

LAIKIPIA



EDC 211/PGDE 711

UNIVERSITY

UNIVERSITY EXAMINATIONS

1ST SEMESTER 2025/2026 ACADEMIC YEAR

SECOND YEAR EXAMINATIONS FOR BACHELOR OF EDUCATION

**EDC 211: PRINCIPLES AND THEORY OF CURRICULUM
DEVELOPMENT**

PGDE 711: FUNDAMENTALS OF CURRICULUM

STREAM: R

TIME: 2 HRS

DAY: TUESDAY (8.30-10.30AM)

DATE: 3/2/2026

THIS QUESTION PAPER CONSISTS OF THREE (4 PAGES)

PLEASE DO NOT OPEN UNTIL THE INVIGILATOR SAYS SO.

INSTRUCTIONS:

Answer question **ONE** and **ANY TWO** questions

TOTAL MARKS: 60

QUESTION ONE — Compulsory: Applied Curriculum Analysis (30 Marks)

You are leading a curriculum implementation and quality assurance workshop for Junior Secondary School (JSS) teachers, where two contradictory findings are presented:

1. *Finding A (External): Teachers report spending excessive instructional time teaching subject content that is consistently evaluated in Kenya National Examination Council Assessment tests*
 2. *Finding B (Internal): Parents and industry partners report that despite good test scores, students lack the critical thinking and problem-solving skills necessary for real-world application, which the Competency-Based Curriculum (CBC) aims to develop.*
- a). Identify the **two** forms of curriculum (based on Glatthorn's perspectives) that are in direct conflict in Findings A and B and explain the relationship between them. **(4 marks)**
 - b). Identify the specific form of curriculum that most likely facilitates students acquiring the missing behaviours, values, and attitudes mentioned in Finding B. **(2 marks)**
 - c). Justify **three** practical measure a school head teacher could implement to align the focus of the curriculum in Finding A with the intended philosophy of the CBC/CBE. **(6 marks)**
 - d). Identify the core curriculum philosophy that most strongly advocates for education as life itself, not preparation for living. **(2 marks)**
 - e). Critique the Essentialist view of knowledge acquisition and argue why this approach is fundamentally incompatible with the CBC's goal of fostering cooperative behaviour and self-discipline. **(6 marks)**
 - f). Explain **two** psychological factors that could lead to diverse interpretations and implementation of the curriculum among JSS teachers in the same subject. **(4 marks)**
 - g). Propose **three** strategic measures that the County Quality Assurance and Standards Officer (CQASO) can use to leverage the Research, Development, and Diffusion (RDD) model to ensure the consistent, quality implementation of a new subject syllabus across all schools. **(6 marks)**

QUESTION TWO: (15 MARKS)

You are briefing a Parliamentary Committee on the foundational shifts that guided the change to the Competency-Based Education (CBE) in Kenya.

- i. Justify **three** principles of Progressivism philosophy that underpin the practical skills acquisition and learning through problem-solving emphasized in the CBE. **(6 marks)**
- ii. Apply the constructivist learning theory to explain how the process of assimilation and accommodation (Piaget) guides the design principle of Sequence in organizing JSS curriculum content. **(2 marks)**
- iii. Analyse **two** key sociological dynamics in contemporary Kenyan society that necessitate a continual and systematic curriculum reform process at Kenya Institute of Curriculum Development (KICD). **(4 marks)**
- iv. Differentiate between a Curriculum Aim and a Curriculum Objective, providing a clear, contextual example of each that is relevant to a Grade 8 Social Studies lesson on "Civic Responsibility." **(3 marks)**

QUESTION THREE: (15 MARKS)

- a). Critique Ralph Tyler's rationale model on the basis of its linear nature, explaining why this structure is NOT suited for the continuous improvement cycle required for an effective curriculum. **(2 marks)**
- b). Justify **one** advantage of Wheeler's cyclical model over Tyler's linear model, specifically for curriculum projects that involve the constant integration of new feedback, such as digital resource development. **(2 marks)**
- c). Differentiate between a Subject-Based Design and a Problem-Centered Design based on their differing emphasis on knowledge structure. **(3 marks)**
- d). Explain **three** disadvantages of the Learner-Centered Design that directly complicates curriculum implementation in Kenyan public Junior secondary schools. **(6 marks)**
- e) Explain **three** reasons why subject centered curriculum design is popular in the Kenyan Competency Based Education. **(6 marks)**

QUESTION FOUR (15 MARKS)

- a). Outline **three** sequential stages of the KICD Curriculum Development Process that occur immediately after the Policy Formulation stage. **(3 marks)**
- b). Justify **one** critical function of the Course Panel and one critical function of the Subject Panel within the KICD structure. **(4 marks)**
- c). Explain **two** distinct purposes of Formative Evaluation during the Piloting stage of a new curriculum. **(4 marks)**
- d). Differentiate between Summative Evaluation and Diagnostic Evaluation based on the primary function of each form of evaluation. **(4 marks)**

QUESTION FIVE (15 MARKS)

- a). Analyze the relationship between the Initiation phase and the Implementation phase in Fullan's change process model. **(4 marks)**
- b). Describe **two** crucial roles of Ministry of Education as Curriculum Initiators and teachers as Curriculum Implementers during the Implementation phase of a major curriculum change from 8:4:4 to CBE. **(4 marks)**
- c). Critique the Problem-Solving Model of curriculum innovation on the basis of a single key limitation regarding the quality and scalability of the final product. **(3 marks)**
- d). Propose and justify two strategy a school principal can use to foster teacher ownership and significantly reduce resistance when rolling out a new interdisciplinary subject. **(4 marks)**