





**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF POST-GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER – DECEMBER 2008**

**TITLE OF PAPER:** CURRICULUM THEORY AND DEVELOPMENT  
**COURSE CODE:** EDC 605  
**STUDENTS:** MASTER OF EDUCATION (M.Ed.)  
**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 marks.**

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

1. Use examples to discuss how knowledge of the Philosophy, Psychology and Sociology of Education is useful to you as a teacher.
2. Some educationists conceive of the curriculum as 'all the experiences that are provided by the school'. Explain how this conception of the curriculum relates to how Howard Gardener's idea of "multiple intelligence" among human beings.
3. Describe some similarities and the essential differences between Behaviourist and Cognitive theories of Educational Psychology in terms of:
  - a) meaning;
  - b) application to the curriculum.
4. Piaget's theory of four cognitive processes provides a basis for some methods of organizing learning. Describe these processes and explain how they relate to the attempts of educators to promote learning.
5. 'Equality of Educational opportunity does not mean identical education'.
  - a) Explain the above statement and give examples why you agree or disagree with it.
  - b) Describe the policies and strategies that Swaziland has used in attempting to achieve equality of educational opportunity for its citizens.
  - c) What obstacles have been experienced toward the realization of this goal?
6. The culture of any society influences the curriculum and the curriculum can influence change in society's traditions. Describe how this statement relates to contemporary Swazi society.