



# MACHAKOS UNIVERSITY

University Examinations for 2016/2017

**SCHOOL OF AGRICULTURE AND NATURAL RESOURCE MANAGEMENT**

**DEPARTMENT OF AGRICULTURAL EDUCATION AND EXTENSION**

**SECOND YEAR SEMESTER EXAMINATION FOR DIPLOMA IN  
AGRICULTURAL EDUCATION AND EXTENSION**

**EAG 0322: CURRICULUM DEVELOPMENT IN AGRICULTURAL  
EDUCATION AND EXTENSION**

**DATE: 8/12/2016**

**TIME: 8:30 – 10:30 AM**

---

**INSTRUCTIONS:**

**Answer Question One (Compulsory) And Any Other Two Questions**

**QUESTION ONE (COMPULSORY) (30 MARKS)**

- (a) Explain four ways in which Zais (1976) conceptualized a curriculum. (8 marks)
- (b) Outline five roles of curriculum planners at the Kenya Institute of Curriculum Development (KICD). (5 marks)
- (c) Highlight four aims of education according to D.J.O' Cornor (1957). (8 marks)
- (d) Outline four curriculum ideologies which may guide curriculum developers regarding what is included in a curriculum. (4 marks)
- (e) Explain five theories of learning on whose foundation a curriculum is built. (5 marks)

**QUESTION TWO (20 MARKS)**

- (a) Explain five determinants of a curriculum to be developed for a given subject area (12 marks)
- (b) Explain four benefits of curriculum evaluation. (8 marks)

**QUESTION THREE (20 MARKS)**

- (a) Describe four dimensions useful during development of an agricultural education curriculum. (10 marks)
- (b) Describe five curriculum reforms in the Kerr's model of curriculum design. (10 marks)

**QUESTION FOUR (20 MARKS)**

- (a) Outline five barriers to effective curriculum implementation in secondary school agriculture in Kenya. (10 marks)
- (b) Explain any five factors which may necessitate curriculum change in Kenyan Schools. (10 marks)

**QUESTION FIVE (20 MARKS)**

- (a) Describe the process of curriculum development for secondary school agriculture in Kenya highlighting key activities in each phase. (10 marks)
- (b) Explain emerging issues which may bring about curriculum innovation in secondary school agriculture in Kenya. (10 marks)