

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
MAIN EXAMINATION PAPER
APRIL/MAY 2018

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING II

COURSE CODE: EDC370/ CTE312/ CTE512

PROGRAMME: B.ED III & PGCE (F/T & IDE)

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

There is confusion in your school on whether Accounting should be under the general education stream or under the vocational education stream. Provide clarity to your colleagues regarding this. [25 Marks]

Question 2

(MAKE USE OF THE ATTACHED LESSON PLAN)

The lesson plan attached is an example of one of the lessons a Form 1 teacher prepared at the beginning of the year when he was still introducing Bookkeeping to his Form 1 learners. Which approach of introducing Bookkeeping and Accounting (balance sheet approach, journal approach or ledger approach) is used by this teacher? Justify your answer drawing examples from the lesson plan. [25 Marks]

LESSON PLAN

Topic:	Balancing ledger accounts
Date:	15 February 2017
Class:	Form 1
Subject:	Accounting
Time:	8.30 – 9.10 am (40 minutes)
Topic:	Balancing ledger accounts
Lesson aim:	To develop understanding of and appreciation for the need of balancing of ledger accounts
Lesson objective:	By the end of the lesson learners should be able to: (i) Balance simple ledger accounts
Teaching methods:	Group discussions, experiment, brain storming, and demonstration.
Teaching aid:	Self-made balancing scales and coins. A hand-out showing 4 accounts to be balanced (an account with transactions only the debit side, another only on the credit side, another weighing more on the debit side, and another weighing more on the credit side)
References:	Whitehead, (2012). Principles of Accounting

Teacher activity	Learner activity
<p>Asks learners questions based on the previous lessons including: When is an account debited and when is account credited?</p> <p>Let learners get into groups to interpret transactions entered in the cash account. provides learners with the following questions as a guide to the group activity:</p> <p>Asks learners to explain how they got the answer to part (d) of the questions</p> <p>Explains that the answer to part (d) could be</p>	<p>Learners respond to questions</p> <p>Learners get into groups to analyse and interpret transactions entered in a cash account using the following provided questions as a guide.</p> <ol style="list-style-type: none"> a) Explain what you understand about the cash account above basing on what is recorded in the account. b) How much was received by the business in the cash account? c) How much was spent by the business from the cash account? d) How much is remaining in the cash account? <p>Each group explains to the whole class how it got the answer to part (d) of the questions</p> <p>Give their understanding of the word balance</p>

found by “balancing” the cash account. Asks learners what they understand by the word “balance”

Gives learners in their groups self-made balancing scales (labeled dr and cr on the two opposite sides) and 10 50cents coins. Asks learners to use the coins to keep the scale balanced. They should observe the following:

- a) The different balancing points
- b) What they do to keep the two sides equal.

Demonstrates how balancing happens in an account using the cash account.

Gives learners two accounts to balance in their groups.

Gives learners two accounts to balance individually.

Explore different balancing points e.g. 50c:50c; R1:R1, R1.50:R1.50, R2:R2, and R2.50:R2.50
Observe and explain what they do keep the two sides equal. (E.g. both dr and cr must have the same amount of amount; add more money on the smaller side; remove money on the bigger side etc).

Observe and help with additions and subtractions.

Learners balance two accounts in their groups.

Learners balance two accounts individually.

Lesson evaluation

Objectives were achieved because learners were able to balance the remaining two ledger accounts used as an assessment exercise. They were also able to explain the balances they got.

Teacher evaluation

Teacher was able to demonstrate the balancing of accounts and to show its importance in accounting practice. Questions asked were not so challenging because of the level of the lesson but were challenging enough to motivate and actively involve learners in the lesson.

Question 3

Below is a case study that was used by a certain teacher in the learning and teaching of accounting. Analyse the case study carefully and answer the questions that follow.

LyMla Ltd (P.O.Box L2328, Nkalashane) is a business selling office furniture. Contained in invoice 35, your school on 7 April bought on credit 2 chairs at €1100 each, 2 desks at €1500 each, and 4 bookshelves at €800 each. Also contained in receipt 65, the school paid a deposit of €2000 on the day it bought the items. Furthermore, contained in credit note 12, is that on the 9th of April your school returned 1 chair and 1 bookshelf because they were badly scratched. Prepare a statement of account that LyMla will send to your school.

- a) Explain why this is a case study? (4)
- b) What type of case study is this? How is it different from the other types of case studies? (16)
- c) How do learners benefit from the teacher's use of case studies in the learning and teaching process? (5)

[25 Marks]

Question 4

Analyse the following test item and explain clearly its type drawing examples from the given test item to support your points. [25 Marks]

[Note: You are **not** expected to answer the Accounting questions of the test item but only to use the test item to discuss the type it exemplifies]

Phumla, a sole trader, wanted to sell his business. The following is Phumla's balance sheet on 30 September 2011.

Phumla			
Balance Sheet as at 30 September 2011			
	£		£
Property	64 000	Capital	119 000
Plant	37 000	Creditors (Trade payables)	8 800
Stock (Inventory)	26 500	Bank overdraft	7 900
Motor vehicles	<u>8 200</u>		<u> </u>
	<u>135 700</u>		<u>135 700</u>

On 1 October 2011, Phumla sold his business to T. Tembe for £120 000. T. Tembe took over all the assets and the creditors and revalued the assets as follows:

	£
Property	56 000
Plant	25 600
Motor vehicles	7 200
Stock (Inventory)	15 900

T. Tembe paid Phumla by cheque on 1 October 2011.

REQUIRED

- (a) Distinguish between an acquisition and amalgamation.

.....[2]

- (b) Prepare T. Tembe's bank account as it would appear after the acquisition.

.....[4]

- (c) (i) Calculate the value of goodwill as at 1 October 2011. Show your workings.

.....
.....
.....[2]
(ii) Prepare the balance sheet of T. Tembe on 1 October 2011 after the acquisition has been completed.

T. Tembe
Balance Sheet as at 1 October 2011

.....
.....
.....[9]

T. Tembe is the treasurer of the Zim Zam Social Club which was formed 3 years ago. The club has 40 members who each pay an annual subscription of E200. On 1 May 2010 subscriptions due from members were E2000.

Subscriptions received during the year ended 30 April 2011 from members were as follows:

	E
For the year ended 30 April 2010	2000
For the year ended 30 April 2011	8000
For the year ended 30 April 2012	1600

REQUIRED

(d) Prepare the subscription account of Zim Zam Social Club for the year ending 30 April 2011.

Zim Zam Social Club

Subscription account

.....
.....
.....
.....[8]

[Total: 25]

Source: Swaziland General Certificate of Secondary Education, Accounting Paper 2, 2011

Question 5

Below is a learner's response to a question that was part of an Accounting test and a marking guide to be used in marking the learner's response.

- a. Explain this type of marking guide. How is it different from the other type? (7)
- b. Mark the learner's work using the marking guide. (5)
{Remember to tear it off and submit it with your answer booklet}
- c. Explain why you marked it the way you did (6)
- d. Why is the development of marking guides an important assessment practice? (7)

[25 Marks]

<i>Marking guide</i>	<i>Learner's answer</i>																																																			
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