



ZIMBABWE EZEKIEL GUTI UNIVERSITY

**FACULTY OF EDUCATION, GOVERNANCE, THEOLOGY AND
LEADERSHIP**

DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY

EXAMINATION PAPER

MODULE CODE: EPD 122

MODULE TITLE: CURRICULUM ISSUES IN EDUCATION

DURATION: 3 Hours

LEVEL: 1.2 25 SEP 2024

DATE :

INSTRUCTIONS TO CANDIDATES:

1. Answer three (3) questions.
2. Each question carries (100) marks.
3. Number of marks for part questions are shown in brackets.
4. Start each question on a new page.
5. This paper consists of two (2) pages



1. The Curriculum Development Unit (CDU) is responsible for the Zimbabwe school curriculum planning, development, dissemination and innovation with the schools only responsible for implementation of the curriculum. Critique this approach. (100)
2. The implementation of the competency-based education curriculum has been fraught with challenges. Discuss the major challenges. (100)
3. The Zimbabwe Schools Examinations Council occasionally publishes Ordinary Level results for the best 100 schools at the national level. For the last ten years, the top 100 has been dominated by the same schools. Explore the curriculum dimensions that could account to the statistics. (100)
4. Most universities in Zimbabwe have raised concerns about the quality of students churned out by high schools. With reference to the high school curriculum in Zimbabwe, examine the possible causes of poor quality of students who are enrolling into the universities. (100)
5. It has been reported in the local newspapers that out of the 300 000 school leavers in 2022, only 10% of them were absorbed by the industry for official employment and the rest were living in abject poverty. As a curriculum expert, explore the strategies that can be employed to reduce poverty among graduates. (100)

THE END