



MAASAI MARA UNIVERSITY

REGULAR UNIVERSITY EXAMINATIONS

2021/2022 ACADEMIC YEAR

SECOND YEAR FIRST SEMESTER

SCHOOL OF EDUCATION

BACHELOR OF EDUCATION

COURSE CODE: ECI 2104

COURSE TITLE: CURRICULUM DEVELOPMENT

DATE: 6TH APRIL, 2022

TIME: 0230-0430HRS

INSTRUCTIONS TO CANDIDATES

Answer question **ONE** and any other **TWO** questions

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

Question ONE

- a) Distinguish between Curriculum development process and curriculum implementation **(4marks)**
- b) Highlight **two** challenges faced during curriculum change and suggest one possible solution for each of the challenges **(6 marks)**
- c) Explain the purpose of each of the following in determination of education purposes in Ralph Tyler 1949 model
 - i. Learner **(2marks)**
 - ii. Society **(2mark)**
 - iii. Subject specialists **(2marks)**
- d) Explain **two** roles of the teacher in curriculum development process **(4marks)**

Question TWO

- a) Explain **one** role of each of the following curriculum dimensions in the development of a holistic learner
 - i. Formal **(2marks)**
 - ii. Non – formal **(2marks)**
 - iii. Informal curriculum **(2marks)**
- b) Discuss **three** reasons why competency-based curriculum was introduced in Kenya **(9 marks)**

Question THREE

- a) Identify the **three** additions Hilda Taba (1962) made on Ralph Tyler (1949) curriculum model **(6marks)**
- b) Discuss **three** ways in which any curriculum model influences the Kenya curriculum development process **(9 marks)**

Question FOUR

- a) Explain **three** roles of the Kenya national goals of education **(6marks)**
- b) Discuss **three** benefits of learner -centred curriculum design **(9marks)**

Question FIVE

- 1. Explain the relationship between education, curriculum and syllabus **(6marks)**
- 2. Discuss **three** ways in which teachers could be facilitated to make an innovation successful **(9marks)**

//END