

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY 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) Why is attitude development and motivation of consequence in Commerce and Business Studies? [5].
- (b) Explain the following motivation strategies:
(i) role reversal;
(ii) role diffusion. [8].
- (c) Suggest **three** teaching strategies you would use in a Commerce class to motivate your pupils using role reversal. (Each strategy must be explained fully). [12].

[25 marks]

Question 2

- (a) "Educational games, simulations and case studies can be viewed as overlapping sets." (Percival & Ellington 1980).
Discuss this statement. [8].
- (b) (i) Choose a topic from Commerce or Business Studies and show how you would plan, conduct and follow-up a simulation game. [12].
(ii) State the objectives of the simulation game in (b)(i) above. [5].

[25 marks]

Question 3

- (a) Distinguish between notemaking and notetaking. [4].
- (b) Explain **three** purposes served by notes. [3].
- (c) What are the characteristics of good notes? [6].
- (d) Describe **three** notemaking options available to the Commerce teacher. [12].

[25 marks]

Question 4

- (a) Explain the following as they relate to Commerce / Business Studies syllabus development:
- (i) assessment objectives;
 - (ii) specification grid;
 - (iii) scheme of assessment. [9].
- (b) Who are the **stakeholders** in business curriculum development? [6].
- (c) As a teacher, how would you use behavioural objectives in the Commerce syllabus to ensure that the objectives of the curriculum planners are the same as yours? [10].

[25 marks]

END OF QUESTION PAPER.