

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
MAIN EXAMINATION PAPER, DECEMBER 2015

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING
COURSE CODE: EDC270 / IDE-EDC 270
CTE511
PROGRAMME: B.ED II (F/T & IDE)
PGCE (F/T)
DURATION: 3 HOURS
MARKS: 100

INSTRUCTIONS TO CANDIDATES:

1. This paper contains five questions.
2. Answer any FOUR questions.
3. Each question carries 25 marks. As a guide to candidates, marks to part questions are given in brackets.

THIS PAPER IS NOT SUPPOSED TO BE OPENED UNTIL PERMISSION IS GRANTED BY THE INVIGILATOR.

QUESTION 1

Critically analyse the lesson plan provided below, explaining why it may or may not be helpful in fulfilling some of the purposes of education in Swaziland. [25 marks]

BUSINESS STUDIES DEPARTMENT

LESSON PLAN:

DATE: 11/07-2013
SUBJECT: Accounting
TOPIC: B.R. Statements

CLASS: Form 2a
TIME:

OBJECTIVES:

Learners should be able to:

1. Explain the causes of the difference between the cash book & bank statement
2. Prepare a supplementary cash book.
3. Reconcile bank statement with cash book balance in the case of a favourable balance.

TEACHING METHODS:

~~Discussion~~ Lecture method.

TEACHING AIDS:

Chalkboard hand-outs.

INTRODUCTION:

Review the cash book & explain the bank statement.

LESSON DEVELOPMENT

Teacher activities

- Explain reasons why there is a difference
- Demonstrate how it is corrected by preparing a supplementary cash book.
- Explain the reconciliation process.

Learner activities

They will be answering given questions as the lesson continues.

EVALUATION:

Lesson was well covered but not completed to be completed on the next period.

QUESTION 2

In Swaziland schools are provided with an examination syllabus but not with a teaching syllabus. Discuss how both the teaching and examination syllabuses may be useful tools in planning for the teaching of Accounting. [25 Marks]

QUESTION 3

Paper 1 (one) of the SGCSE Accounting examination consists mainly of objective test items. Explain this form of assessment showing how it differs from the other forms of assessment. [25 Marks]

QUESTION 4

According to Schrag and Poland (1984) before beginning the teaching process it is helpful to know what behaviours in the classroom are likely to increase learners' chances of success. Using examples in the teaching of Accounting describe these behaviours. [25 Marks]

QUESTION 5

Discuss what you can do to ensure that the grades learners obtain from a test can be used to make accurate judgments about their performance in Accounting. [25 marks]