

2nd SEM. 2010/2011



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UNIVERSITY OF SWAZILAND

FINAL EXAMINATION PAPER

**PROGRAMME : BACHELOR OF SCIENCE IN
CONSUMER SCIENCE EDUCATION
YEAR III**

COURSE CODE : COSE 302

**TITLE OF PAPER : CURRICULUM STUDIES IN HOME
ECONOMICS**

TIME ALLOWED : TWO (2) HOURS

**INSTRUCTIONS : ANSWER QUESTION ONE (1)
AND ANY OTHER TWO (2)
QUESTIONS**

**DO NOT OPEN THIS PAPER UNTIL PERMISSION HAS BEEN
GRANTED BY THE CHIEF INVIGILATOR**

Question 1 (Compulsory)

- a) The content of the SGCSE Food and Nutrition curriculum is divided into outcomes and themes which are further expressed in terms of objectives. Explain the difference between objectives and outcomes. (8)
- b) Evaluation is the measurement of desirable and undesirable consequences of actions that have been taken in order promote a favoured value. Explain the criteria for determining value of a given programme of study. (14)
- c) According to Tyler, there are criteria that guide the selection of content and experience of a selected curriculum. Describe these criteria. (18)

[40]

Question 2

- a) The project method is one approach that has been proven to be effective in assisting learners in assuming responsibility for their own learning. Describe this approach by using an example of an activity for the SGCSE syllabus. (15)
- b) Curriculum content is organized according to factors that determine sequence. Identify and explain five (5) of these organizers. (15)

[30]

Question 3

- a) React to the following statement.
"The Swaziland General Certificate of Secondary Education (SGCSE) curriculum is well positioned to empower students and their families to have control over their daily lives." (12)
- b) Manual training is one of the strategies that would make students to be actively involved in their own learning. Identify the formative purposes of the manual training. (18)

[30]

Question 4

- a) A syllabus can be viewed as a summary of a curriculum of a given area of study.

Identify the principles that guide the making of a syllabus. (12)

- b) Differentiate between technical science and practical science oriented curricula

(18)

[30]