

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER, MAY 2010**

**TITLE OF PAPER:** CURRICULUM STUDIES IN BUSINESS STUDIES

**COURSE CODE:** EDC 371

**PROGRAMME:** B.ED 111 & PGCE

**DURATION:** 3 HOURS

**INSTRUCTIONS TO CANDIDATES**

1. This paper contains four questions.
2. Answer ALL 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 1**

(a) Describe the role (s) of the following stakeholders in the Swazi curriculum development process:

(i) Business Studies Panel

**[6 marks]**

(ii) National Curriculum Centre (NCC)

**[10 marks]**

(b) Outline the influence of teachers on curriculum decisions.

**[3 marks]**

(c) Discuss how globalisation, technological innovation and the emergence of transnational corporations have impacted on the Accounting curriculum in the last few decades.

**[6 marks]**

### **Question 2**

Kounin's classic study of orderly and disorderly classrooms identified two basic classroom management concepts, namely the **ripple effect** and **withitness**.

(a) What is **withitness** and how can a Business Studies teacher achieve **withitness** in the classroom?

**[20**

**marks]**

(b) Briefly explain the ripple effect in relation to managing the Business Studies classroom.

**[5 marks]**

### **Question 3**

Distinguish between competency based assessment and conventional forms of assessment.

**[25 marks]**

**Question 4**

(a) Outline the purpose of a marking guide. [10 marks]

(b) What advice can you give to a fellow Business Studies teacher in preparing multiple choice items? [15 marks]