



MERU UNIVERSITY OF SCIENCE AND TECHNOLOGY

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UNIVERSITY EXAMINATIONS 2024/2025

SECOND YEAR, FIRST SEMESTER EXAMINATION FOR THE DEGREE OF BACHELOR OF
EDUCATION ARTS/ BACHELOR OF EDUCATION SCIENCE/ BACHELOR OF SCIENCE IN
AGRICULTURAL EDUCATION AND EXTENSION/ BACHELOR OF EDUCATION
TECHNOLOGY IN CIVIL ENGINEERING/ BACHELOR OF EDUCATION TECHNOLOGY IN
ELECTRICAL ENGINEERING/ BACHELOR OF EDUCATION TECHNOLOGY IN
MECAHNICAL ENGINEERING

EMP 3250: CURRICULUM DESIGN AND DEVELOPMENT

DATE: JANUARY 2025

TIME: 2 HOURS

INSTRUCTIONS: Answer Question *One* (Compulsory) and any other *Two* Questions

QUESTION ONE - (30 MARKS)

- a) Differentiate between curriculum change and curriculum innovation. (4 Marks)
- b) Explain the term; Curriculum design. (3 Marks)
- c) Discuss five factors to consider when selecting curriculum content. (5 Marks)
- d) Explain three domains of learning. (6 Marks)
- e) Illustrate any four objectives of national curriculum in Kenya. (4 Marks)
- f) Explain any four functions of curriculum evaluation. (8 Marks)

QUESTION TWO – (20 MARKS)

- a) Discuss five fields curriculum derives its knowledge and skills from to qualify as a field of study. (10 Marks)

- b) Discuss five recommendations of Raphael Munavu Report (2023) which have a direct impact on curriculum offered in Schools in Kenya. (10 Marks)

QUESTION THREE - (20 MARKS)

- a) Explain five factors which determine the nature of curriculum in any society. (10 Marks)
- b) Discuss five shortcomings of 8-4-4 system of education in Kenya which led to its abandonment. (10 Marks)

QUESTION FOUR – (20 MARKS)

- a) Identify and explain five benefits you would derive from formative assessment of your students. (10 Marks)
- b) Explain five barriers to curriculum change and innovation. (10 Marks)

QUESTION FIVE – (20 MARKS)

- a) Discuss the role of Kenya Institute of Curriculum Development (KICD) in curriculum development in Kenya. (10 Marks)
- b) Discuss any five curriculum evaluation approaches. (10 Marks)