



MASINDE MULIRO UNIVERSITY OF  
SCIENCE AND TECHNOLOGY  
(MMUST)

UNIVERSITY EXAMINATION  
2018/2019 ACADEMIC YEAR  
SECOND YEAR, SECOND SEMESTER EXAMINATION  
FOR THE DEGREE OF  
BACHELOR OF EDUCATION

**COURSE CODE:** CIT 212

**COURSE TITLE:** CURRICULUM STUDIES

**DATE:** 22/05/2019

**TIME:** 8 – 9 P.M

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**INSTRUCTIONS TO CANDIDATES**

Answer QUESTION ONE and ANY OTHER TWO questions.

**TIME: 2 HOURS**

This paper consists of 3 printed pages. Please turn over >

MMUST observes ZERO tolerance to examination cheating

**Question one (30 marks)**

- a) JUSTIFY why a teacher should study curriculum as a course in the college of education (3 marks)
- b) Highlight the relationship between curriculum studies and
  - i). sociology of education
  - ii). psychology of education in the context of classroom instruction (5 marks)
- c) School curriculum is a vehicle for achieving education goals. Critically comment on this statement (2 marks)
- d) Use the follow analogies to explain the concept and process of curriculum
  - i). race course analogy (2 marks)
  - ii). Journey (2 marks)
  - iii). garden analogy (2 marks)
- e) Explain why the following 3 concepts are significant in curriculum design (3 marks)
  - i). scope
  - ii). Sequence
  - iii). Balance
- f) Explain the following activities illustrating their importance in curriculum development process (5 marks)
  - i). needs assessment
  - ii). situational analysis
  - iii). objectives formulation
  - iv). piloting the curriculum
  - v). implementing the curriculum
- g) Explain the meaning and relationship of the following evolution types (6 marks)
  - i). diagnostic evolution
  - ii). formative evolution
  - iii). summative evolution

**Question two (20 marks)**

- 2 (a). Broadly define the term curriculum as applied in modern education (5 marks)
- b). Explain the concept of curriculum as a programme and as a discipline, showing the relationship between the two (10 marks)

c). Asses the understanding and application of competency based curriculum education system in Kenya today (5 marks)

**Question three (20 marks)**

The theory and practice of curriculum are founded on the following basic pillars

- i. philosophy of education
- ii. sociology of education
- iii. history of education
- iv. psychology of learning

a)(i). Explain the concept of "curriculum foundation" (4 marks)

ii). Justify the significance of each of the four foundations of curriculum (12 marks)

b). To what extent has secondary school curriculum in Kenya grown out of sociological and historical foundations? (4 marks)

**Question four (20 marks)**

- i. Outline the four fundamental questions in Tyler model that must be answered for the curriculum process to proceed and succeed (4 marks)
- ii. Asses the efficacy of Tyler model as compared to Hilda Taba's model of 1962 (12 marks)
- iii. Highlight the weakness of secondary school curriculum in Kenya today in light of Tyler and Taba models of curriculum design (4 marks)

**Question five (20 marks)**

According to Benjamin Bloom (1956), any meaningful curriculum must be guided by 3 levels of objectives; cognitive, psychomotor and affective.

- a) Explain the importance of generating objectives for instruction (4 marks)
- b) To what extent has Kenyan education system adhered to these 3 domains in designing and developing the curriculum (8 marks)
- c) As a teacher, make your contribution in improving evaluation of the Kenyan education system (8 marks)