

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING  
SUPPLEMENTARY EXAMINATION PAPER, JULY 2013

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING

COURSE CODE: EDC 270 / IDE-EDC 270

PROGRAMME: B.ED 11 & PGCE

DURATION: 3 HOURS

MARKS: 100

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

Discuss why **learner activity** in lesson planning is emphasised in particular when planning for an **SGCSE Accounting** lesson.

[25 marks]

### Question 2

The following objectives were developed by an Accounting teacher teaching in one of the schools of Swaziland. The objectives were developed for a form four lesson which was one hour twenty minutes long.

Objectives:

- (i) To teach students the trial balance.
- (ii) To make them know why a trial balance is prepared.
- (iii) To also make them prepare a trial balance.

- (a) Critic these objectives and suggest where possible ways in which the teacher could have stated them. (14)
- (b) Develop a broad aim which caters for these objectives and explain why you phrased it the way you did. (6)
- (c) Explain why aims and objectives are important in curriculum implementation (teaching and learning process). (5)

[25 marks]

### Question 3

Explain why it may not be appropriate to rely on the demonstration method when teaching **SGCSE Accounting**.

[25 marks]

### Question 4

Discuss the role played by the secondary school Accounting curriculum of Swaziland in addressing national aims of education.

[25 marks]

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**FINAL EXAMINATION PAPER, JULY 2013**

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

**COURSE CODES:** EDC 271 / 571  
IDE-EDC 271/ 571

**PROGRAMMES:** B.ED 11 / PGCE

**DURATION:** 3 HOURS

**MARKS** 100

**INSTRUCTIONS TO CANDIDATES**

1. This paper contains five questions.
2. Answer question 1 (section A) and any three (3) questions from section B.
3. Each question carries 25 marks. As a guide to candidates, marks to part questions are given in brackets.

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**Section A. Compulsory**

**Question 1**

Lesson preparation involves taking into consideration the learners' individual differences. Identify five ways in which individuals differ? Describe each of these individual differences. Explain how you would cater for these individual differences during the teaching and learning of a specific Business Studies topic of your choice.

**[25 marks]**

**Section B**

**Question 2**

Discuss the rationale and educational value of teaching Business Studies in Swazi schools.

**[25 marks]**

**Question 3**

3.1 Explain how rubrics can be used in the assessment process.

**[6 marks]**

3.2 Outline the benefits of using rubrics in your Business Studies classes.

**[9 marks]**

3.3 What is the purpose of a marking guide?

**[10 marks]**

**Question 4**

- a) Giving examples in each case, explain six uses of questioning in Business Studies.

[12 marks]

- b) What tips would you give to a novice Business Studies teacher on effective questioning?

[13 marks]

**Question 5**

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]

[25 marks]

**END OF EXAMINATION PAPER**