

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
FINAL EXAMINATION PAPER, MAY 2008

TITLE OF PAPER : CURRICULUM STUDIES IN ACCOUNTING
COURSE CODE : EDC 370
PROGRAM : PGCE, B.ED. 111
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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THE INVIGILATOR

Question 1

Describe the curriculum development process followed by the National Curriculum Centre in developing school curriculum. **[25 marks]**

Question 2

Certain characteristics are critical if one is to be a competent business worker. Using examples, discuss these characteristics. **[25 marks]**

Question 3

One of the key roles of an Accounting teacher is to motivate learners and strive to keep them motivated in the teaching and learning of the accounting subject. Discuss strategies you could adopt to motivate your learners. **[25 marks]**

Question 4

There is a tendency for new teachers to be more concerned about discipline yet strategic planning avoids many problems. What advice can you give to new Bookkeeping and Accounting teachers to help them avoid or handle discipline problems? **[25 marks]**

Question 5

Flash cards can enhance the learning of Bookkeeping and Accounting. It can stimulate learner interest and increase learners' ability to retain accounting information. Discuss fully how flash cards can be used in the accounting classroom. Include in your discussion the various types of flashcards and games that use flash cards. **[25 marks]**

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Question 1

The overriding goal of business education is to educate individuals *for and about* business (Schrag and Poland, 1989).

- (a) What is meant by the above statement? (5)
- (b) Discuss any five (5) purposes of business education besides the one mentioned above. (20)

[25 marks]

Question 2

Discuss how the business education teacher can demonstrate professionalism hence have a positive influence on those with whom he/she interacts. [25 marks]

Question 3

A competency-based approach is recommended for all vocational programs.

- (a) Briefly define
- i. Vocational education (5)
 - ii. Competency-based education (5)
- (b) Discuss five (5) differences between competency-based education and conventional education (15)

[25 marks]

Question 4

Kounin's classic study of orderly and disorderly classrooms identified two basic classroom management concepts, namely the **ripple effect**, and **withitness**.

- (a) What is **withitness** and how can a Business Studies teacher achieve withitness in the classroom? (20)
- (b) Briefly explain the **ripple effect** in relation to managing the Business Studies classroom (5)

[25 marks]

Question 5

The local community is a valuable learning resource used by many accounting teachers to bridge the gap between classroom learning and practical business application.

Discuss fully how Accounting teachers could use the following community resources to enhance teaching and learning of the Accounting subject.

- (a) Field trips (15)
- (b) Guest speakers (10)

[25 marks]

END OF EXAMINATION PAPER