

UNIVERSITY OF ESWATINI
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
MAIN EXAMINATION PAPER
APRIL 2021

TITLE OF PAPER: CURRICULUM STUDIES IN ACCOUNTING I
COURSE CODE: CTE511/CTE311/EDC270
PROGRAMME: B.ED III & PGCE
DURATION: 3 HOURS
MARKS: 100

INSTRUCTIONS TO CANDIDATES:

1. This paper contains FIVE questions in total.
2. You are expected to answer FOUR QUESTIONS
3. Answer ALL THREE questions in section A and choose only ONE question in section B.
4. Answer Section A on the question paper. Remember to submit it for marking.
5. As a guide, marks to questions are given in brackets.

All questions in this examination are based on the lesson plan below.

Study the lesson plan carefully.

BUSINESS STUDIES DEPARTMENT

LESSON PLAN:

DATE: 11/07-2013
SUBJECT: Accounting
TOPIC: B.R. statements

CLASS: Form 2a
TIME:

OBJECTIVES:

Learners should be able to:

1. Explain the causes of the difference between the cash book & bank statement
2. Prepare a supplementary cash book
3. Reconcile bank statement with cash book balance in the case of a favourable balance.

TEACHING METHODS:

~~Discussion~~ Lecture method.

TEACHING AIDS:

Chalkboard, hand-outs.

INTRODUCTION:

Review the cash book & explain the bank statement.

LESSON DEVELOPMENT

Teacher activities

- Explain reasons why there is a difference
- Demonstrate how it is corrected by preparing a supplementary cash book.
- Explain the reconciliation process.

Learner activities

They will be answering given questions as the lesson continues.

EVALUATION:

Lesson was well covered but not completed to be completed on the next period.

SECTION A

Answer ALL questions in this section.

All questions in this section must be answered on the question paper. Submit this section of the question paper for marking.

Your student ID number: _____

Question 1

Why do you think the teacher planned for this lesson?

[10 Marks]

- i)(1)
- ii)(1)
- iii)(1)
- iv)(1)
- v)(1)
- vi)(1)
- vii)(1)
- viii)(1)
- ix)(1)
- x)(1)

Question 2

When developing the lesson plan (short range plan) the teacher was guided by the examination syllabus and teaching syllabus (long range plan). How? [20 Marks]

How the examination syllabus guided the teacher

- i)(2)
- ii)(2)
- iii)(2)
- iv)(2)
- v)(2)

How the teaching syllabus guided the teacher

- vi)(2)
- vii)(2)
- viii)(2)
- ix)(2)
- x)(2)

Question 3

The classroom environment depicted in the above lesson plan is or is not conducive or appropriate for meeting which national education aims? Identify only 5. [20 Marks]

- i)(2)

Because

.....
.....(2)

ii)
.....(2)

Because

.....
.....(2)

iii)
.....(2)

Because

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.....(2)

iv)
.....(2)

Because

.....
.....(2)

v)
.....(2)

Because

.....
.....(2)

Question 4

Suppose the teacher wants to assess learning that occurred during this lesson and he/she asks you to help with the assessment.

- a) Develop for the teacher two test items for assessing learning that occurred in this classroom. [6 marks]

[If this space is not enough use the back page]

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- b) (i) Mention the type(s) of test item(s) you have developed in (a) above. [3 Marks]

Type of test item(s)

.....
.....(1)

(ii) State any other two different types of test items

.....
.....(2)

c) With 4 points, explain to the teacher why in (a) above you used this type of test item.

[8 marks]

- i)(2)
- ii)(2)
- iii)(2)
- iv)(2)

d) Advise the teacher why it is important to assess learning.

[8 marks]

- i)(1)
- ii)(1)
- iii)(1)
- iv)(1)
- v)(1)
- vi)(1)
- vii)(1)
- viii)(1)

[Total Marks = 25]

TOTAL MARKS FOR SECTION A = 75 MARKS

SECTION B

Answer **only one** question. That is, choose between question 5 and 6

Answer in the answer-booklet, **NOT** in the question paper

Question 5

Do you agree that the above lesson plan is learner-centred? Discuss in detail with examples.

[25 Marks]

OR

Question 6

If you were the teacher, how would you have prepared for the lesson? You can explain **or** produce an alternative lesson plan.

[25 Marks]

TOTAL MARKS FOR SECTION B = 25 MARKS