

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER MAY, 2005: PGCE**

**COURSE NUMBER :** EDC 370: CURRICULUM STUDIES IN ACCOUNTING

**TIME ALLOWED:** THREE (3) HOURS

- INSTRUCTIONS:**
- 1.THIS PAPER CONTAINS FOUR QUESTIONS.**
  - 2.ANSWER ALL QUESTIONS.**
  - 3.EACH QUESTION CARRIES 25 MARKS.AS A GUIDE 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) "Accounting is a truly vocational subject"(Langley 1978).
- (i) What is a vocational subject? [3]
  - (ii) To what extent do you agree with this statement? [7]
- (b) How would you use a teaching-learning system to implement competency-based education in accounting? [15]

**Question 2**

- (a) In what ways have globalization and changes in technology impacted on accounting education? [10]
- (b) Discuss the recent developments in accounting education with regard to its capacity to meet the demands of commerce and industry for accounting graduates. [15]

**Question 3**

- (a) Explain the following as they relate to accounting syllabus development:
- (i) syllabus aims;
  - (ii) syllabus objectives;
  - (iii) specification grid. [9]
- (b) Given a national accounting syllabus for the first time, explain fully the considerations you would take before rearranging the content to come up with a school syllabus. [10]
- (c) As a classroom teacher, how would you use behavioural objectives in the syllabus to ensure that the objectives of the curriculum planner are the same as yours? [6]

**Question 4**

- (a) The educational values of instructional materials are enormous. Discuss this statement. [10]
- (b) What community resources can you possibly use in teaching accounting in Swaziland? What benefits can learners derive from them? [15]