

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
FINAL EXAMINATION PAPER, MAY 2007

TITLE OF PAPER : CURRICULUM STUDIES IN ACCOUNTING  
COURSE CODE : EDC 270  
PROGRAM : PGCE, B.ED. 11  
TIME ALLOWED : THREE (3) HOURS  
TOTAL MARKS : 100  
INSTRUCTIONS  
1. THERE ARE A TOTAL OF FIVE (5) QUESTIONS  
2. ANSWER ANY FOUR (4) QUESTIONS  
3. ALL QUESTIONS CARRY EQUAL MARKS

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THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY  
THE INVIGILATOR

Question 1

Briefly discuss the following in relation to the teaching and learning process in accounting:

- (a) The four cardinal rules for helping students develop understanding of the concepts and principles of accounting. (11)
- (b) Strategies in the teaching of accounting terminology/vocabulary. (14)

[25 marks]

Question 2

Learning activities are an integral part of a daily plan for teaching accounting. A daily plan usually will include homework assignment. Discuss fully homework as a learning activity in accounting, and how it can be reviewed.

[25 marks]

Question 3

In a class allocation meeting of your department, you have just been given a form 4 class to take through to form 5. It is the beginning of the year and you want to introduce the subject to these students:

- (a) What are the six simple steps in a bookkeeping cycle? (6)
- (b) Which areas of the bookkeeping cycle are not good focal points to introduce the study of Bookkeeping-Accounting, and why? (4)
- (c) Which of these six steps in the bookkeeping cycle have been used as initial approaches for introducing students to bookkeeping? (3)
- (d) Give one advantage and one limitation of each of these major approaches to introducing Bookkeeping-Accounting. (6)
- (e) Briefly describe the personal approach (6)

[25 marks]

Question 4

- (a) With reference to the teaching of Accounting, explain six uses of questioning (12)
- (b) What advice can you give to an accounting teacher on ways of effectively using the questioning skill? (5)
- (c) The following remark was made by a learner during an Accounting lesson:  
“How can a firm have a high current ratio and still be unable to pay its debts?”

**Hint:** Current Ratio =  $\frac{\text{Current Assets}}{\text{Current Liabilities}}$

Formulate:

- (i) Two probing questions that will help the learner to answer his or her own questions (4)
- (ii) Explain if each one of the two questions formulated above is an “open”, or “closed” question. Your explanation should provide a clear distinction between the two types of questions. (4)

[25 marks]

Question 5

**Scenario**

One of the teachers at the school where you are practicing is taken ill and you are requested to stand in for her. The following information is made available to you with regard to your next teaching assignment in her place:

**Level** : **JC Form 1**  
**Unit Topic** : **Trial balance**  
**Lesson Topic** : **Errors revealed by a trial balance**  
**Duration** : **1 hour**

Answer the following questions **clearly** and make **use of examples** wherever possible:

- (a) State **three** objectives for the lesson (6)
- (b) Explain the importance of the above objectives in the lesson (6)
- (c) State three of the lesson's prerequisites (3)
- (d) Describe your lesson initiating activity (**set induction**) (4)
- (e) How would you match lesson objectives with lesson activities? (3)
- (f) How would you determine the extent to which learners have attained the instructional objectives? (3)

[25 marks]

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END OF EXAMINATION PAPER