

2ND SEM. 2012/2013



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COSE 303 (S)**

UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER

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

COURSE CODE : COSE 303

TITLE OF PAPER : TEACHING AND LEARNING

TIME ALLOWED : TWO (2) HOURS

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

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GRANTED BY THE CHIEF INVIGILATOR**

QUESTION 1 (COMPULSORY)

- a) Identify the five (5) principles of critical thinking.
(5 x 2 = 10 Marks)
- b) React to the following statement.
"Teaching for understanding is a feature of teaching clearly". Cite five (5) characteristics of teachers who teach clearly.
(5 x 3 = 15 Marks)
- c) Explain why student centered teaching is better than teacher centered teaching. Cite five (5) reasons.
(5 x 3 = 15 Marks)

[TOTAL MARKS = 40]

QUESTION 2

- a) Identify and explain the five key factors that provide a foundation for good teaching.
(5 x 3 = 15 Marks)
- b) Explain what is meant by an instructional design and identify the six (6) basic elements of an instructional design.
(5 x 3 = 15 Marks)

[TOTAL MARKS = 30]

QUESTION 3

- a) Identify the six (6) reasons for using learning centres as appropriate learning tools.

(2 x 6 = 12 Marks)

- b) Explain the differences between the following terms as used in teaching and learning:

- i) Active and passive learning
- ii) Formative and summative assessment
- iii) Specific objective and enabling objective
- iv) Authentic learning and traditional learning
- v) Self-directed learning and teacher directed learning
- vi) Lower order thinking and higher order thinking.

(6 x 3 = 18 Marks)

[TOTAL MARKS = 30]

QUESTION 4

- a) Identify the seven (7) reasons why teachers use questions when teaching.

(7 x 2 = 14 Marks)

- b) The SGCSE syllabus expects teachers to teach a lesson on flour mixtures.

- i. Why would a practical lesson on making scones and cakes be inappropriate?

(6 Marks)

- ii. Explain how this lesson can be taught to make students understand what flour mixtures are.

(10 Marks)

[TOTAL MARKS = 30]