



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: EMS 3B: METHODOLOGY & PRACTICUM MOSPEB3
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: Main Exam November 2019

ASSESSOR(S) : NADYA BHAGWAN

MODERATOR : DR M.R. MSIMANGA (UJ)

DURATION : 1 HOUR

MARKS : 50

NUMBER OF PAGES: 2 PAGES

INSTRUCTIONS:

1. Answer BOTH QUESTIONS.
 2. Number your answers clearly
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QUESTION 1

- 1.1 What is the purpose of assessment for both learners and teachers? State two for learners and two for teachers. (4)
- 1.2 Taxonomies of assessment such as Bloom's Taxonomy (1956) and that of Anderson and Krathwohl (2001) provide a range of cognitive levels or competencies that are used to guide the setting of assessments. Write and arrange the active verbs from these taxonomies below in order of lowest to highest cognitive level. Now design one short Economics and Management Sciences question on any topic, for each active verb. (5)



- 1.3 Cognitive demand is just one indicator of how difficult a question can be. List and explain four other indicators (as suggested by Long, 2006) that may be used when setting an exam paper. (8)
- 1.4 Provide one challenge associated with using group assessment in the classroom and suggest a way in which this may be addressed. (3)

[20]**QUESTION 2**

Both teaching and assessment are important parts of the teaching and learning process. You have just finished revising Price theory: Demand and Supply with your Economic and Management Sciences (EMS) learners in Grade 9. Design a formative assessment of any type as well as the memo and/or rubric that you will use to assess this EMS topic and its relevant skills. (30)

TOTAL: 50