

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
SUPPLEMENTARY EXAMINATION QUESTION PAPER, JULY 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. This examination paper has six (6) questions. Question 1 is compulsory. Then choose any three (3) other questions.

2. Each question has a total of 25 points

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Answer question 1 and any other three questions.

1. a) Compare and contrast the following concepts [10]
- i) Linear and non-linear curriculum development models
 - ii) Goals and objectives
 - iii) Foundations and determinants of curriculum
 - iv) Scope and sequence
 - v) Mediate goals and proximate goals
- b) Discuss the advantages and disadvantages of using questionnaires to obtain data in a needs assessment exercise. [5]
- c) Distinguish between assessment and evaluation [4]
- d) According to the Imbokodvo National Movement Policies, the purpose or aim of education is to produce an enlightened and participant citizenry.
- i) On the basis of this aim, formulate a curriculum goal that would contribute towards achieving this aim [2]
 - ii) Formulate two curriculum objectives that are derived from the above goal. [4]
2. a) Lawton, Kliebard and Stenhouse have criticised the Tyler model for curriculum development. Discuss how each justifies his argument. [10]
- b) The process model is not objectives based. Explain. [8]
 - c) The National Curriculum Centre (NCC) model is an infusion of many other models, including Tyler, Kerr and Skilbeck models. Illustrate how these three models are used in the NCC model. [7]
3. a) You are required to develop a unit plan for a topic(s) in your subject area for a particular grade level. Provide the components of the unit plan and give a detailed explanation of what should be in each component. [20]
- b) Discuss two principles that should be considered when preparing a teaching syllabus. [5]
4. a) According to Urevbu, curriculum theory provides answers for the question concerning what should be taught in schools. Discuss the four issues that curriculum theory should address, giving specific examples. [8]
- b) Curriculum development is a cooperative endeavour. Discuss this principle of curriculum development with reference to the introduction of the IGCSE/SGCSE in Swaziland. [7]

- c) In the planning phase of curriculum development, curriculum design decisions are made. Explain, with illustrations, three curriculum prototypes that curriculum planners can select. [10]
5. a) Essentialists subscribe to behavioural psychology. Discuss. [10]
- b) Reconstructionism is likely to be resisted in Swaziland. Critically discuss this statement. [8]
- c) Explain the role of the teacher in a progressivist classroom. [7]
6. a) Critically analyze the role of external examinations in Swaziland's school curricula. [13]
- b) The CIPP model of curriculum evaluation specifies four types of evaluation, that is, context, input, process and product. Explain the activities that take place during each type of evaluation and their significance in the curriculum process. [12]