

# UNIVERSITY OF FORT HARE

MODULE CODE: CUD 502E/502

B ED HONOURS

NOVEMBER EXAMINATION PAPER

YEAR: 2018

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TIME: 3 HOURS

SUBJECT: CURRICULUM DEVELOPMENT 2

MARKS: 100

This paper consists of 3 pages, including the cover page

Internal Examiner

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## INSTRUCTIONS

- Answer only 4 questions – One from each section.
- Section A, that is, Question 1, is compulsory.
- Then, answer one question from each of Sections B, C and D.
- Number your answers exactly as they are numbered in the question paper.

**SECTION A** [25]

**QUESTION 1** (25)

1.1 Explain your understanding of a teachers' role in South Africa as a curriculum developer and implementer. (10)

1.2 Differentiate between a reflective teacher and a reflexive teacher. Your answer should include skills and attitudes reflective and reflexive teacher should possess (at least 5 (five)). (15)

**SECTION B** [25]

**QUESTION 2** (25)

Give a critical analysis of the history of education and curriculum system in South Africa during the pre-1994 period, that is, Colonial and Apartheid eras, specifying how the education system then served a political choice and powerful group interests in each era. (25)

OR

**QUESTION 3** (25)

3.1 With focus on the history of curriculum development and change in South Africa during the Apartheid era critically discuss how the curriculum represented a political choice and served a powerful group interest at the expense of other groups. (10)

3.2 Finding a suitable curriculum to replace and redress the comings of the Apartheid education curriculum has not been smooth sailing. In tandem with that, critically discuss the curriculum changes that have taken place in South Africa since the dawn of democracy in 1994 till to date. State valid reasons for the changes. (15)

**SECTION C** [25]

**QUESTION 4** (25)

Ozturck (2013) is of the view that a negotiated curriculum provides learners active involvement in the shared tasks of developing a syllabus via the process of negotiating with the teacher. In the light of this statement by Ozturck (2013):

4.1 Discuss your understanding of a negotiated curriculum and how a negotiated curriculum can bring a learners' voice in curriculum development. (10)

4.2 Explain how you would apply the concept of a negotiated curriculum in your class. Give an example or examples to support your response. (5)

4.3 Briefly discuss advantages and disadvantages of negotiated curriculum. (10)

OR

**QUESTION 5** (25)

5.1 Briefly state your understanding of curriculum integration, including its benefits and advantages. (10)

5.2 Discuss any three approaches, models or types of curriculum integration. (15)

**SECTION D** [25]

**QUESTION 6** (25)

6.1 Show how the principal is both a curriculum manager and curriculum leader in a school, and indicate skills (at least 5) the principal of a school should possess in order to be an effective curriculum manager and leader. (15)

6.2 Briefly describe 5 (five) areas of curriculum evaluation. (10)

OR

**QUESTION 7** (25)

7.1 For the curriculum to successfully develop the learners into the type of citizens that it is intended to produce, it has to be properly managed.

With this in mind briefly explain how the curriculum is supposed to be managed at the following education levels:

a) School level (9)

b) District level. (6)

7.2 There are steps to be followed when evaluating a curriculum. Briefly describe 5 (five) of the steps alluded to. (10)

**TOTAL MARK: [100]**