

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION 2006 : B.Ed. III AND PGCE  
COURSE: EDC371 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  
GRANTED BY THE INVIGILATOR.**

### Question 1

- (a) Distinguish carefully between:  
(i) simulation and gaming;  
(ii) case study and educational game. [ 6].

- (b) The following is an excerpt from a South African newspaper:

#### **TRAVELLING WITH PLASTIC IS CHEAPER AND SAFER**

*If you are a South African travelling overseas, you will most likely purchase travellers cheques, even though credit cards and debit cards are accepted internationally and are usually a cheaper option.*

*When you make purchases with your credit card you pay no commission and the exchange rate you will get is highly competitive. If you need cash while overseas you can use your credit card to draw cash at virtually any ATM.*

*You can use your debit card like your credit card at more than 22 million merchants around the world, and you can use it to draw cash from an ATM. However, unlike a credit card there is a cost per transaction.*

*Source: The Sunday Times, 4 April 2005.*

Required:

- (i) Name the case method for which this information can be used. [ 1 ].  
(ii) Use this information to create classroom tasks for teaching purposes. [ 8 ].  
(iii) State the prerequisite knowledge essential for completion of the tasks. [ 2 ].
- (c) What is the rationale of using case studies in the teaching of business subjects? [ 8 ]

[25marks]

### Question 2

- (a) "In a constructivist classroom learning is **active, reflective and collaborative.**"  
(Disney Learning Partnership n.d.).  
(i) Explain this statement. [ 6 ].  
(ii) As a Commerce teacher, what teaching methods would you adopt to make learning active, reflective and collaborative? [ 9 ].
- (b) Examine the benefits of the constructivist approach to students of general business education. [ 10 ].

[ 25 marks]

### Question 3

- (a) Explain the following components of the notemaking process:  
(i) recording; [ 6 ].  
(ii) reducing;  
(iii) reciting.
- (b) Distinguish between linear and nonlinear notes. [ 5 ].
- (c) The following summary notes were found in Form 4 Commerce pupil's notebook:

#### *The Money Market*

*Money markets are primarily concerned with short-term lending and borrowing. The principal lenders in these markets are local and foreign banks and finance houses who lend out excess balances of their customers' deposits. Borrowers are readily found in the form of bill brokers and discount houses who need funds to discount an assortment of bills offered to them. Accepting houses, merchant banks, stock exchange brokers and the government also borrow from these sources to meet their various financial obligations.*

Required:

- (i) Transform the notes above into the most appropriate mind map or graphic organiser. [ 10 ].
- (ii) Name the mind map used in (c)(i) above. [ 1 ].
- (iii) Cite **three** advantages to pupils of this form of presentation over the summary notes above. [ 3 ].
- [25 marks]

### Question 4

- (a) Explain the following approaches to marking:  
(i) analytical marking;  
(ii) positive marking. [ 6 ].
- (b) The following question was set for the GCE 'O'Level Commerce paper:
- (a) What is trade? (2 marks).*  
*(b) Name four distinct branches of trade. (4 marks).*  
*(c) A trader who has sold his goods locally now wishes to sell throughout the country. How would commercial services assist him in his plans to expand? (14 marks).*
- (i) Draw a marking scheme to assess this question. [10]
- (ii) Explain the guidelines you followed in drawing your marking scheme. [ 9 ].
- [25 marks]

END OF QUESTION PAPER.