



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF EDUCATION

UNIVERSITY EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION

(ARTS WITH IT)

2ND YEAR 2ND SEMESTER 2018/2019 ACADEMIC YEAR

REGULAR PROGRAMME

NAMBALE CAMPUS

COURSE CODE: ECT 212

COURSE TITLE: CURRICULUM STUDIES

EXAM VENUE:

STREAM: B. ED. (ARTS)

DATE:

EXAM SESSION:

TIME: 2 HOURS

INSTRUCTIONS

1. Answer question ONE (compulsory) and any other TWO questions.
2. Candidates are advised not to write on the question paper.
3. Candidates must hand in their answer booklets to the invigilator while in the examination room.

Question One

- a) Explain the following terms (5Marks)
- (i) Curriculum.
 - (ii) Curriculum implementation
 - (iii) Learning experiences
 - (iv) Curriculum plan
 - (v) Curriculum objectives
- b) Explain any five criteria of selecting content and learning experiences in curriculum development providing examples from your subject area (10 Marks)
- c) Differentiate between in-service and pre-service teacher education (5 Marks)
- d) Explain how sociological foundations influence curriculum development process (10 Marks)

Question Two

- a) Discuss three dimensions of curriculum design drawing examples from the Kenyan school curriculum (15 Marks)
- b) Explain how the school curriculum in Kenya is an adoption of both subject centered and learner centered curriculum designs (5 Marks)

Question Three

- a) Explain five historical land marks that influence curriculum planning and development processes (15 Marks)
- b) Explain what is involved during the piloting stage in curriculum development process and its significance (5 Marks)

Question Four

- a) Discuss Five characteristics of Competency Based Curriculum. (10 Marks)
- b) With relevant examples explain the Four elements of curriculum as a programme of instruction (10 mks)

Question Five

- a) Explain how you can adopt R. W. Tyler's model of curriculum development (1949) when developing the curriculum of your subject area (10 Marks)

b) Providing examples, explain five psychological principles that guide the curriculum development process (10 Marks)