

The
Management
University
of Africa



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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

**ECT 226: SPECIAL SUBJECT METHODS AND MICROTEACHING:
BUSINESS STUDIES**

DATE: 1ST APRIL 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided**

QUESTION ONE

Read the case study below carefully and answer the questions that follow:

IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN KENYA

The implementation of the Competency-Based Curriculum in Kenya was prompted by a variety of factors aimed at transforming the country's education system. The conventional rote-learning method was deemed inadequate in preparing learners for the modern world. Kenya is a developing country that is constantly looking for ways to grow. The implementation of the Competency-Based Curriculum is one example of such development. The establishment of this framework arose from the need to update and enhance Kenya's education system. The education sector considered that it was equally important to promote knowledge application as it was to promote its acquisition.

The implementation of the Competency-Based Curriculum emphasizes what learners were expected to do rather than what they were expected to know. For example, it is not enough that students know the process of growing a plant; instead, they could be tasked with sprouting a plant from a bean, which allows them the opportunity to apply the acquired knowledge to real-life scenarios.

In the CBC, assessment methods are designed to measure a student's understanding of core competencies. These assessments differ from traditional exams in that they focus on real-world applications of knowledge and skills. Competency-based assessment includes project-based assignments, practical demonstrations and continuous evaluations. Assessment in CBC is tailored to individual progress, allowing learners to advance at their own pace. The elimination of high-pressure exams reduces stress levels and promotes a more relaxed learning environment. Competency-based assessment ensures that students truly master the core competencies, rather than simply memorising information for exams

In conclusion, the Competency-Based Curriculum (CBC) in Kenya is designed to provide a more holistic, relevant, and personalized learning experience for learners. The curriculum's structure allows learners to develop practical skills, explore their interests, and make informed career choices. By shifting the focus from traditional

exams to continuous assessments, the CBC aims to prepare learners for the challenges of the real world.

Required:

- a) Analyse the advantages of the competency based assessment **(10 marks)**
- b) Assess the four strengths of the competency based curriculum presented in the case study **(8 marks)**
- c) As a business studies facilitator, demonstrate how you are going to impart the seven competencies under the CBC curriculum **(7 marks)**

QUESTION TWO

- a) Highlight the five methods that are used in assessment under the Competency Based Curriculum **(5 marks)**
- b) Assess six strengths that can be cultivated through business studies **(10 marks)**

QUESTION THREE

- a) Differentiate between a syllabus and a curriculum design **(10 marks)**
- b) Assess five rules that can make the use of chalkboard more effective when teaching **(5 marks)**

QUESTION FOUR

- a) Evaluate the values attached to the use of field trips as a method for teaching business studies **(10 marks)**
- b) Examine five skills that are developed through micro-teaching **(5 marks)**

QUESTION FIVE

- a) Analyse five components of a curriculum design **(10 marks)**
- b) Assess five challenges that come with the digital revolution in the teaching of business studies in schools **(5 marks)**

QUESTION SIX

- a) Explain five key components of teaching **(5 marks)**
- b) Describe the stages in lesson development **(10 marks)**