

UNIVERSITY OF ESWATINI  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING  
MAIN EXAMINATION PAPER  
MAY 2020

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING II  
COURSE CODE: CTE312/ CTE512/ EDC370  
PROGRAMME: B.ED III & PGCE (F/T & IDE)  
DURATION: 3 HOURS  
MARKS: 100

INSTRUCTIONS TO CANDIDATES:

1. This paper contains five (5) questions: three (3) questions in Section A and two (2) in Section B.
2. Answer **all** questions in section A, and choose **only one** in section B.
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 REQUIRE THE USE OF THIS LESSON PLAN

<b>Subject:</b>	Bookkeeping	
<b>Class:</b>	Form 1	
<b>Date:</b>	29 January	
<b>Number of learners:</b>	47	
<b>Topic:</b>	Introduction to recording of transactions	
<b>Objectives:</b>	By the end of the lesson learners should be able to: 1. Explain the double entry principle 2. Record simple cash transactions in ledger accounts	
<b>Lesson stages</b>	<b>Teacher activity</b>	<b>Learner activity</b>
Introduction	Tells learners that the subject bookkeeping is about recording in the books of accounts	Listens to the teacher
Stage 1	Explains the double entry principle	Listens and take down notes
Stage 2	Shows learners how a cash transaction is recorded in the two affected ledger accounts  Gives learners five transactions to practice how to record cash transactions in the ledger accounts.	Observes and listens attentively to the demonstration.  Records five transactions as shown by the teacher in ledger accounts.
Conclusion	Gives learners important points to note when following the double entry principle	Listens attentively and take notes

SECTION A

Answer **ALL** questions in this section

**Question 1**

- a. Using examples from the lesson plan, give three views about the learner which the teacher drew on when developing the lesson plan. (12)

i. \_\_\_\_\_  
 Example  
 \_\_\_\_\_  
 \_\_\_\_\_

ii. \_\_\_\_\_  
 Example

iii.

Example

b. What view about knowledge is the teacher drawing on? (3)

Example from the lesson plan of this view

c. Give 10 reasons why this lesson is inappropriate for the SGCSE Accounting curriculum. (20)

i.

ii.

iii.

iv.

v.

vi.

vii.

viii.

ix.

x.

[Total = 35 Marks]

### Question 2

a. Give four reasons why it may be important for this teacher to incorporate games in the lesson. (8)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

b. Suggest 6 Accounting games that the teacher could incorporate in this lesson. (12)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

[Total = 20 Marks]

### Question 3

Giving examples, identify five ways in which this planned lesson is or is not conforming to a competency-based kind of education system? (20)

i. \_\_\_\_\_  
Example  
\_\_\_\_\_  
\_\_\_\_\_

ii. \_\_\_\_\_  
Example  
\_\_\_\_\_  
\_\_\_\_\_

iii. \_\_\_\_\_  
Example  
\_\_\_\_\_  
\_\_\_\_\_

iv. \_\_\_\_\_  
Example  
\_\_\_\_\_  
\_\_\_\_\_

v. \_\_\_\_\_  
Example

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[Total = 20 Marks]

SECTION B

Choose between question 4 and 5

Answer **only one**, not both questions

**Question 4**

Drawing examples from the lesson plan, discuss the approach the teacher used to **introduce bookkeeping** to the learners.

**Question 5**

The teacher who drew the lesson plan is new in the profession. He is planning to give a test to his/her Accounting students. Advise him/her on the following:

- a) Why s/he may have to prepare a marking guide and a specification grid *before* multiplying or administering the test. (16)
- b) The type of marking guide which s/he may have to make. (9)