

UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHING
EXAMINATION PAPER: MAY 2011

TITLE OF PAPER : CURRICULUM DEVELOPMENT
COURSE CODE : EDC 608
STUDENTS : MASTER OF EDUCATION
TIME ALLOWED : THREE (3) HOURS
INSRTRUCTIONS : 1. ANSWER ANY FOUR QUESTIONS
2. EACH QUESTION CARRIES 25 MARKS

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY THE INVIGILATOR

Question 1

What are the fundamental principles and advantages of the objectives approach to curriculum development, as presented by Tyler (1949) and others?

On what grounds has this model been criticized by various educationists?

In your opinion, what are the merits and demerits of the criticisms leveled against objectives-based curriculum planning. (25)

Question 2

a) Curriculum development is a dynamic process. Elaborate on this statement, justifying why the statement is a reality at the national level and in classroom settings. (10)

b) Describe the main activities involved in each of the stages of the curriculum development process, either at national or classroom level. Include the rationale for each of the activities described. (15)

Question 3

Similarities and differences exist between the curriculum terms: goals, aims, objectives and outcomes. Citing examples from your subject specialization:

a) Describe some common features among these terms. (7)

b) Discuss the essential differences among them, showing why some educators prefer the use of a particular term against others. (18)

Question 4

Pigozzi (2004) argues that the emphasis on goals of education has shifted from mere cognitive achievement of learners to address social and other dimensions of society.

- a) Discuss contemporary global concerns for promoting quality education. (15)
- b) Identify a local issue of socio-economic concern. Describe the nature of the issue and why it is considered to be a problem of education. How might it be accommodated in your teaching subject or school Programme of Studies. (10)

Question 5

What are the similarities and differences between the evaluation of learning and of the curriculum? Describe the processes used in any familiar model for evaluating a given curriculum.

What are the strengths and weaknesses of your chosen model? (25)

Question 6

- a) What is the purpose and value of a situational analysis in the curriculum development process? (4)
- b) A recent study by the World Bank (Marope, WB, 2010) issued a detailed report on the situation of Swaziland's Education Sector.
 - 1. Write a summary of the key issues identified by the WB as the sector's critical challenges. For each issue, state a major cause of the problem and the WB's recommendation for amelioration. (16)
 - 2. What do you think should be done about the WB report and how? (5)