

UNIVERSITY OF SWAZILAND

INSTITUTE OF POST-GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER – DECEMBER 2011

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.**

TOTAL MARKS: 100

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN
GRANTED BY THE INVIGILATOR.**

Question 1

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. (25)

Question 2

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 Howard Gardener's (1985) idea of "multiple intelligences" among human beings.

(25)

Question 3

Describe the essential difference between each of the following philosophies in terms of their:

- i) Metaphysics (12)
- ii) Curriculum orientation (9)
- iii) Example of practice in the schools: (4)

a) Pragmatism and Existentialism

b) Perennialism and Essentialism

c) Progressivism and Reconstructionism

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. (15)

(b) State how each of these theories is applied in curriculum delivery. (6)

(c) State your personal views on the value of ANY TWO of the above orientations. (4)

Question 5

Ornstein and Hunkins (2005) state that: 'Equality of educational opportunity does not mean identical education'.

- a) Explain the above statement and give examples why you agree or disagree with it. (13)
- b) Describe the policies and strategies that Swaziland has used in attempting to achieve equality of educational opportunity for its citizens. (8)
- c) What obstacles have been experienced toward the realization of this goal? (4)

Question 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 notions in local society and state if, and how the education system provides for both. (25)