

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER, MAY 2009**

**TITLE OF PAPER:** CURRICULUM STUDIES IN BUSINESS STUDIES

**COURSE CODE:** EDC 271

**PROGRAMME:** B.ED 11 & PGCE

**DURATION:** 3 HOURS

**INSTRUCTIONS TO CANDIDATES**

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) The main elements of Business Studies education are education *for* business and education *about* business. Distinguish between education *about* business and education *for* business. [10 marks]

(b) Suggest specific job related skills and attitudes that you may instil in learners in order to prepare them for the world of work. Using a Business Studies topic, demonstrate how you would elicit these skills and attitudes. [15 marks]

### Question 2

(a) Distinguish between assessment and evaluation. [10 marks]

(b) A good test, whatever its nature or purpose, must be reliable, valid, usable and objective (McGuire, 1973). Do you agree with this statement? Give reasons for your answer. [8 marks]

(c) Why would a Business Studies teacher use assessment? [7 marks]

### Question 3

For discussion teaching to be successful the teacher must have dual instructional competency (Barnes et al, 1994).

a) Explain what is meant by the term “dual instructional competency”. [2 marks]

b) Identify one method of discussion teaching. [1 mark]

c) Discuss the merits and drawbacks of using the method selected in (b) above in the teaching and learning of Business Studies. [14 marks]

d) A temporary teacher has asked you on how to conduct discussion teaching. Suggest tips you would provide him on how to conduct a successful discussion. Also outline the role of the teacher during the discussion of a Business Studies topic. [8 marks]

**Question 4**

a) (i) Why does a teacher need to design and construct learning objectives? **[4 marks]**

(ii) How does an objective differ from an aim? **[4 marks]**

b) The following aim is adapted from the IGCSE Business Studies syllabus:

*To enable students to develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated.*

(i) Formulate two psychomotor domain objectives based on the aim above.

**[4 marks]**

(ii) Using your first objective in (b)(i) above show how you would lead your class through the steps necessary to perform the stated skill using Madeline Hunter's trimodal approach- **hear/ see/do**. (A lesson plan is NOT required).

**[10 marks]**

(iii) Outline the criteria you would use to determine whether or not your objective in (b)(ii) has been achieved.

**[3 marks]**