



OFFICE OF THE DEPUTY PRINCIPAL
ACADEMICS, RESEARCH AND STUDENT AFFAIRS

UNIVERSITY EXAMINATIONS

2019/2020 ACADEMIC YEAR

SECOND YEAR FIRST SEMESTER REGULAR EXAMINATION

**FOR THE DEGREE OF BACHELOR OF
EDUCATION**

COURSE CODE: CIM 230

COURSE TITLE: CURRICULUM DEVELOPMENT

DATE: 11TH December, 2019 TIME: 2.00PM – 5.00PM

INSTRUCTION TO CANDIDATES

- SEE INSIDE

THIS PAPER CONSISTS OF 4 PRINTED PAGES

PLEASE TURN OVER

CIM 230

CIM 230: CURRICULUM DEVELOPMENT

STREAM: BED

DURATION: 3 Hours

INSTRUCTIONS TO CANDIDATES

- i. Answer question **ONE** and any other **TWO** questions
- ii. Do not write on the question paper

Question One

- a) Define the following terms
 - i. Curriculum plan (1 Mark)
 - ii. Curriculum content. (1 Mark)
 - iii. Curriculum development (1 Mark)
 - iv. Curriculum evaluation (1 Mark)
 - v. Curriculum maintenance (1 Mark)
- b) Highlight THREE advantages of activity centred curriculum designs. (3 Marks)
- c) Highlight FIVE functions of Quality assurance and Standards Officers in curriculum development and implementation processes in Kenya (5 Marks)
- d) Explain the importance of history in curriculum development process. (3 Marks)
- e) Differentiate between formative and summative evaluation (4 Marks)
- f) Discuss FIVE ways through which sociological foundations influence the school curriculum (10 Marks)

Benefits
- Moral
- Security

Question Two

- a) Discuss THREE principles of curriculum designs citing examples from the Kenyan school curriculum. (15 Marks)
- b) Explain FIVE advantages of the traditional subject centered curriculum designs. (5 Marks)

Question Three

- a) Explain FIVE ways through which psychological foundations influence curriculum (10 Marks)
- b) Citing relevant examples, discuss FIVE factors that influence curriculum. (10 Marks)

Question Four

- a) Describe the activities undertaken in the following stages of curriculum development at Kenya Institute of Curriculum Development (KICD):
 - i. Preparation of curriculum implementers (5 Marks)
 - ii. Social mobilization (5 Marks)
- b) With a focus on the different levels of the Kenyan education system, explain how the following patterns of education have been applied
 - i) The Broad Fields Curriculum (5 Marks)
 - ii) The core-curriculum (5 Marks)

Questions Five

- a) Discuss how you would develop a curriculum in your subject area using the Tyler (1949) model of curriculum development. (10 Marks)

CIM 230

b) Explain the influence of the following on the process of curriculum planning and development providing examples from the school curriculum in Kenya (10 Marks)

- i. Early Christian education
- ii. The Renaissance
- iii. The Reformation
- iv. The Scientific movement
- v. The Progressive movement.
