



# MAASAI MARA UNIVERSITY

## REGULAR UNIVERSITY EXAMINATIONS 2019/2020 ACADEMIC YEAR SECOND YEAR FIRST SEMESTER

### SCHOOL OF EDUCATION BACHELOR OF EDUCATION

**COURSE CODE: ECI 2104**

**COURSE TITLE: CURRICULUM DEVELOPMENT**

**DATE: 6<sup>TH</sup> DECEMBER, 2019**

**TIME: 0830-1030 HRS**

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#### **INSTRUCTIONS TO CANDIDATES**

*This paper consists of **TWO** printed pages. Please turn over.*

Answer Question **ONE** and any other **two** questions

**Question ONE**

- a) Distinguish between Curriculum development and curriculum implementation **(6marks)**
- b) Discuss five challenges faced during curriculum change and suggest a solution for each challenge. **(15marks)**
- c) Explain the purpose of the following during needs assessment in curriculum development process:
  - I. Philosophy **(3marks)**
  - II. Psychology **(3marks)**
  - III. Sociology **(3marks)**

**Question TWO**

- a) Explain the role of formal, non - formal and informal curriculum dimensions in the development of a holistic learner **(9marks)**
- b) Discuss the relationship between education, curriculum and syllabus **(9 marks)**
- c) State two main focus of the Kenya Competency Based Curriculum **(2marks)**

**Question THREE**

- a) Explain how Hilda Taba(1962) modified the curriculum model by Ralph Tyler (1949) **(6 marks)**
- b) Reflecting the 21<sup>st</sup> century focus, define the term 'curriculum' in your own words **(6marks)**
- c) State the four fundamental questions of curriculum construction by Ralph Tyler(1949) **(8marks)**

**Question FOUR**

- a) Explain four roles of the Kenya national goals of education **(12marks)**
- b) Assess two reasons for collecting data from the learner and society during the needs assessment stage of curriculum development process **(8marks)**

**Question FIVE**

- a) Assess five roles of formative evaluation during curriculum implementation in school **(10marks)**
- b) Explain five benefits of learner centred curriculum design **(10marks)**

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