

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING**

FINAL EXAMINATION 2005: B.ED II AND PGCE

COURSE CODE: EDC 270 CURRICULUM STUDIES IN ACCOUNTING

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTION:**
- 1. THIS PAPER CONTAINS FOUR QUESTIONS**
 - 2. ANSWER ALL QUESTIONS.**
 - 3. EACH QUESTION CARRIES 2 5 MARKS. AS A GUIDE TO CANDIDATES, MARKS TO PART QUESTIONS ARE GIVEN IN BRACKETS.**

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

Question 1

- (a) Explain the difference(s) between teaching and learning. [5]
- (b) What is pedagogical content knowledge? Use this concept to distinguish between an accounting content specialist and an accounting teacher. [7]
- (c) Discuss **five** goals of accounting education. [13]

Question 2

- (a) "A good lesson has a past, a present and a future"
Discuss this statement. [6]
- (b) Taking into cognizance the statement in 2(a) above, prepare a lesson plan on the "Trial Balance". Which aspects of your lesson plan relate to the past, present and the future? [19]

Question 3

- (a) Using relevant examples in each case, distinguish between factual and thought questions. [8]
- (b) What do you think are some of the undesirable practices of accounting teachers in asking questions? Use illustrative examples to explain why you consider such practices undesirable. [17]

Question 4

- (a) What are:
(i) structured questions;
(ii) short-answer questions? [8]
- (b) From the topic "Balance Sheet(s)" construct a progressive structured question together with the marking scheme you would use to mark the question. [17]