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**1<sup>ST</sup> SEM. 2014/2015**

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**UNIVERSITY OF SWAZILAND**

**FINAL EXAMINATION PAPER**

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

**COURSE CODE : COSE 301**

**TITLE OF PAPER : PHILOSOPHY OF HOME  
ECONOMICS**

**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) Assessment data can be used in **three (3)** broad areas. Identify these areas and discuss. (12 Marks)

(b) Explain how each of the following philosophies shaped the discipline of consumer sciences (education).

- a. The Morrill Act's philosophy of melding science and agriculture
- b. John Dewey's Pragmatism
- c. Francis Bacon – Inductive Reasoning
- d. Vienna - Logical positivism

(16 Marks)

(c) Select one lesson/topic from the Fashion & Fabrics or Food and Nutrition syllabus. From the topic, write one objective for each of the Bloom's Taxonomy of Learning Objectives. Translate your objectives to possible test questions (12 Marks)

**1. Remembering**

Objective: \_\_\_\_\_

Question:.....

**2. Understanding**

Objective: \_\_\_\_\_

Question:.....

**3. Applying**

Objective: \_\_\_\_\_

Question:.....

4. Analysing

Objective: \_\_\_\_\_

Question:.....

5. Evaluating

Objective: \_\_\_\_\_

Question:.....

6. Creating

Objective: \_\_\_\_\_

Question:.....

**[TOTAL MARKS = 40]**

**QUESTION 2**

(a) In broader terms, classroom assessment refers to the collection, evaluation and use of information that will help teachers make better decisions. Explain any **five (5)** uses/purposes of classroom assessment. (10 Marks)

(b) In the various phases of instruction, evaluation is integrated. The type of evaluation is determined by the phase of instruction it is employed. Discuss the following types of evaluation.

- i. Placement evaluation
- ii. Formative evaluation
- iii. Diagnostic evaluation
- iv. Summative evaluation

(20 Marks)

**[TOTAL MARKS = 30]**

**QUESTION 3**

- (a) Given the change in the structure of the family, Home Economists/Consumer Scientists are required to change their focus in service delivery. Identify and explain **three (3)** of the seven proposed directions for the practice of home economics.

(15 Marks)

- (b) The identification of barriers and enablers to students' learning in consumer sciences is crucial for the discipline. Discuss any **three (3)** barriers and or enablers pertaining to students learning related to consumer sciences.

(15 Marks)

**[TOTAL MARKS = 30]**

**QUESTION 4**

- (a) There are many differing approaches to constructing learning. Explain **five (5)** methods of teaching which research suggests work well in a range of consumer sciences contexts.

(15 Marks)

- (b) There are six factors to consider in choosing between objective and essay tests.

Identify and explain any **five (5)** of these factors.

(15 Marks)

**[TOTAL MARKS = 30]**