UNIVERSITY OF SWAZILAND

INSTITUTE OF POST-GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION QUESTION PAPER 2009

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. 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 Gardner's theory of "multiple intelligences".

2. In what ways are the theoretical frameworks of philosophy, psychology and sociology reflected in the structures and processes of the school curriculum. Clarify each of these relationships with an actual example of its occurrence in local schools.

3. Describe the essential difference between each of the following philosophies in terms of their; i) metaphysics
   ii) curriculum orientation
   iii)example of practice in the schools:

a) Pragmatism and Existentialism
b) Perennialism and Essentialism
c) Progressivism and Reconstructionism.

4. a) Describe the central theory, as well as its related ideas, of the following schools of educational psychology:
   1. Behaviourist
   2. Cognitivist
   3. Humanist.

   b) State how each of these theories is applied in local curriculum development and delivery.

   c) State your personal view on the value of any two of the above orientations.

   5. Ornstein and Hunkins (2005) state that the culture of the school and of the society in which the school is located "are mutually impacting systems". Discuss the manner in which this statement holds true in some schools in Swaziland. State your views on the extent to which some value can be attached to the examples you described.

6. Social homogeneity is an acclaimed attribute of the Swazi nation. Conversely, the curriculum must cater for widespread diversity among people. Discuss the occurrence of these two contrasting characteristics and state if, and how the education system provides for both.