

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
SUPPLEMENTARY 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. How do the following influence the curriculum?
 - a) Philosophy
 - b) Society/culture
 - c) Financial resources
 - d) Language[25]

2. What is the appropriate role for each of the following in a curriculum needs assessment? Include local (Swazi) examples.
 - a) Students
 - b) Teachers
 - c) Community
 - d) Subject matter[25]

3.
 - a) What is meant by situation analysis in curriculum development? [15]

 - b) Consider the current state of high unemployment among school leavers in Swaziland. Draw up a summary situation analysis of this situation. [10]

4.
 - a) Distinguish between the following terms: goals, aims, and objectives. [6]

 - b) The Tyler Rationale is objectives based. Explain. [14]

 - c) What are the characteristics of a process-based curriculum? [5]

5. a) The CIPP model of curriculum evaluation has four types of evaluation, that is, context, input, process, and product. Discuss each of these, citing instances where it has been utilized in Swaziland. [12]

b) Examinations are an important and valuable tool for evaluation. However, in some instances examinations seem to determine curriculum objectives and, therefore, what is taught, instead of curriculum objectives determining content and, therefore, examination objectives. Explain this view and critically analyze the role of the Primary Certificate, Junior Certificate, and O'Level Certificate examinations in the Swaziland education system. [13]