

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER, DECEMBER 2011**

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

**COURSE CODE:** EDC 270 / 570  
IDE-EDC 270/570

**PROGRAMME:** BEd /PGCE

**DURATION:** 3 HOURS

**MARKS:** 100

**INSTRUCTIONS TO CANDIDATES**

1. This paper contains five questions.
2. Answer question 1 in section A and any three (3) questions in section B.
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.

## **Section A. Compulsory**

### **Question 1**

- 1.1 Explain in detail how you would use the outcome based approach in the teaching and learning of a specific Accounting topic. [7 marks]
- 1.2 Discuss the merits and drawbacks of using outcome based education in the teaching and learning of Accounting. [18 marks]

## **Section B**

### **Question 2**

- 2.1 Distinguish between formative and summative assessment. Your answer should include examples from the Accounting curriculum. [10 marks]
- 2.2 Explain why you would use assessment in your Accounting classes. [15 marks]

### **Question 3**

Describe how you would introduce the first Accounting lesson. Please note lesson plans are not required.

[25 marks]

### **Question 4**

- 4.1 With reference to the teaching of Accounting, explain six uses of questioning. Give an example in each case. [12 marks]
- 4.2 What advice can you give to a fellow accounting teacher on ways of effectively using questioning during instruction? [13 marks]

**Question 5**

5.1 Describe how you would meticulously use the demonstration method to teach the concept "Double entry." [13 marks]

5.2 Discuss the advantages of using this method in your Bookkeeping –Accounting lessons. [12 marks]

**END OF EXAMINATION PAPER**