

UNIVERSITY OF ESWATINI  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING  
MAIN EXAMINATION PAPER  
MAY 2019

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 questions
2. Answer question one, and any other two questions.
3. As a guide to candidates, marks to questions are given in brackets ( ).

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

All questions in this paper may require you to make use of the lesson plan below. Read through it carefully before answering the questions.

<b>Topic:</b> Balancing ledger accounts <b>Objectives:</b> By the end of the lesson learners should be able to: 1. Balance personal accounts		
Stage and time	Teacher activity	Learner activity
Introduction 5 minutes	<p>Picks the account for P.Dlamini a debtor and asks learners to tell how much P. Dlamini owes.</p> <p>Picks a stationary account and asks how much stationery was bought for the month.</p> <p>Ask learners what problems could arise if these amounts are established in the ways they did.</p> <p>Explains that there is a way of minimising such problems (delays, miscalculations, lack of clarity, inconvenience etc.) which is through balancing the accounts. And that today's lesson is about balancing ledger accounts.</p>	<p>They calculate how much P. Dlamini owes.</p> <p>They calculate how much stationery was bought.</p> <p>They brainstorm on problems likely to arise if accounts are not balanced.</p>
Stage 1 Explaining what is balancing 5 minutes	<p>Ask learners what they understand by the word 'balance'.</p> <p>Picks two learners. Label them as debit and credit. Gives them different amounts of fake money. Puts extra money on the table.</p> <p>a) Asks learners what should be done to make them have the same amount of money.</p> <p>b) Asks one learner to come up and show them what he/she will do (explaining as he/she is doing it)</p>	<p>They brainstorm the meaning of 'balance'</p> <p>Two learners come up to do the play</p> <p>a) They give their views on what should be done to make them have the same amount of money.</p> <p>b) One learner comes up to demonstrate the balancing of the two sides in his/her own way.</p>
Stage 2 Demonstrating balancing of accounts 10 minutes	<p>Picks a P.Dlamini's account and asks learners to find the totals for both the debit side and the credit side</p> <p>Ask learners which side is heavier.</p> <p>Shows how and where the heavier amount is</p>	<p>They calculate the totals</p> <p>They identifies the heavier side</p> <p>Observe</p>

	<p>inserted.</p> <p>Asks what amount is needed to make the lighter side equal to the heavier side.</p> <p>Ask learners where they think this amount should be inserted and why?</p> <p>Demonstrates how and why the difference is inserted above the total on the lighter side.</p> <p>Completes the balancing by showing the balance b/d and explaining what it means.</p>	<p>They calculate the needed amount to make the lighter side equal to the heavier side</p> <p>They give their views about where they think this amount should be inserted allowing a discussion and critiquing of each other's responses</p> <p>Observe and listen</p> <p>Observe and listen</p>
<p>Stage 3 Practice exercise  10 minutes</p>	<p>Picks S. Simelane's account a creditor and asks learners in groups of three to balance this account while moving around marking the work (5 minutes activity)</p> <p>Asks one group to balance this account on the board</p> <p>Asks learners to explain what this balance means</p>	<p>In groups of three they balance this account</p> <p>A learner comes upfront to balance the account while others observe and comment or correct where necessary.</p> <p>They explain the meaning of the credit balance in the creditor's account.</p>
<p>Conclusion Assessment exercise  10 minutes</p>	<p>Asks learners to balance 2 more accounts (with a debit and the other with a credit balance) while moving around marking the work</p> <p>Asks the learners what the balances mean for each of the two accounts.</p> <p>Asks learners to summarise how accounts are balanced and giving them homework (exercise 2.6).</p>	<p>They balance the accounts</p> <p>They explain what the balances mean</p> <p>Summarises how accounts are balanced.</p>

*[Answer this question]*

**Question 1**

Discuss the approach to learning and teaching taken by this teacher in this lesson, drawing examples from the lesson plan. [40 Marks]

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*[Answer any TWO questions]*

**Question 2**

Suggest and design a simulation activity that could be incorporated into the lesson above. [30 Marks]

**Question 3**

Justify why **attribute-focussed pedagogy** is an important feature of the above lesson. [30 Marks]

**Question 4**

If you were the teacher, which approach were you going to take when **introducing Accounting** to this class? Explain why. [30 Marks]

**Question 5**

Design one test item for the above lesson, a specification grid and its marking guide. Explain the purpose of the specification grid and marking guide and why it important to prepare both before administering the test to learners. [30 Marks]