

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF EDUCATION (SOE)

DEGREE OF BACHELOR OF EDUCATION ARTS

EAP 201: CURRICULUM DEVELOPMENT

DATE: 30TH JULY 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:

CURRICULUM DEVELOPMENT

Curriculum development is a systematic and continuous process of planning, designing, implementing, evaluating, and revising educational programs to achieve desired learning outcomes. It is one of the most important aspects of education because it determines what learners study, how they learn, and the competencies they acquire. Curriculum development ensures that education remains relevant to the needs of learners, society, and national development goals. Since societies are dynamic and constantly changing due to technological advancements, economic transformations, and social developments, curriculum development must also be flexible and responsive to these changes.

The concept of curriculum development is rooted in the understanding that education should not merely transmit knowledge but should also prepare learners to become productive members of society. It involves identifying educational needs, setting learning objectives, selecting appropriate content, organizing learning experiences, implementing instructional activities, and evaluating outcomes. Through curriculum development, educational institutions are able to provide meaningful learning experiences that promote intellectual, social, emotional, physical, and moral growth among learners.

Several factors influence curriculum development. Social factors play a significant role because education is expected to address societal values, norms, and expectations. Economic factors influence curriculum development by determining the skills and competencies required in the labor market. Political factors also affect curriculum development through government policies, educational reforms, and national development agendas. Technological advancements necessitate curriculum changes to equip learners with relevant digital skills and

technological competencies. Philosophical factors provide the underlying beliefs and principles that guide educational goals and practices, while psychological factors contribute insights into how learners grow, develop, and learn effectively.

Various stakeholders participate in curriculum development. Teachers contribute valuable classroom experiences and provide feedback on curriculum effectiveness. Learners are important because the curriculum is designed to meet their educational needs. Parents offer perspectives on the values and skills that children should acquire. Governments provide policy direction, funding, and regulatory frameworks. Curriculum specialists and educational researchers contribute technical expertise in curriculum design and evaluation. Employers and community members also play important roles by identifying skills needed in society and the workplace.

Several models have been developed to guide curriculum development. One of the most influential is the Tyler Model developed by Ralph Tyler. This model emphasizes the formulation of objectives, selection of learning experiences, organization of experiences, and evaluation of outcomes. Another important model is the Taba Model developed by Hilda Taba, which advocates a grassroots approach where teachers actively participate in curriculum development. The Wheeler Model views curriculum development as a cyclical process involving continuous evaluation and revision. These models provide systematic frameworks that help ensure curriculum effectiveness and relevance.

In Kenya, curriculum development is primarily undertaken by the Kenya Institute of Curriculum Development. The institute is responsible for curriculum design, development of syllabi, and production of instructional materials, curriculum research, and curriculum review. In recent years, Kenya introduced the Competency Based Curriculum (CBC), which aims to develop competencies, skills, values, creativity, and critical thinking among learners. The curriculum emphasizes learner-

centered approaches and practical application of knowledge to real-life situations.

Despite its importance, curriculum development faces several challenges. These include inadequate funding, shortage of qualified personnel, rapid technological changes, resistance to change, insufficient teaching and learning resources, overcrowded classrooms, and inadequate teacher training. Political interference and limited stakeholder involvement may also hinder effective curriculum development and implementation. Addressing these challenges requires collaboration among governments, educational institutions, teachers, communities, and other stakeholders

Required:

- a) Examine **five** factors influencing curriculum change in Kenya.
(5 marks)
- b) Distinguish between Curriculum and syllabus.
(5 marks)
- c) Describe **five** challenges facing implementation of Competency Based Curriculum (CBC) in public schools of Kenya.
(5 marks)
- d) Analyze **five** types of curriculum found in Kenya today.
(10 marks)

QUESTION TWO

- a) Analyze **five** impacts of historical foundations on curriculum reforms in Kenya.
(5 marks)
- b) Analyze **five** roles of school administration in curriculum implementation.

(5 marks)
- c) Analyze the stages involved in curriculum development in Kenya.
(5 marks)

QUESTION THREE

- a) Assess resistance to curriculum change among teachers and parents.

**(5
marks)**

- b) Examine **five** challenges facing curriculum evaluation.
(5 marks)

- c) Analyze the historical foundations of curriculum and their influence on modern education. **(5
marks)**

QUESTION FOUR

- a) Analyze **five** roles of curriculum in addressing unemployment in Kenya.

(5 marks)

- b) Analyze **five** impacts of technology on curriculum innovation.
(10 marks)

QUESTION FIVE

- a) Assess **five** roles of teachers in curriculum development in Kenya.
(5 marks)

- b) Examine Tyler's model of curriculum development and discuss its relevance in curriculum planning today.
(10 marks)

QUESTION SIX

- a)** Examine **five** roles of the Kenya Institute of Curriculum Development in curriculum development.
(5 marks)
- b)** Assess **five** barriers to curriculum innovation in developing countries.
(5 marks)
- c)** Examine **five** contributions of sociology to curriculum development and implementation in Kenya.
(5 marks)