

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION PAPER, MAY 2012

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING

COURSE CODE: EDC 370 /570

PROGRAMME: B.ED 111 & PGCE

DURATION: 3 HOURS

MARKS 100

INSTRUCTIONS TO CANDIDATES

1. This paper contains five questions.
2. Answer four questions only.
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

Modularised and programmed instruction in Accounting can be seen as either alternatives to the teaching and learning process in Accounting or as complementary to the same process.

a) Using examples define and explain how you could use these instructional models in Swaziland. [10 marks]

b) Critically examine the benefits and challenges of using these models in Swaziland.

[15 marks]

Question 2

a) As Head of department of Commercial subjects at your school, the Principal has given you five sample Accounting textbooks left by various sales representatives of different publishing houses. Outline the factors you would consider in choosing an Accounting textbook for use during instruction.

[14 marks]

b) Discuss the benefits of using workbooks in Accounting lessons.

[11 marks]

Question 3

Discuss any five areas of disagreement in the teaching of accounting in schools.

[25 marks]

Question 4

a) Describe the Swazi curriculum development process.

[10 marks]

b) Critically examine the role of the NCC in curriculum development. Cite examples from the Accounting curriculum.

[15 marks]

Question 5

One of the issues that impact negatively on lesson delivery is indiscipline by pupils. Explain in detail what you would do to minimise indiscipline in your Accounting lessons. [25 marks]

END OF EXAMINATION PAPER