



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 :

25 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. Analyse the role of the hidden curriculum in shaping learners' values and behaviours in Zimbabwean schools. (100)
2. Assess the extent to which Educational Psychology influenced the design of Zimbabwe's Heritage-Based Curriculum for primary and secondary education. (100)
3. Evaluate the applicability of Tyler's Rational-Linear Model in contemporary teaching and learning contexts. (100)
4. Discuss the learners' role in the implementation of Zimbabwe's Heritage-Based Curriculum in schools. (100)
5. Discuss the significance of any **four** types of evaluation in teaching and learning:
 - a) Formative evaluation (25)
 - b) Summative evaluation (25)
 - c) Diagnostic evaluation (25)
 - d) Criterion-referenced evaluation (25)
 - e) Norm-referenced evaluation (25)

THE END

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