

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
FINAL EXAMINATION QUESTION PAPER, MAY 2006**

**TITLE OF PAPER** : **CURRICULUM THEORY**  
**COURSE CODE** : **EDC 110**  
**STUDENTS** : **BEd. I Primary, BEd. I Secondary, PGCE**  
**TIME ALLOWED** : **THREE (3) HOURS**

**INSTRUCTIONS** : **1. This examination paper has six (6) questions. Answer any four (4) questions.**

**2. Each question has a total of 25 points**

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

1. Discuss the significance of using philosophical and psychological screens to select educational objectives in the Tyler model. [25]
2. According to Denis Lawton, curriculum involves selection from the culture of a society. Discuss. [25]
3. Swaziland seems to be producing the 'wrong type of graduates', many of whom cannot be absorbed into the existing job market. Critically examine this statement. [25]
4. The following is an excerpt from the introduction of the National Policy Statement on Education, 1999, Ministry of Education.

*Having achieved increased accessibility at primary level, government's efforts have now shifted to not only consolidating the achievements, but also to addressing important issues such as quality, relevance and affordability of education. The ultimate goal is that graduates of the system must meaningfully contribute to the development of both the cultural and economic development of the country.*

Discuss the extent to which the government of Swaziland has realised its ultimate goal, citing specific examples. [25]

5. The introduction of the IGCSE in 2006 is being met with resentment from teachers and confusion from parents and society at large. Discuss the contributing factors, indicating the principles of curriculum development the Ministry of Education could have utilized to achieve successful implementation of the curriculum. [25]
6. The dominant philosophy in the Swaziland education system is essentialism. Discuss. [25]