



**MASENO UNIVERSITY**  
**UNIVERSITY EXAMINATIONS 2015/2016**

**SECOND YEAR SECOND SEMESTER EXAMINATION FOR THE  
DEGREE OF BACHELOR OF EDUCATION WITH INFORMATION  
TECHNOLOGY**

**HOMABAY CAMPUS**

**ECT 212: CURRICULUM DEVELOPMENT**

Date: 27<sup>th</sup> April, 2016

Time: 2.00 - 4.00pm

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INSTRUCTIONS:

- **Answer Question ONE and any other TWO.**
- **Question ONE has 30 marks and the rest carry 20 marks each.**



**Question One: Compulsory (30 marks)**

- (a) Define the term curriculum. (2 marks)
- (b) Explain any three arguments in favour of the view that “curriculum is a discipline”. (3marks)
- (c) State any three methods of curriculum inquiry. (3 marks)
- (d) Using diagrams explain the difference between the Tyler and Wheeler models of curriculum development. (6 marks)
- (e) Distinguish between programme evaluation and instructional evaluation. (2 marks)
- (f) State three advantages and three limitations of examinations as an evaluation tool (6 marks)
- (g) What is the importance of the following sub-stages in the process of curriculum implementation?
  - i. Keeping the public informed (4 marks)
  - ii. Educating the teachers (4 marks)

**Question Two (20 marks)**

- (a) Explain the meaning of the following terms:
  - i. Scope (2 marks)
  - ii. Sequence (2 marks)
- (b) Describe the challenges posed by the terms (1a) in designing the curriculum (16 marks)

**Question Three (20 marks)**

- (a) State the aims of education in Kenya (8 marks)
- (b) Explain the policies and programmes underpinning the attainment of each of the educational aims in Kenya. (12 marks)

**Question Four (20 marks)**

- (a) What is Kenya Institute of Curriculum Development (KICD)? (4 marks)
- (b) Explain eight (8) functions of the Kenya Institute of Curriculum Development (KICD) (16 marks)

**Question Five (20 marks)**

- (a) Briefly explain the following forms of teacher education programmes:
  - i. Concurrent teacher education programmes (2 marks)
  - ii. School based teacher education programmes (2 marks)
  - iii. Consecutive teacher education programmes (2 marks)

(b) Explain the role of the teacher in the curriculum development process. (14 marks)