



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

A. M. E. C. E. A

MAIN EXAMINATION

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AUGUST - DECEMBER 2015 TRIMESTER

FACULTY OF EDUCATION

DEPARTMENT OF UNDERGRADUATE STUDIES IN EDUCATION

REGULAR PROGRAMME

ED 306 / DED 512: SUBJECT METHODS BUSINESS STUDIES

Date: DECEMBER 2015

Duration: 3 Hours

INSTRUCTIONS: Answer Question ONE and ANY other THREE Questions

- Q1.
- a) Give FIVE reasons why Business Studies teachers rely on the chalkboard for teaching Business Studies. **(5 marks)**
 - b) Using examples, distinguish between probing and prompting in teaching Business Studies. **(4 marks)**
 - c) Identify FIVE reasons why a Business Studies teacher should assess his or her students in class. **(5 marks)**
 - d) Briefly outline FOUR benefits of varying stimulus in your Business Studies class. **(4 marks)**
 - e) Using examples, briefly explain FOUR factors that would influence your choice of the teaching aid for teaching a business Studies class. **(4 marks)**
 - f) Formulate THREE objectives to teach the topic "home trade" for a 40 minute lesson. **(3 marks)**

- Q2. Choose a topic from Business Studies secondary school syllabus and prepare a 40 minute lesson plan. **(15 marks)**
- Q3. Develop multiple choice items for each of the SIX levels of cognition in Business Studies. **(15 marks)**
- Q4. Justify the teaching of subject methods Business Studies to teacher trainees. **(15 marks)**
- Q5. Analyze the use of the lecture method in the teaching of Business Studies. **(15 marks)**
- Q6. Discuss FIVE ways of improving the teaching and learning of Business Studies in Secondary schools in Kenya. **(15 marks)**

END