



ZIMBABWE EZEKIEL GUTI UNIVERSITY

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

DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY

EXAMINATION PAPER

MODULE CODE : BESO213
MODULE TITLE : CURRICULUM DESIGN, DEVELOPMENT AND
EVALUATION
DURATION : 3 Hours
LEVEL : 2.1
DATE : 26 NOV 2025

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. Zimbabwe's Heritage-Based Curriculum for primary and secondary education lacks a philosophical base.' Evaluate the validity of this statement. (100)
2. Formulate strategies to address barriers to the effective implementation of Zimbabwe's Heritage-Based Curriculum for primary and secondary education. (100)
3. Analyse the significance of continuous assessment in the teaching and learning process. (100)
4. Assess the extent to which Zimbabwe's Heritage-Based Curriculum for primary and secondary education reflects shared cultural knowledge. (100)
5. Discuss the applicability of Taba's Model of curriculum development to teaching and learning in Zimbabwean schools. (100)

THE END

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