

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION QUESTION PAPER, MAY 2010**

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

INSTRUCTIONS : 1. There are two sections in this examination paper, Sections A and B.
2. Answer all questions in Section A on the question paper. Detach section A and submit it with the answer booklet. **WRITE YOUR ID NUMBER ON ALL THE PAGES OF SECTION A.**
3. In section B there are five questions. Question 1 is compulsory, then choose any other two questions.
4. Each question has a total of 25 points

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SECTION B

Answer question 1 and any other two questions

1. a) Compare and contrast the following concepts [10]
- i) Prescriptive and descriptive models
 - ii) Recommended and written curriculum
 - iii) Unit plan and lesson plan
 - iv) Curriculum evaluation and curriculum revision
 - v) Acculturation and socialisation
- b) Compare and contrast the Tyler and Wheeler models for curriculum development [5]
- c) Explain what is meant by the following principles of curriculum evaluation. [5]
- i) Evaluation should be continuous
 - ii) Evaluation should be comprehensive
- d) Explain the relationship between curriculum and syllabus [5]
2. a) Discuss the criteria you would use to select the content in your subject area and particular grade level. [15]
- b) Provide the various components of a teaching syllabus and explain what each component entails. [10]
3. a) In Swaziland, situation analysis takes the form of *vusela* exercises. Discuss the outcomes of the *vusela* exercise that generated the National Education Review Commission (NERCOM) Report of 1985. [10]
- b) The Swaziland education system seems to be producing the wrong type of graduates, many of whom cannot be absorbed into the existing job market. Critically examine this view. [15]

4. a) The dominant educational philosophy in the Swaziland education system is essentialism. Assess this statement. [10]
- b) Explain the significance of using the philosophical and psychological screens to select objectives in the Tyler rationale. [8]
- c) The process based model of curriculum development is different from the objectives based model. Distinguish between the two types of models. [7]
5. a) In the political model for curriculum evaluation, evaluation is said to be concerned with political power in education and three types of evaluation are suggested, that is, bureaucratic, autocratic, and democratic evaluation. Discuss any two types with reference to the roles of the parties involved. [10]
- b) Examinations have been described as having a *backwash* effect in many African schools and this is true in Swaziland. Critically examine this statement. [15]