

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

TITLE PAPER: CURRICULUM STUDIES IN BUSINESS STUDIES  
COURSE CODES: CTE514  
PROGRAMME: B. ED 111 & PGCE  
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 [ ]

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CTE 514 CURRICULUM STUDIES IN BUSINESS STUDIES OCTOBER 2021

## QUESTION 1

- a) Define constructivism paradigm of learning. (2 Marks)
- b) Discuss *four* characteristic of constructivist class according to Gray (2010). (8 Marks)
- c) In a constructivism classroom, the teachers' role according to Gray (2010) is to prompt and facilitate discussion. Explain *THREE* paradigm shifts in Business education as a result of the constructivist theory. (15 Marks)

[25 MARKS]

## QUESTION 2

- a) Describe five educational values of a Business Studies teacher using improvised instructional material sourced from the community. (10 Marks)
- b) Explain with examples the ways in which Business Studies teacher can use ideas from the following community resources to create effective classroom activities. (15 Marks)
  - i) Local newspaper
  - ii) Guest speaker
  - iii) Field trip

[25 MARKS]

### QUESTION 3

Playing games in the classroom increases overall motivation and makes the students part of a team as well as take responsibility for their own learning (Albrecht& Green, 2008)

- a) Describe *five* ways in which using a game in a business studies class can benefit the student. (15 Marks)
- b) Discuss the Business Studies teacher's use of the following games to enhance learning and teaching of Business Studies topics? (10 Marks)
  - i) Cards – playing casino doubles to teach partnership business;
  - ii) Monopoly to teach business activities.

[25 MARKS]

### QUESTION 4

- a) List any *three* reasons on the importance of effective classroom management. (6 marks)
- b) State *three* things a Business Studies teacher needs help concerning classroom management. (3 Marks)
- c) Explain with examples the difference between classroom management and classroom discipline (4 Marks)
- d) Discuss how a business studies teacher manage the following type of student behaviour in a classroom (12 Marks)
  - i) argumentative student
  - ii) always late in class
  - iii) do not do school work
  - iv) cheat during test

[25 MARKS]

## QUESTION 5

The attached lesson plan is an example of Form one lesson prepared at the beginning of the year to introduce the topic on Economic Problems. Answer the following questions (a toe) which relate to the lesson plan:

- a) State the approach the teacher used? Justify your answer drawing examples from the lesson Plan. (2)
- b) In your own words describe your opinion on the introduction (4)
- c) Discuss the reasons for the selection of role playing for this topic (10)
- d) Why is evaluation important in a lesson plan? (3)
- e) Briefly explain if the lesson evaluation tests the objectives of the lesson. Justify your answer drawing examples from the lesson plan (6)

### LESSON PLAN

Date: xxxxxxxxx

Class: Form 1

Subject: Business Studies

Time: 80 minutes

Topic: Scarcity, Choice and Opportunity Cost

Lesson aim: Gain insight on how economic system work

Lesson objectives:

- 1) Explain the meaning of scarcity, Choice and Opportunity Cost
- 2) Apply the concept of opportunity cost in the solution to choice problem

Previous knowledge: Needs and Wants

Teaching methods: Role Playing,, Discussion, Question and Answer

Teaching Aids: Apple, Banana, Orange

References: T Dlamini; X. Ginindza and B. Sithole

Teacher's Activity	Learners Activity
<p><b>INTRODUCTION</b></p> <p>Ask learners to define what are wants and needs</p> <p>Ask learners to list their needs: teacher will write the needs on the chalkboard and the list is endless</p>	<p>Define what are wants and needs</p> <p>Give a list of their needs</p>
<p><b>DEVELOPMENT</b></p> <p>Ask student that I have coached and rehearsed to do a role playing of buying the fruits.</p> <p>The learner will think aloud " I wanted to buy an Apple and a Banana but because the money I have is not enough I can only buy an orange and a banana and will buy the Banana next time"</p> <p>Learner will be asked to state what they have observed</p> <p>Teacher will introduce the concept of scarcity, choice and opportunity based on the learners answer.</p> <p>Teacher will then write a definition of the three concepts on the board</p> <p>Teacher will emphasise on the forgone alternative. Ask learners to state from their life experience situations in their life where they have applied these concepts</p> <p>Teacher will summarise by telling the learners that the situation happen even at government level.</p> <p>Teacher will ask learner if there is any project the government has done at the expense of another</p> <p><b>EVALUATION</b></p> <p>Teacher will give learners a cases study to</p>	<p>Learners will be observing the role play</p> <p>Learners will state that the learner did not have money to buy exactly what he/she wanted and had to make a choice.</p> <p>Learners will copy the notes.</p> <p>Learners will respond by telling the class of hi/her experience where he/she has applied the three concept</p> <p>Learners will state government projects which they think they can wait and do whatever project</p>

<p>discuss in groups and make some presentation:</p> <p>“Swaziland is faced with the problem of HIV and AIDS at the same time the country wishes to construct a multi-million hotel. It has insufficient money to do both.”</p> <ol style="list-style-type: none"> <li>1. Why is it that the government cannot do both</li> <li>2. What would be your choice</li> <li>3. What would be the opportunity cost of making that choice</li> </ol>	<p>Learners will discuss the case and make some presentation</p>
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#### **LESSON EVALUATION**

Objectives were achieved because learners were able to make a choice from the case study and justify why that choice. Also there were able to tell the opportunity cost based on their discussion

#### **TEACHER EVALUATION**

Teacher was able to demonstrate the economic problem using the role playing. The case study given to the student was not challenging but motivating and actively involve the learns

**End of paper**