

**CHUKA**



**UNIVERSITY**

**UNIVERSITY EXAMINATIONS**

**EMBU CAMPUS**

**EXAMINATION FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION  
PRIMARY OPTION**

**PECI 211: CURRICULUM THEORY AND DEVELOPMENT**

**STREAMS: B.ED (PRIMARY OPTION) (SB)**

**TIME: 2 HOURS**

**DAY/DATE: TUESDAY 06/08/2019**

**8.30 A.M. – 10.30 A.M.**

**INSTRUCTIONS:**

- **Answer question ONE and any OTHER THREE questions.**

1. (a) Explain the following terms
    - (i) Curriculum model
    - (ii) Curriculum improvement
    - (iii) Curriculum design
  - (b) Identify three dimensions of curriculum. (6 marks)
  - (c) Explain three forces affecting curriculum change in Kenya. (6 marks)
  - (d) State three levels of teacher education in Kenya. (3 marks)
  - (e) Highlight four roles of Kenya institute of curriculum development. (4 marks)
2. (a) Discuss five advantages of subject-centred curriculum. (10 marks)
  - (b) State the role of Kenya National Examination Council (KNEC) as an agency of curriculum development. (10 marks)
3. (a) Explain five features of core curriculum design. (10 marks)

- (b) State any five challenges which the new competence based curriculum is likely to face. (5 marks)
4. (a) Analyse five criticisms of a learner centred curriculum. (10 marks)
- (b) Highlight five challenges facing primary schools in Kenya today. (5 marks)
5. (a) Describe the first five components in the process of curriculum development. (10 marks)
- (b) State three roles of teachers in curriculum implementation. (3 marks)
- (c) Highlight two roles of universities on curriculum development process. (2 marks)
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