



**UNAM**  
UNIVERSITY OF NAMIBIA

<b>FACULTY</b>	EDUCATION AND HUMAN SCIENCES	
<b>SCHOOL</b>	EDUCATION	
<b>DEPARTMENT</b>	APPLIED EDUCATIONAL SCIENCES	
<b>SUBJECT</b>	CURRICULUM PLANNING AND DEVELOPMENT	
<b>SUBJECT CODE</b>	CCD3880	
<b>DATE</b>	NOVEMBER 2025	
<b>DURATION</b>	3 HRS	MARKS: 100

**FIRST OPPORTUNITY EXAMINATION**

**EXAMINERS:** Mr M.H. Hidengwa and Ms S. Hatutale (UNAM)

**MODERATOR:** Prof. J. Seroto (UNISA)

**INSTRUCTIONS TO CANDIDATE:**

- 1. This question paper consists of six (6) pages including the cover page.**
- 2. Answer all the questions.**
- 3. Questions must be correctly numbered.**

**UNIVERSITY OF NAMIBIA**  
**EXAMINATION QUESTION PAPER**

### Question 1

State whether the following statements are TRUE or FALSE. Write the question number and the correct answer (e.g. 7.8 TRUE). (10 marks)

- 1.1 Curriculum design is the process of creating educational programs, while curriculum development involves the day-to-day operations of running a school.
- 1.2 Curriculum design and development are static processes that do not require updates or revisions over time.
- 1.3 The criteria for the curriculum evaluation model should consider students' engagement and satisfaction.
- 1.4 Philosophical schools of thought do not influence how the curricula are planned, designed, implemented and evaluated
- 1.5 In the classroom, curriculum management starts with the planning and preparation of lessons from the first day to the last day of school.
- 1.6 The organization and recycling of information are not part of the evaluation steps.
- 1.7 Humanistic evaluation model emphasizes more on case studies/interpretative understanding.
- 1.8 Scope is not a criterion for selection of content for curriculum
- 1.9 Teachers can use formative evaluation to judge the effectiveness of their pedagogical approaches.
- 1.10 The Ministry of Education and Culture relies heavily on NEID, when it comes to curriculum evaluation.

## Question 2

Choose the correct answer from the following by writing only the letter of the correct answer next to the number (e.g 7.8 A). (10 Marks)

2.1 Which of the following courses represents a broad fields curriculum

- A. Physics
- B. Maths
- C. Astronomy
- D. Environmental Education

2.2 Which of the following methods or approaches is **NOT** an effective way of sequencing learning experiences?

- A. From simple to complex
- B. Using chronological order
- C. From abstract to concrete
- D. From particular to general

2.3 What factors are part of the social forces that influence the curriculum?

- A. Needs of individual learners
- B. Cultural background, family and technologies
- C. Nature of learning and nature of knowledge
- D. The knowledge of human development

2.4 What are the bases of curriculum planning?

- A. Relevance, field experiences, and higher standards
- B. Social forces and human development
- C. Social forces, human development, nature of learning and nature of knowledge
- D. Improved curriculum and instruction

2.5 The complete set of taught material in the school system is also known as

- A. Course outline
- B. Syllabus
- C. Product
- D. Curriculum

2.6 Which of the following statements is true?

- A. Syllabus has many activities as compared to the curriculum
- B. Curriculum is a broad term and syllabus is a part of curriculum
- C. Syllabus has a wide scope than curriculum
- D. Curriculum and syllabus are equivalent components of education

2.7 Curriculum means:

- A. All the experiences which students get in school
- B. Subjects that are transferred by the faculty
- C. Syllabus prescribed for the course
- D. Class experiences, sports and games

2.8 The curriculum, defined as all the organised courses, activities and experiences provided under the guidance of the school, both inside and outside the classroom, was described by:

- A. John Dewey
- B. Stephen Romine
- C. H. Rugg
- D. Hilda Taba

2.9 An outline-of the topics of a subject to be covered in specific time is called:

- A. Curriculum
- B. Course
- C. Programme
- D. Syllabus

2.10 The effectiveness of curriculum is determined by:

- A. Objective
- B. Design
- C. Method
- D. Evaluation

**Question 3 MATCHING**

(11 Marks)

Match each description with the correct curriculum approach in **Column B**.Each option may be used **once**.

COLUMN A	COLUMN B
1. It is a student centric approach, emphasizes skill mastery, critical thinking, and adaptability to prepare students for future challenges and achievements.	A. Social Reconstruction Approach
2. Focus on practical application/ considerations rather than theoretical.	B. Behavioural Approach
3. A learner-centred philosophy that emphasizes the development of the "whole person," focusing on their interests, emotions, and potential to foster intrinsic motivation and self-actualization.	C. Managerial Approach
4. Finding out what constitutes a curriculum, how it functions and how it can function in an emancipatory way.	D. Vocational Approach
5. Structured, logical, and repeatable process for tackling tasks or solving problems by breaking them into manageable, organized steps to achieve consistent, effective, and sustainable results.	E. Technological Approach
6. Uses real-world problem solving, fieldwork, and hands-on projects to link learning with life experiences.	F. Re-conceptual Approach
7. Prepares learners with specific occupational skills for direct entry into the workforce.	G. Experiential Approach
8. Incorporates the use of digital tools, online learning, and media-based instruction to enhance learning.	H. Systematic Approach
9. Focuses on shaping learner behaviour through observable and assessable performance objectives.	I. Pragmatic Approach
10. The main aim of this approach is to confront a learner with many severe problems that mankind faces, to be liberated from political and economic oppression.	J. Academic Approach
11. This approach is more concerned on organization and restructures the schools than the content, subject matter, teaching and evaluation.	K. Humanistic approach

**Question 4**

Critically examine the influence of social reconstruction approach on curriculum development in Namibia. Provide some specific examples to illustrate your answers

(18 marks)

**Question 5**

Explain what is meant by the concept “Technology and reticulation” in the context of trends in curriculum development.

(20 Marks)

**Question 6**

Elaborate 9 functions of the National Institute for Educational Development (NIED) in Namibia.

(9 Marks)

**Question 7**

Name and discuss 5 principles underpinning curriculum design and development as per Oliva's views.

(10 Marks)

**Question 8**

For a curriculum evaluation exercise to be effective, evaluation must follow specific steps. Discuss six (6) key steps in the curriculum evaluation process.

(12 Marks)

**TOTAL**

**[100]**