



SCOTT CHRISTIAN UNIVERSITY

SCHOOL OF THEOLOGY

EDU 315 CURRICULUM DEVELOPMENT: FINAL EXAMINATION (60%)

JANUARY-APRIL SEMESTER 2022

INSTRUCTIONS: ANSWER FOUR QUESTIONS FROM THE TWO SECTIONS GIVEN.  
SECTION A IS COMPULSORY.

SECTION A : QUESTIONS 1 AND 2 ARE COMPULSORY

1. (a) Define and explain the following terms:

- (i) Curriculum
- (ii) Curriculum development

(b) Explain the process of curriculum development analyzing the different stages that yield to implementation and evaluation of curriculum.

2. Discuss the following models of curriculum development giving the strengths and weaknesses of each model:

- (i) Ralph Tyler's model (1949)
- (ii) Hilda Taba's model (1962)

SECTION B: CHOOSE TWO QUESTIONS FROM THIS SECTION

3. (a) Instructional objectives are part and parcel of teaching and learning. Justify this statement showing their importance in the teaching-learning process.

(b) Identify and explain levels of knowledge in accordance to Bloom's Taxonomy of educational objectives.

4. Without the teacher there is no education. Examine this statement in relation to the role of teachers in curriculum implementation

5. (a) Define curriculum implementation

(b) The Christian Education Department of a given church/religious organization has called you as a facilitator to guide church leaders on the process of implementing a newly developed christian programme for youth. Explain the relevance of the different stages of curriculum implementation to this programme.

6. (a) Identify four challenges that may be encountered by curriculum developers in the process of curriculum development.

(b) Explain the relevance of curriculum development in Christian education in the church today and other institutions of learning.

7. (a) Briefly explain two types of curriculum designs

(b) Identify and explain how each of the principles of curriculum designing would help Christian education departmental groups in your church.