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UNIVERSITY EXAMINATIONS

2012 /2013 ACADEMIC YEAR

**FOR THE DEGREE OF
BACHELOR OF EDUCATION ARTS**

COURSE CODE: CIT 212

COURSE TITLE: CURRICULUM STUDIES

DATE: 20th August, 2013

TIME: 2.00pm – 5.00pm

Instructions to Candidates

Answer Question **ONE (COMPULSORY)** and any other **THREE** Questions. A total of **FOUR** Questions.

- Q1 (a) Briefly explain the following terms in order to articulate their meaning and understanding in the context of curriculum theory and practice.
- i. Education
 - ii. School
 - iii. Epistemology
 - iv. Curriculum
 - v. Teaching
 - vi. Teacher Education
 - vii. Scope
 - viii. Curriculum Relevance
 - ix. Curriculum Innovation
 - x. Research
- (10 marks)

(b) “Going to school does not guarantee education” what are the basic characteristics of an educated person? (2 marks)

(c) (i) Differentiate between the basic elements and dimensions of the school curriculum

(ii) Diagrammatically demonstrate the mutual relationship between the elements and dimensions of the curriculum

(d) Explain how Benjamin Bloom’s Taxonomy of Educational objectives (1971) has enhanced our understanding of the nature and scope of curriculum objectives (2 marks)

(e) (i) What are some of the major changes and innovations that have taken place in the school curriculum in Kenya since independence?

(ii) Give reasons why some of the curriculum innovations in Kenya have not succeeded.

(4 marks)

(f) (i) What is curriculum evaluation?

(ii) Why is it important to carry out curriculum evaluation?

(iii) Identify any FOUR models of curriculum evaluation and show how each of them has contributed to the understanding of the theory and process of curriculum evaluation

(6 marks)

(g) (i) What are the leading factors that have compelled the African countries to review and change their school curricula in the last three (3) decades?

- (ii) What do you consider as the major strengths and weaknesses of the 8.4.4 system of education in Kenya. (2marks)

(h) (i) What is the role of the classroom teacher in curriculum development

(ii) What are the merits of the learner – centred curriculum design as compared to the traditional teacher – centred design

(iii) Differentiate between

- Pre-service and in-service teacher education programme
- Concurrent and consecutive teacher education programmes (3 marks)

(i) Use the following analogies to explain the initial concept and meaning of the school curriculum

- Journey
- Factory
- Garden/farm (3 marks)

(k) Explain how Robert Gagne’s theory of pre-requisite in learning (1971) can assist the teachers to plan their scheme of work and lesson (2 marks)

Q2 (a) With reference to your field school, describe the scope of school curriculum
Highlighting all the dimensions

(b) Discuss the main constraints of implementing the curriculum in the school

(c) Suggest strategies for improving the quality of education in that school (15 marks)

Q3 (a) Discuss the factors that would influence curriculum change and innovation in contemporary society

(b) As a potential teacher and curriculum developer, what would be your views on the Jubilee Government Laptop Policy in education?

(e) What are the prospects and challenges of implementing the Laptop policy in primary schools? (15 marks)

Q4 (a) What is the difference between Aims, Goals and objectives as understood and used in curriculum development

(b) Explain the fundamental concerns advanced in Ralph W. Tyler Model (1949) for guiding the curriculum development process.

(c) Guided by the Tyler Model, precisely discuss the process of curriculum development adopted by the Kenya Institute of Curriculum Development (KICD).

Q5 There is a general attitude that teaching is not a profession and yet Prof. Lucas (1970). in a series of his education lectures he repeatedly asserted that no education is better

than its teachers”

- a) Discuss this contradiction and advance your personal position as to whether teaching career in Kenya is a profession or not.
- b) Explain the role of the teacher in curriculum implementation
- c) How is the current teachers strike going to affect curriculum implementation and student performance in Kenya? (15 marks)

Q6. (a) On the basis of the theories, models and principles of curriculum development assess

the efficiency and effectiveness of curriculum evaluation system/program in Kenya

- (b) Explain the concepts of “backwash” on the school curriculum
- (c) “Examinations are necessary evil in the school curriculum” Discuss this statement in the context of Kenyan situation (15 marks)