UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM & TEACHING

MAIN EXAMINATION QUESTION PAPER

MAY 2013.

TITLE OF PAPER: CURRICULUM DEVELOPMENT

COURSE CODE: EDC 647

STUDENTS: M. Ed. Education

TIME ALLOWED: Three (3) Hours

INSTRUCTIONS: 1. There are five questions in this paper.

2. Answer any four questions

3. Each question has a total of 25marks.

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

1a. With the aid of a diagram, analyze the components of "Pedagogical Content Knowledge" (PCK) for science teaching. (21mks)

b. Discuss two implications of PCK to the classroom teacher. (4mks)

2a. Explain in detail the term "Meaningful Conceptual Understanding". (10mks)

b. Show how you would use the model of conceptual change by Posner et al (1982) to recognize and reconcile a specific conception in chemistry. (15mks)

3a. Why is metacognition defined as a "fuzzy concept"? (5mks)

bi. State four disadvantages of "fuzzy concepts".

ii. Outline the four virtues of metacognition. (8mks)

c. As a classroom teacher, discuss four approaches you would use to facilitate the social exchange of shared knowledge. (12mks)

4a Distinguish between assessment and evaluation. (4mks)

b. Critically examine the effect of:

i. Grade

ii. Testing and feedback

iii. Standardized testing

on students' motivation and learning. (9mks)

c. Discuss the four principles proposed by Gronlund (2005) to guide teachers as they design an assessment system and create their own tests, (12mks)

5a. With the aid of a diagram only, presents the teaching challenges for 21st century teachers. (10mks)

b. Who is an effective teacher? (15mks)