

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING  
MAIN EXAMINATION PAPER, DECEMBER 2017

TITLE OF PAPER: CURRICULUM STUDIES IN ECONOMICS  
COURSE CODES: CTE215/515  
PROGRAMMES: B.ED II/PGCE  
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 GANTED BY THE INVIGILATOR**

### **QUESTION ONE**

The lecture method can still be a useful method in the teaching and learning of Economics in schools in Swaziland.

- i) Briefly describe the lecture method. (5)
- ii) Critically analyse how the Economics teacher can make the lecture method more interactive in the teaching and learning of Economics in Schools in Swaziland. (20)

### **QUESTION TWO**

Discuss five learning principles which have a positive effect in teaching and learning of Economics in schools in Swaziland. (25)

### **QUESTION THREE**

According to the SGCSE Economics syllabus (2017-2018), the national curriculum for form 4 and form 5 should give learners opportunities to develop essential skills which overlap across the entire range of subjects studied. One of the essential skills is the Problem-solving skill.

Discuss how the Brainstorming approach can impart problem solving – skills to learners. (25)

### **QUESTION FOUR**

Critically discuss the rationale of teaching Economics education in the school system in Swaziland. (25)

### **QUESTION FIVE**

Assessment and evaluation are an integral part of the teaching and learning process in the school system.

- i) Differentiate between assessment and evaluation give an example of an evaluation phrase. (5)
- ii) Critically analyse four importances of assessment and evaluation in the teaching and learning of Economics in schools in Swaziland. (20)

**END OF EXAMINATION PAPER**

**CTE 215/CTE 515 CURRICULUM STUDIES IN ECONOMICS, DECEMBER 2017**