

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

TITLE OF PAPER: CURRICULUM STUDIES IN ECONOMICS
COURSE CODES: CTE316/CTE516
PROGRAMMES: B.Ed III/PGCE – FULL TIME/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 ONE

You have invited a quest speaker from the central bank of Eswatini to speak to your Economics students.

- a) What areas /topics would you want her to cover? [7marks]
 - b) How would you prepare your students for the visit? [8 marks]
 - c) Describe the follow –up activities you will embark on after the visit. [10 marks]
- [25 marks]

QUESTION TWO

The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child (Vasudevan, 2017).

In light of this statement:

- a) Identify *three (3)* of the factors and describe how each may affect the performance of the child in an Economics classroom. [15 marks]
 - b) Describe *five (5)* intervention strategies that you can use to cater for slow learners in an Economics classroom. [10 marks]
- [25 marks]

QUESTION THREE

- a) What is a specification grid and what purpose does it serve? [8 marks]
 - b) From SGCSE Economics topic Employment and Unemployment, construct a 25 mark non-progressive structured question. [7 marks]
 - c) Prepare a marking guide/rubric you would use to mark the question constructed in (b) above. [10 marks]
- [25 marks]

QUESTION FOUR

In a constructivist classroom learning is *active, reflective* and *collaborative*.

- a) Explain the words in italics and in each case use examples to illuminate your answer. [6 marks]
- b) Discuss *three (3)* differences between traditional classrooms and constructivist classroom. [9 marks]
- c) Examine the benefits of the constructivist approach to economics learners. [10 marks]
[25 marks]

QUESTION FIVE

Teacher's appropriate discipline strategies help students to learn better as class discipline protects students from disruption and less emotional and cognitive threat (Lewis,2001) cited in (Rahimi &Karkami, 2015).

In light of this statement, discuss *five (5)* strategies that an Economics teacher can use to avoid disciplinary problems in the classroom.

[25 marks]