



<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>	: Supplementary Exam January 2020

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.

QUESTION 1

Assessment is more than just the monitoring and evaluation of learner performance. Rather, assessment is an active learning tool.

- 1.1. List four possible reasons for conducting assessment in the classroom. (4)
- 1.2. In a table, differentiate between formal and informal assessment, providing two key characteristics of each. (4)
- 1.3. Using the most basic level of Blooms cognitive levels of understanding, devise three lower order questions on the topic of source documents within the broader section on financial literacy. (3)
- 1.4. Cognitive demand is just one indicator of how difficult a question can be. List and explain three other indicators (as suggested by Long, 2006) that may be used when setting an exam paper. (6)
- 1.5. 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 the section on Financial Literacy 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