

**UNIVERSITY OF SWAZILAND****INSTITUTE OF POST-GRADUATE STUDIES  
DEPARTMENT OF CURRICULUM AND TEACHING  
FINAL EXAMINATION PAPER – DECEMBER 2010**

**TITLE OF PAPER: CURRICULUM THEORY**  
**COURSE CODE: COURSE EDC 607**  
**STUDENTS: MASTER OF EDUCATION (M.Ed.)**  
**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS:**

- 1. This examination paper has 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.**

### **Question 1**

The term 'curriculum' is conceived variously by theorists and practitioners. Discuss two of these conceptions that are frequently used in Swaziland, stating their similarities and/or differences, their strengths and limitations, as well as their application in local curricula.

### **Question 2**

The curriculum policies and practices of local schools have a bearing to some theories of Philosophy, Psychology and Sociology. Identify and clarify each of these relationships with actual examples of their local applications.

### **Question 3**

Compare and contrast the essence of the learning theories of Piaget, Dewey, Bruner and Vygotsky on the effect of the environment as a basis for cognitive development. For each of the related conceptions, provide a classroom example in your subject area.

### **Question 4**

- (a) Describe the central theory, as well as its related ideas, of the following schools of educational psychology:
1. Behaviourism
  2. Cognitivism
  3. Humanism.
- (b) State how each of these theories are applied in local curriculum delivery.
- (c) State your personal views on the value of **ANY TWO** of the above orientations.

### **Question 5**

Swaziland subscribes to the UNESCO convention on 'Education for All' (EFA, 1990). What is the rationale for this global commitment? Describe the policies and processes that Swaziland has proposed and implemented towards attaining this universal goal. Discuss the successes and challenges experienced by this country in its effort to provide EFA.

### **CHOOSE EITHER Question 6A OR Question 6B**

#### **Question 6A**

Educationists believe that the school and society's culture are mutually impacting systems, "each giving the other various cultural scripts to follow, or at least to consider" (Ornstein and Hunkins, 2005). With reference to the Swazi context, justify or refute this statement.

**OR**

#### **Question 6B.**

Consider the various forms of diversity in Swazi society and their impact on the school curriculum. What and how does Swaziland need to address in its education system in order to achieve harmonized socio-economic development?