



PAN AFRICA CHRISTIAN UNIVERSITY

SCHOOL OF THEOLOGY

**END OF SEMESTER EXAMINATION FOR THE DEGREE OF
BACHELOR OF ARTS IN BIBLE AND THEOLOGY**

SEPTEMBER – NOVEMBER, 2018

CAMPUS: ROYSAMBU

DEPARTMENT: BIBLE AND THEOLOGY

COURSE CODE: EDU3413

COURSE TITLE: CURRICULUM DEVELOPMENT AND EVALUATION

EXAM DATE: FRIDAY 7TH DECEMBER, 2018

TIME: 5.30PM-8.30PM

INSTRUCTIONS

- Read the instructions and questions carefully before you write the answers.
- Write your **STUDENT NUMBER** in the Answer Booklet given
- This paper has Five questions
- Section A is Compulsory
- Answer ANY TWO questions from Section B
- You are allowed to use an unmarked Bible

Section A: Answer ALL questions.

1. People often tend to equate the word “syllabus” with Curriculum”. This should not be so.

a). Distinguish between curriculum and:

- i. Syllabus (2marks)
- ii. Scheme of work (2marks)
- iii. Course of study (2marks)
- iv. Lesson note (2marks)

b). Explain the term “learning experiences”. (2 marks)

d). Describe the purpose of the school. (4 marks)

e). Explain, in some details, the reasons for studying the history of curriculum development. (6 marks)

f). Briefly outline the differences between the curriculum designed for use in the pre-colonial and the post-colonial period in Kenya. (5marks)

g). Discuss how political influences can positively or negatively influence Curriculum Development in a developing country using Kenya as a case study. (5marks)

Section B: Answer ANY TWO questions.

2. A curriculum model is a presentation of a design upon which curriculum planning is based.

- i. Explain with the aid of diagrams, the three models of curriculum development. (5marks)
- ii. Explain the similarities inherent in the classification of curriculum into formal/informal and programme of studies and programme of activities. (5 marks)
- iii. *“All curriculum planners develop programs based on value presuppositions”* (Van Brummelen, 1984). Explain the foundation to Christian Curriculum Orientation in terms of framework for learning, responsibility for teaching, the content and values. (5marks)

3. Educational objectives are descriptions of the ends being sought in educating learners in the society.

- i. List and explain each of the six levels of educational objectives in the cognitive domain. (3 marks)

- ii. Explain the importance of psychodynamic factors in selecting curriculum objectives.(4 marks)
- iii. Describe important criteria a teacher must consider before selecting a lesson's objective. (4marks)
- iv. Explain why objectives should be stated at the three domains of educational objectives.(4marks)

4. Terminologies such as: “curriculum”, “learning experiences”, “Programme of guidance” and “educational programmes” are used in educational planning.

- i. Justify why the programme of guidance is an integration of all that is provided as learning experiences for students in the schools. (2marks)
- ii. Show the relationship between programme of studies and programme of activities. (2marks)
- iii. Distinguish between learning experiences and curriculum content. (2marks)
- iv. Choose any subject matter in Christian Education and specify three topics you would like to teach giving the criteria you have taken into consideration, before making your selection. (3mks)
- v. Plan the scheme of work for a term of three weeks in religious education for Class 8 following the criteria of “continuity” and “sequence”. (6 marks)

5. Curriculum evaluation is involves evaluation of the programme and evaluation of students' performance in the programme.

- i. Define curriculum evaluation and explain your reasons for giving the definition. (1mark)
- ii. Demarcate the lower and higher levels among the six levels of the cognitive domain.(3marks)
- iii. Write an objective for a lesson in your subject area at anyone of the lower and higher levels. (2mark)
- iv. Write a corresponding evaluating question for each of the objectives you have written.(2marks)
- v. Explain the six domains of curriculum evaluation. (3marks)
- vi. Distinguish between curriculum evaluation (i.e. evaluation of the educational programme) and evaluation of students' performance in the educational programme. (2marks)
- vii. Explain TWO reasons why curriculum evaluation is necessary in the curriculum development process. (2marks)