PAPER : CURRICULUM THEORY**

**COURSE CODE : EDC 110**

**TIME ALLOWED : THREE (3) HOURS**

**INSTRUCTIONS : CHOOSE ANY FOUR (4) QUESTIONS**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN  
GRANTED BY THE INVIGILATOR**

1. You are a member of the curriculum-planning panel for your subject area. The objective is to formulate educational goals for Swaziland for the year 2006. Which aspects of contemporary Swazi society would you use as a source for selecting general educational objectives? Give reasons for your choice. [25]

2. The Swaziland education system can be viewed as having essentialistic philosophical inclinations.

a) What characteristics/elements in the education system define it as such? [10]

b) How can you account for this philosophical position in Swaziland? [5]

c) Bruner, Kerr, and Dewey have criticized Tyler's model of curriculum development. How does each one justify his argument? [10]

3. What is the relationship between the "needs of learners, society, and subject matter" and "curriculum needs assessment"? [25]

4. a) Curriculum evaluation must meet (among others) the following criteria: continuity; comprehensiveness; and validity and reliability. Discuss each in relation to curriculum evaluation. [15]

b) Distinguish between summative and formative evaluation. [10]

5. The Swaziland education curriculum from primary to tertiary education does not seem to serve the needs of its citizens nor those of society.

a) What evidence is there to support the above statement? [12]

b) What changes would you recommend in the primary school curriculum that would, in part, address this problem? [8]

c) Which principles of curriculum development would you employ to guide you? [5]