

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF INDUSTRIAL TECHNOLOGY

DEPARTMENT OF TECHNICAL TEACHER EDUCATION

Programme: BACHELOR OF EDUCATION HONOURS DEGREE

MAIN EXAMINATION

Course: Curriculum Development

TTE 2104

Part/year: II

May 2011

Time: 3 hours

100 marks

Instructions

1. Answer **Question 1** and any **three** others.
 2. The maximum time for this paper is 3 hours.
 3. All questions carry equal marks.
 4. Questions may be written in any order but each question must be clearly numbered.
 5. Begin each question on a fresh page.
 6. Marks maybe deducted for careless or untidy work.
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QUESTION 1

Read the passage below and answer the questions that follow:

“Embedded in conceptions of education and in curricula are views as to the nature of children and childhood. Such views are not often made explicit but there are very influential in shaping how teachers transact curricula with children in classrooms and how they interpret children’s behavior. Two importantly different stances are taken towards the nature of childhood itself. Some conceptions view childhood as merely a stage in development towards adulthood – childhood being necessarily imperfect and incomplete. Children are viewed as embryonic adults who need to be prepared for their future roles in adult society. (Taylor & Richards, 1989, p.27-28)

- (a) Citing **three** examples, explain how a secondary school teacher is likely to interact with students in and outside the classroom if the teacher is of the view given in the passage above on the nature of childhood. [9]
- (b) Give a description and a short analysis of the alternative view on the nature of childhood. [9]
- (c) How would you approach and treat a teenage girl child in your class who is often late for, or absent from, school, is a bully, and is naughty, but performs well in class? [7]

QUESTION 2

- (a) What is an educational ideology? Explain this with reference to the “conservative” ideology in the Zimbabwe post-independent era. [15]

- (b) Beliefs about teaching, learning, knowledge, and children are all interconnected as depicted in diagram below. Use the diagram to analyse the belief that ‘teaching is a form of unequal social and intellectual interaction between those who have status and knowledge and those who do not, and teaching is to initiate learners into valuable pre-existing knowledge in an orderly, systematic way’. [10]

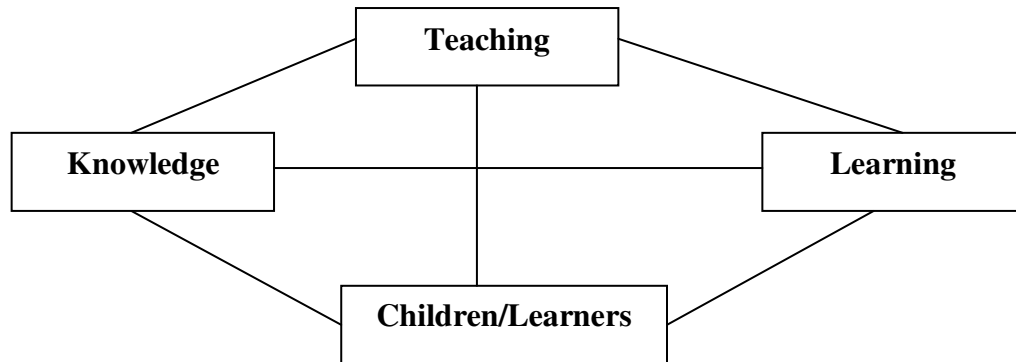


Fig. Q2 Relationships between beliefs about the elements of education

QUESTION 3

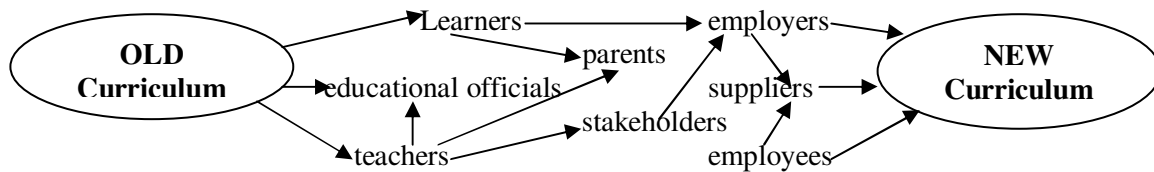
- (a) Name three documents that spell out the curriculum of your school or institution. Describe how each of these documents assist those who use them in their instructional duties. [12]

- (b) Write a critical argument for or against **detailed** lesson planning and preparation by teachers in our school. [13]

QUESTION 4

- (a) Research, Development and Diffusion (RD&D) is a model of one of the strategies used for curriculum change and innovation.
 - (i) Define educational change and innovation. [4]
 - (ii) Describe briefly the process of RD&D. [8]

- (b) The diagram Fig. Q4 shows another model for curriculum change.



- (i) What name is given to this model and why?
- (ii) How does this model differ from the one in 4 (a) above?

QUESTION 5

Write an essay on how technological change has affected curriculum implementation in Zimbabwe in recent years. [25]

QUESTION 6

Write short description and explanations of the following, giving appropriate examples:

- The objectives model of curriculum development
- The different knowledge domains in the curriculum
- Borrowed and locally-produced curricula
- Distance and open learning
- Curriculum and culture

END OF EXAMINATION