

CHUKA



UNIVERSITY

UNIVERSITY EXAMINATIONS

EMBU CAMPUS

**EXAMINATION FOR THE AWARD OF DEGREE OF BACHELOR OF EARLY
CHILDHOOD DEVELOPMENT AND EDUCATION**

ECDE 338: CURRICULUM FOR ECDE

STREAMS: ECDE (PART TIME)

TIME: 2 HOURS

DAY/DATE: FRIDAY 17/04/2020

8.30 A.M. – 10.30 A.M.

INSTRUCTIONS:

- **Answer question ONE and any other TWO questions.**
- **Don't write on the question paper.**

1. (a) State five qualities of a good curriculum. (5 marks)
- (b) State five objectives of pre-primary school education as highlighted in the Competence Based Curriculum in Kenya. (5 marks)
- (c) Explain the following types of curricular according to Andrew (2005). (6 marks)
- (i) Official curriculum
 - (ii) Hidden curriculum
 - (iii) Observed curriculum
- (d) Identify five agents of curriculum development and implementation in Kenya. (5 marks)
- (e) State five advantages of the Competence Based Curriculum over the previous content Based Curriculum (8 – 4 – 4) in Kenya. (5 marks)

- (f) Give four factors that limit pre-school teachers as they implement the Competence Based Curriculum in Kenya schools today. (4 marks)
2. (a) Explain the four fundamental questions that guide the Tyler model of curriculum development. (8 marks)
- (b) Describe the four elements of the Tyler Model of curriculum development. (8 marks)
- (c) Highlight four weakness of Tyler Model of curriculum development. (4 marks)
3. (a) Discuss Hilda Taba (1962) model of curriculum development and its basic elements. (12 marks)
- (b) Compare Hilda Taba's model and Ralph Taylers model of curriculum development. (8 marks)
4. (a) Discuss the stages of curriculum development by Kenya Institute of Curriculum Development. (14 marks)
- (b) Explain the challenges faced by a teacher in the process of implementing the curriculum. (6 marks)
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