



KENYATTA UNIVERSITY
UNIVERSITY EXAMINATIONS 2014/2015

**SECOND SEMESTER EXAMINATION FOR THE DEGREE OF MASTER OF
EDUCATION**

EMP 821: CURRICULUM THEORY AND CHANGE

DATE: TUESDAY 31ST MARCH, 2015

TIME: 2.00 P.M – 5.00 P.M

INSTRUCTIONS:

- *Answer question ONE and any other TWO questions.*

1. (a) With examples and reference to the literature as appropriate, differentiate between:
 - i. The standard definition of the term 'curriculum' and other definitions. (6 marks)
 - ii. The planned, the enacted and the acquired curriculum. (6 marks)
 - iii. The terms 'social reproduction' and 'social production' as used in critical theory. (6 marks)
 - iv. The terms 'traditional' and 'reconceptualist' curriculum theory. (6 marks)(b) Explain (i) The Greek, (ii) The Christian and (iii) The scientific curriculum theories. (6 marks)
 2. Trace the development of the field of curriculum studies, indicating (i) the important scholars and events in each phase, (ii) The opinions about the theory-practice relationship in each phase. (20 marks)
 3. Post-colonial theorists argue that colonialism permeates the school curriculum in Africa.
 - (i) Discuss the meaning of this contention. (5 marks)
 - (ii) Discuss the extent to which this contention is or is not true of the formal and the hidden curriculum in Kenya. (15 marks)
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4. Feminist scholars hold the view that the school curriculum is sexist. Do you agree? Support your answer with examples from the formal and the hidden curriculum in Kenya. (20 marks)
5. According to Jean Anyon (1988), schools act as agencies of social legitimation.
- i. Explain your understanding of the concept 'social legitimation'. (5 marks)
 - ii. Discuss the extent to which Anyon's contention in the above statement is or not applicable to education in Kenya generally and to the curriculum in Kenya particular. (15 marks)