



**Section: A (30 MARKS)**

Q1.

- a) Do exams in Kenya assist in achieving National goals? Explain. (3 marks)
- b) What is continuous evaluation during teaching? (3 marks)
- c) Distinguish between
  - i) Validity and Reliability of an evaluation. (3 marks)
  - ii) Instructional goals and Instructional objectives. (3 marks)
  - iii) Recommended, Tested, and Written Curriculum. (3 marks)
  - iv) Grandeur and Gradualist Approach to curriculum Development. (3 marks)
  - v) Formative and Summative Evaluation.(3 marks)
  - vi)Concurrent and Consecutive Teacher Education. (3 marks)
  - vii)Formal, Non-Formal and Informal Curriculum. (3 marks)
  - viii) Curriculum as a field of study and as an Instructional process.(3 marks)

**SECTION B(40 Marks)**

Q2). Identify and discuss the activities associated with the following sub-processes of curriculum development showing how these activities contribute to an effective curriculum.

- a)Situational analysis. (5mks)
- b)Formulation of Objectives. (5 mks)
- c)Piloting of the new programme. (5mks)

Q3).Discuss the functions undertaken by the following agencies in the curriculum Development process in Kenya, citing the significance of each.

- a)Kenya Institute of Curriculum Development (K.I.C.D). (5mks)
- b)Kenya National Examination Council (K.N.E.C). (5mks)
- c)Quality Assurance and Standards Officers (QASO). (5mks)

Q4).Discuss the role of the following in effective Implementation of educational innovations in school setting.

a) The Principal/Headmaster. (5mks)

b)The sub-county Director of Education. (5mks)

d)The teacher. (5mks)

Q5)a) Define curriculum Design. (5mks)

b)Briefly discuss sources of curriculum design. (5mks)

c)Explain Learner Centered design. (5mks)