

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION QUESTION PAPER, MAY 2011

TITLE OF PAPER : CURRICULUM THEORY
COURSE CODE : EDC 110
STUDENTS : BEd. I Primary, BEd. I Secondary, PGCE
I.D.E. BEd. Level I, PGCE
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 [2x5]
- i) Linear and non-linear models
 - ii) Official and actual curriculum
 - iii) Unit plan and lesson plan
 - iv) Curriculum improvement and curriculum revision
 - v) Foundations and determinants of curriculum
- b) Distinguish between assessment and evaluation [4]
- c) Curriculum evaluation must meet the criteria of continuity and comprehensiveness. Explain what this statement means. [5]
- 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) The Tyler model for curriculum development utilizes philosophical and psychological screens to select educational objectives. Discuss the rationale for screening educational objectives in the Tyler model. [10]
- b) Bruner, Kerr and Dewey have criticised the Tyler model for curriculum development. Discuss how each of these education specialists justifies his argument. [9]
- 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. [6]

3. 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) Advocates of the process model strongly identify with Maslow's hierarchy of needs. Discuss the rationale behind this orientation. [7]
- c) i) Describe the activities that are carried out by curriculum planners during the planning phase. [5]
- ii) Curriculum development involves a *change in people*. Explain, citing relevant examples in Swaziland. [5]
4. a) Describe the components of a teaching syllabus, giving examples from your subject area.. [13]
- b) Explain what each of the following schools of philosophy view as the aim of education or the role of the school in society: perennialism, essentialism and reconstructionism. [12]
5. a) The CIPP model for curriculum evaluation refers to four types of evaluation, context, input, process and product. Discuss each of these, including the types of settings, changes and decisions made [15]
- b) Final examinations provide useful information for curriculum revision and or improvement. Discuss the ways in which final examinations can affect the curriculum, giving specific instances in the case of Swaziland. [10]

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SECTION A

Answer all questions in this section by circling the letter of the correct answer. There is only one correct answer. If you make a mistake, make a cross on the incorrect response. When you finish this section, detach it from the question paper and you will insert it in your answer booklet when you finish the exam.

1. In this phase of curriculum development the teacher's role changes from developer to instructor
 - A. Planning
 - B. Design
 - C. Implementation
 - D. Evaluation

2. They do not speed up or slow down the pace of cognitive development
 - A. Physical characteristics
 - B. Hereditary factors
 - C. Previous learning experiences
 - D. Characteristics of learner's social environment

3. This type of curriculum translates educational policy and goals to usable documents that allow implementation by teachers.
 - A. Supported curriculum
 - B. Hidden curriculum
 - C. Recommended curriculum
 - D. Official curriculum

4. Needs assessment does **not** involve
 - A. Identifying needs of learner
 - B. Identifying needs of society
 - C. Identifying needs of the learner being met by the curriculum
 - D. Identifying needs of the learner not being met by the curriculum

5. This curriculum specialist did not criticise how Tyler used the three sources of objectives
 - A. Lawton
 - B. Tanner and Tanner
 - C. Kliebard
 - D. Kerr

6. The following are formulated after conducting needs assessment
 - A. Lesson plans
 - B. National philosophies for curriculum development
 - C. Goals and objectives
 - D. National policies

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7. Which of the following is an inductive curriculum development model?

- A. Tyler
- B. Taba
- C. Kerr
- D. Skilbeck

8. The specification of what learners are able to do at the end of a learning experience is referred to as

- A. Expected outcome
- B. Specific outcome
- C. Learning outcome
- D. Critical outcome

9. The Tyler rationale

- A. Is descriptive
- B. Specifies objectives at the end
- C. Is a process of managing curriculum development
- D. Is a process of selecting objectives for curriculum development

10. An example of a descriptive curriculum development model is

- A. Tyler
- B. Taba
- C. Kerr
- D. Skilbeck

11. It is not a component of educational need

- A. Pre-disposition
- B. Competence
- C. Relevance
- D. Motivation

12. It refers to the resources provided to enable the curriculum

- A. Supported curriculum
- B. Hidden curriculum
- C. Recommended curriculum
- D. Actual curriculum

13. In a perennialist classroom the operational emphasis is on

- A. The teacher
- B. Subject matter
- C. The child
- D. Classroom operations

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14. In a progressivist classroom the operational emphasis is on
- A. The teacher
 - B. Subject matter
 - C. The child
 - D. Classroom operations
15. It is not a foundation of curriculum
- A. Society/culture
 - B. Knowledge
 - C. Psychology
 - D. Philosophy
16. It is concerned with preservation and transmission of cultural heritage
- A. Essentialism
 - B. Perennialism
 - C. Progressivism
 - D. Reconstuctionism
17. It determines the quality of a programme as measured against the objectives
- A. Curriculum planning
 - B. Curriculum evaluation
 - C. Curriculum implementation
 - D. Curriculum design
18. It is not a component of curriculum development
- A. Selection of content
 - B. Formulation of objectives
 - C. Selection of methodology
 - D. Selection of guiding principles
19. The National Curriculum Centre identifies with this conception of curriculum
- A. Intended learning outcomes
 - B. Subject matter or course content
 - C. All learning experiences under the auspices of the school
 - D. Programme of planned learning experiences
20. According to this philosophical orientation, truth is eternal, unchanging and everlasting
- A. Essentialism
 - B. Perennialism
 - C. Progressivism
 - D. Reconstuctionism
21. A linear curriculum model is described by
- A. Lawton
 - B. Skilbeck
 - C. Kerr
 - D. Tyler

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22. Progressivists subscribe to these schools of psychology
- A. Gestalt, behaviourist, constructivist
 - B. Gestalt, behaviourist, cognitive
 - C. Gestalt, cognitive, constructivist
 - D. Behaviourist, cognitive, constructivist
23. It is **not** a step in needs assessment
- A. Gathering data
 - B. Prioritizing of curriculum goals
 - C. Prioritizing of school documents
 - D. Prioritizing of needs
24. The political model of curriculum evaluation entails
- A. Briefing decision makers
 - B. Reporting to the electorate
 - C. Informing pilot schools of evaluation outcomes
 - D. Translating aims into specific measurable terms
25. This psychology is concerned with how individuals process information
- A. Gestalt
 - B. Perceptual
 - C. Behaviourist
 - D. Cognitive