

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
SUPPLEMENTARY EXAMINATION PAPER, JULY 2015

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING

COURSE CODE: EDC370 / IDE-EDC370

PROGRAMME: B.ED 111 & PGCE

DURATION: 3 HOURS

MARKS: 100

INSTRUCTIONS TO CANDIDATES:

1. This paper contains five(5) questions.
2. Answer any **FOUR** (4) 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 number of you seem to have been introduced to Bookkeeping and Accounting through the use of a journal approach. Discuss this approach and explain why you think it is a preferred method. [25 Marks]

QUESTION 2

Discuss how you could recognise a constructivist approach in the teaching practice of an Accounting teacher. [25 marks]

QUESTION 3

Discuss how the teaching and learning of Accounting is enhanced through the establishment of the following:

- a) Swaziland Commercial Teachers Association (SCOTA) (8)
 - b) Business Education subject panel (12)
 - c) The head of the Business Education department (HOD) (5)
- [25 marks]

QUESTION 4

When constructing Accounting tests it is suggested that you first prepare a specification grid, then you set the test items, and finally, you prepare the marking scheme. Using examples where necessary;

- a) Explain why the specification grid and marking scheme are important components of the assessment activity. (17)
- b) Discuss the kind of marking scheme most suitable for the Accounting subject. (8)

[25 marks]

QUESTION 5

Discuss why vocational education such as teaching and learning of business subjects is recently preferred over general education. [25 marks]