



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2014**

**PROGRAMME:** B Ed  
**MODULE:** LEARNING AREA METHODOLOGY 3: SOCIAL SCIENCES  
**CODE:** LMM3B20  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Mrs S Ramsaroop  
**MODERATOR:** Dr V T Mabalane  
 (This paper consists of 2 pages)

**INSTRUCTIONS:**

1. Please answer all questions.
2. Number your answers according to the question paper.
3. Write neatly and legibly.

**QUESTION 1**

- 1.1 What is the purpose of assessment? (5)
- 1.2 Discuss the characteristics of a good test design and the possible consequences when poorly designed? (15)
- (20)**

**QUESTION 2**

- 2.1 Formulate four lesson outcomes for a lesson on rural-urban migration for a Grade 8 class. (4)
- 2.2 Using Bloom's Taxonomy, write down five questions you will ask during a questioning episode addressing **one** of the outcomes listed above. Elaborate on how these questions will challenge thinking at the different levels. (10)
- 2.3 Discuss two types of assessment that you can use during this lesson and motivate for your choice of each method. (6)
- (20)**

**QUESTION 3**

You are teaching a class of forty Grade 9 learners from a disadvantaged rural school. There is no electricity, learners only have access to 12 textbooks and pens and paper to use as resources and learning material.

- 3.1 Describe how you will introduce the topic 'Calculating Straight Line Distances' to a grade 8 class using shoe-string resources. (7)

- 3.2 A Grade 8 student responds to the following question as follows:  
Calculate the straight line distance in KM if the map distance on a 1:10000 map is 5cm.

$$\begin{aligned}\text{Straight line distance} &= \text{Map Distance} \times \text{Scale} \\ 5\text{cm} \times 0,5 &= 2,5 \text{ Km}\end{aligned}$$

Explain to the student where and why he/she has gone wrong? (8)

- 3.3 Discuss how you would apply any five of the multiple intelligences as described by Howard Gardner to accommodate the different learning styles or intelligences of learners and relate this to appropriate assessment strategies to cater for these differences with regards to the above situation analysis.

(15)

**(30)****QUESTION 4**

The learners in your Grade 9 class are to produce a poster for 25 marks showing the causes and effects of earthquakes. Design a rubric showing clearly the different criteria and levels that you will use to assess the poster

**(30)****TOTAL: 100**

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