



**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 (2) QUESTIONS**

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

**QUESTION 1 (COMPULSORY)**

- a) Describe a curriculum when viewed as a syllabus. **[10 Marks]**
- b) Describe the three (3) types of curriculum orientations. **[15 Marks]**
- c) Identify and explain the **three (3)** components of a curriculum. **[15 Marks]**

**[TOTAL MARKS = 40]**

**QUESTION 2**

- a) Compare the **three** approaches to curriculum integration. **[15 Marks]**
- b) Describe how an integrated curriculum affects the attitudes of learners. **[15 Marks]**

**[TOTAL MARKS = 30]**

**QUESTION 3**

- a) Explain what is meant by empowerment and identify the eight (8) characteristics of strong families. **[12 Marks]**
- b) Describe the usefulness of the Project method as a technique of implementing a child-centered curriculum. **[18 Marks]**

**[TOTAL MARKS = 30]**

**QUESTION 4**

- a) Discuss the reasons for using thematic units in a curriculum Cite six (6) reasons. **[15 Marks]**
- b) When referring to a student centered curriculum, designers usually give such a document credit as being “relevant”. Explain the two types of relevance of a curriculum offering. **[15 Marks]**

**[TOTAL MARKS = 30]**