

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION 2006 : B.Ed. II AND PGCE
COURSE: EDC271 CURRICULUM STUDIES IN COMMERCE
DURATION: 3 HOURS

Instructions:

1. This paper contains four questions.
2. Answer ALL questions.
3. Each question carries 25 marks. As a guide to candidates, marks to part questions are given in brackets.

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GIVEN
BY THE INVIGILATOR.**

Question 1

- (a) Explain the following aims of Commerce as general business education:
- (i) economic literacy; [4].
 - (ii) citizenship education. [4].
- (b) To what extent do you agree with the notion that Commerce is **not** a skills subject? [5].
- (c) Discuss the overall contribution of general business education in the intellectual development of the pupil. [12].

[25 marks]

Question 2

- (a) (i) Why does a teacher need to design and construct learning objectives? [4].
- (ii) How does an objective differ from an aim? [4].
- (b) The following aim is adapted from the **GCE Commerce 7102** syllabus:

To enable students to develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated.

- (i) Formulate **two** psychomotor domain objectives based on the aim above. [4].
- (ii) Using your first objective in **(b)(i)** above show how you would lead your class through the steps necessary to perform the stated skill using Madeline Hunter's trimodal approach—**hear / see / do**. (**a lesson plan is NOT required**). [10].
- (iii) Outline the criteria you would use to determine whether or not your objective in **(b)(ii)** has been achieved. [3].

[25 marks]

Question 3

- (a) When and why would you use the following basis for small-group formation:
- (i) ability grouping; [3].
 - (ii) mechanical grouping? [3].
- (b) In Commerce, what makes an **effective worksheet**? [6].
- (c) (i) From a Commerce topic of your choice, design a worksheet in which pupils will be involved in **EITHER** problem-solving **OR** classifying information **OR** table completion. [duration of activity: approximately 20 minutes]. [10]
- (ii) State **three** objectives for the worksheet designed in (c)(i) above. [3].

[25 marks]

Question 4

- (a) Explain the following as they relate to multiple choice items:
- (i) enabling skill;
 - (ii) plausible options;
 - (iii) parallel options. [6].
- (b) Choose a topic from JC or 'O'Level Commerce and construct **three** 4-option multiple choice items measuring computational, graphical and knowledge skills. [12].
- (c) Outline **two** methods you would use to measure the effectiveness of the items you constructed in (b) above. [7].

[25 marks]

END OF QUESTION PAPER.