

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

END OF SEMESTER EXAMINATION PAPER, DECEMBER 2016

TITLE OF PAPER: CURRICULUM STUDIES IN ECONOMICS

COURSE CODES: CTE215 /CTE515

PROGRAMMES: B.ED 11/PGCCE

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 TO BE OPENED UNTIL PERMISSION IS GRANTED BY THE INVIGILATOR

Question 1

Examine in detail the reasoning and educational significance of teaching Economics in Swaziland schools. [25 marks]

Question 2

Madeline Hunter suggested that a properly taught lesson contained eight elements irrespective of the learner's background and teacher's style of teaching. Identify and analyse critically the eight elements by drawing examples from teaching an Economics lesson. [25 marks]

Question 3

“If the questions and answer method of teaching is used effectively, it will help the teacher deliver a learner-centred lesson, develop problem solving and critical thinking”.

- a. By using relevant examples, examine the above statement by describing the purposes questions seek to serve in an Economics lesson. [12 marks]
- b. Provide recommendations on how an Economics lesson can be learner centred because of effective questioning. [13 marks]

Question 4

Discuss the teacher's positive behaviours the Economics teacher can adopt to improve learner performance. [25 marks]

Question 5

- a. By using relevant examples in the teaching of Economics, differentiate between formative and summative assessments. [12 marks]
- b. Use relevant examples to illustrate the criteria an Economics teacher might use to set a good test. [13 marks]

END OF EXAMINATION PAPER