

Name _____ Index No. _____

AE03
CURRICULUM DEVELOPMENT
AND EVALUATION
July/August 2011
Time: 2¼ hours

Candidate's Signature _____
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Date _____



THE KENYA NATIONAL EXAMINATIONS COUNCIL
TEACHERS CERTIFICATE IN ADULT EDUCATION
CURRICULUM DEVELOPMENT AND EVALUATION

2¼ hours

INSTRUCTIONS TO CANDIDATES

Write your name and index number in the spaces provided above.
Sign and write the date of examination in the spaces provided above.
This question paper consists of TWO sections: A and B.
Answer ALL the questions in sections A and B.
Answers to ALL the questions must be written in the spaces provided in this booklet.
DO NOT remove any pages from this booklet.

For Official Use Only

Section A

1	2	3	4	5	6	7	8	9	10	11	TOTAL

Section B

12	13	14	15	TOTAL

GRAND TOTAL

This paper consists of 9 printed pages.

Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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Turn over

SECTION A: (40 marks)

1. Name the **three** levels of adult education programmes. Powered by: www.manyamfranchise.com (3 marks)

- (a) _____
- (b) _____
- (c) _____

2. State **four** characteristics of the broad curriculum objectives. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

3. Outline **four** economic factors that may influence the implementation of a curriculum. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

4. Identify **four** elements of a syllabus. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

5. Highlight **four** benefits that a teacher may get from evaluating the affective behaviour of adult learners. (4 marks)

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- (a) _____
- (b) _____
- (c) _____
- (d) _____

6. Give **four** reasons why an adult education teacher should use formative evaluation in assessing learning achievement. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

7. List **four** ways through which an agricultural extension officer can evaluate adult education programmes. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

8. Give **three** characteristics of Paulo Freire's participatory model of evaluation. (3 marks)

- (a) _____
- (b) _____
- (c) _____

9. Highlight **four** limitations of using learners' progress records to evaluate adult education programmes. (4 marks)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

10. The table given below contains information relating to Baraka Tema, an adult learner at Neema Literacy Centre.

NEEMA LITERACY CENTRE		Powered by: www.manyamfranchise.com				
LEARNERS GENERAL INFORMATION CHART						
NAME: BARAKA TEMA			DATE: 06/06/2010			
Observable behaviour	Rating					
Punctuality	1	2	③	4	5	
Assignments	1	②	3	4	5	
Absenteeism	1	2	③	4	5	
Class participation	1	②	3	4	5	
Interaction	①	2	3	4	5	

From the table, identify **three** areas that require follow-up.

(3 marks)

- (a) _____
- (b) _____
- (c) _____

11. Name **three** categories of material resources included in an adult education curriculum.

(3 marks)

- (a) _____
- (b) _____
- (c) _____

SECTION B: (60 marks)

12. (a) Apart from use of questionnaires, give **three** methods used in evaluating adult education programmes. Powered by: www.manyamfranchise.com (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

(b) (i) Explain **three** qualities of a good questionnaire. (6 marks)

(ii) Explain **three** limitations of using a questionnaire as a tool of evaluation. (6 marks)
