UNIVERSITY OF ESWATINI

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

RE-SIT/SUPPLEMENTARY EXAMINATION PAPER

JULY 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.
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.

ALL QUESTIONS IN THIS PAPER REQUIRE THE USE OF THIS LESSON PLAN

Topic:	Balancing ledger accounts

Objectives:	By the end of the lesson learners should be able to: 1. Balance ledger accounts

Teacher activity	Learner activity

Lets 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:	Learners get into groups to analyse and interpret transactions entered in a cash account using the following provided questions as a guide.
	  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?
	
	Each group explains to the whole class how it got the answer to part (d) of the questions
	
	Give their understanding of the word balance

Asks learners to explain how they got the answer to part (d) of the questions Explains that the answer to part (d) could be 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.
	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 to 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 from the bigger side etc).

Demonstrates how balancing happens in an account using the cash account	Observe and help with additions and subtractions.

Question 1

From a constructivist perspective, discuss 4 views of learning which could be seen as underpinning the above lesson plan.   [25 Marks]

Question 2

Using examples drawn from the lesson plan, discuss 5 ways in which this planned lesson is relevant for the EGCSE curriculum system.   [25 Marks]

Question 3

Drawing examples from the lesson plan, explain how this planned lesson is mostly **attribute-focused**.   [25 Marks]

Question 4

Explain to the teacher why and how he could make use of **practice sets** in enhancing the quality of learning and teaching in this classroom.   [25 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.   [25 Marks]