

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION 2006 : B.Ed. III AND PGCE
COURSE: EDC370 CURRICULUM STUDIES IN ACCOUNTING
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
GRANTED BY THE INVIGILATOR.**

Question 1

- (a) "Classroom instruction should be directed towards assisting students in developing specific identified outcomes." (Spady 1988).
- (i) What approach to teaching is alluded to in this statement? [2].
- (ii) To what extent is this approach suitable for the teaching of Accounting? [8].
- (b) The following **extract** is from the core content of the **IGCSE Accounting 0452** syllabus:
- All students should be able to understand trade and cash discounts and process data in the books of prime entry.*
- (i) From this content, identify **two** culminating outcomes and **two** enabling outcomes that will guide your lesson planning. [8].
- (ii) Explain **one** method you would use to measure learner achievement of the culminating outcomes in **(b)(i)** above. [7].
- [25 marks]**

Question 2

- (a) Explain **four** characteristics of slow learners. [4].
- (b) For **each** characteristic in **(a)** above, describe consolidation activities you can use to benefit slow learners in a mixed ability class. [8].
- (c) (i) From an Accounting topic of your choice, and with less- capable learners in mind, construct self-teaching programmed materials with **10 frames**. [11].
- (ii) State **two** lesson objectives for materials prepared above. [2].
- [25 marks]**

Question 3

- (a) "The business community provides the laboratory of the business student." (Tonne 1965). Explain this statement. [5].
- (b) As an Accounting teacher, how would you effectively use the following instructional materials:
- (i) practice sets;
- (ii) local newspapers? [8].
- (c) Describe how you would invite, host and make use of a guest speaker or resource person in the classroom. What follow-up activities would you have lined up? [12].
- [25 marks]**

Question 4

- (a) Explain the role(s) of the following stakeholders in the Swazi curriculum development process:
- (i) Business Studies Panel; [8].
 - (ii) National Curriculum Centre (NCC).
- (b) Discuss how globalisation, technological innovation and the emergence of transnational corporations have impacted on the Accounting curriculum in the last few decades. [10].
- (c) Outline the influence of teachers on curriculum decisions. [7].

[25 marks]

END OF QUESTION PAPER.

Question 4

- (a) Explain the role(s) of the following stakeholders in the Swazi curriculum development process:
- (i) Business Studies Panel; [8].
 - (ii) National Curriculum Centre (NCC).
- (b) Discuss how globalisation, technological innovation and the emergence of transnational corporations have impacted on the Accounting curriculum in the last few decades. [10].
- (c) Outline the influence of teachers on curriculum decisions. [7].

[25 marks]

END OF QUESTION PAPER.