

**NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**FACULTY OF COMMUNICATION AND INFORMATION SCIENCE**  
**BACHELOR OF SCIENCE HONOURS DEGREE IN PUBLISHING**  
**PART I SECOND SEMESTER MAY 2013 EXAMINATIONS**

**IPU 1212 CURRICULUM AND SYLLABUS DEVELOPMENT FOR PUBLISHERS**

**TIME: 3 HOURS**

INSTRUCTIONS TO CANDIDATES

1. ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS
  2. QUESTION 1 CARRIES 40 MARKS AND EACH OF THE OTHER QUESTIONS CARRIES 20 MARKS
  3. IMPORTANCE IS ATTACHED TO ACCURACY, CLARITY OF EXPRESSION AND LEGIBLE WRITING
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1. Briefly explain each of the following:
  - a) The difference between an explicit curriculum and an implicit curriculum **(8 marks)**
  - b) Why most countries review their subject syllabi every five or ten years **(8 marks)**
  - c) The role of national examinations in curriculum implementation **(8 marks)**
  - d) Why some subjects are made core or compulsory on national curricula **(8 marks)**
  - e) Syllabus interpretation **(8 marks)**
2. Examine the role of textbook publishers and other key stakeholders in school curriculum and syllabus development, with special emphasis on Zimbabwe. **(20 marks)**
3. Many education professionals use the words *curriculum* and *syllabus* interchangeably. Discuss the extent to which this use is erroneous and the possible effects that it has on curriculum implementation. **(20 marks)**
4. Identify a book that is used in the Zimbabwe school system and discuss the extent to which it attempts or appears to address a specific syllabus. **(20 marks)**
5. Evaluate the Zimbabwe school curriculum against national needs and/or the needs of other African nations. **(20 marks)**
6. Technological developments have led to the need for a globalised school curriculum. Critique. **(20 marks)**

**END OF PAPER**