



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Education and Curriculum Studies
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: Teaching Methodology and Practicum: History 3A (MOFPOA3)
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: June Main 2020

**ASSESSOR(S)** : Mabalane VT (Dr)

**MODERATOR** : Bhagwan N (Mrs)

**DURATION** : 48 HOURS / SUBMISSION **MARKS** : 50

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NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer All the questions
2. Number your answers clearly

### **QUESTION 1**

There is much controversy about history as a subject of choice. Most societies perceive it as a subject that narrates the stories of the past, and consequently there is no focus on the learners' future. Thus, you want to convince learners of the worth of studying history as a subject.

Discuss with examples the aspects you will highlight to convince learners of the importance of history as a subject. (1 1/2 pages) **(20)**

### **QUESTION 2**

**Read the following case study and answer the questions.**

#### **Helen's disaster**

Helen, a History teacher at Siyafunda High School, has marked her Grade 10 August test. She is devastated. Twenty-five of her class of 40 learners have failed what she considered to be a simple test.

'These children must have very low IQs. That's the only way I can explain their pathetic performance,' she says to herself. Just then Zoe, the Social Science teacher, enters. 'Have you got a headache?' she asks. 'Do you want a Disprin?' 'Yes, I have a headache,' replies Helen, 'but a Disprin won't help! I just don't know why I bothered to teach for the past eight months ...' (She explains the reason for her 'headache' to Zoe.) 'I have planned a good lesson on the French Revolution for all my learners and read lots of resources to help them. I made it a point that I teach the content well. I felt that I was flowing and when I asked learners if they understood, they all said yes. They told me the lesson was interesting and they are happy to know about the revolution. I am now amazed that they failed the same content they alleged to have enjoyed.'

Zoe is sympathetic. 'I understand. I had something similar happen to me in the June SS exam. Almost half my Grade 11 class failed.' 'Really? But I was told they did so well in the August test,' Helen replies.

'Yes, but that took work,' Zoe answers proudly. 'After the June vacation we revised the June exam paper for almost a week. I showed them how to respond to the types of

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questions set in the June paper. They took the revision very seriously because I showed them similar questions in five previous Grade 11 exam papers. And when I taught a section in class, I let the learners do a couple of related questions from the old Grade 11 SS papers. In that way they got used to answering questions and understanding the content I taught in an appropriate way,' says Zoe.

This reminds Helen of the study habits of two of her most successful learners.

'Ah! So this explains why Jenny and Bheki did so well in the History test which had a high failure rate. They both used old Grade 10 exam papers to prepare for the test, and scored well above the class average. They both scored more than 75 per cent while the class average was only 31 per cent. There's real competition between those two, which is good. Many of the other learners could not draw the timelines and could not even analyze it, and they could not fill in the missing dates in the simple sentences on the African Nationalism. But Bheki and Jenny could,' said Helen.

We have mixed feelings about Zoe's strategy for improving her pass rate. On the one hand, we think it was good for her to get her learners to practise answering the kinds of questions they were likely to get in their exams. But on the other hand, we couldn't help wondering why?

### **Answer the questions that follows based on the case study.**

Critically evaluate the case study based on your knowledge of lesson planning and presentation by indicating the important aspects that should be taken into consideration. Comment on Zoe's way of teaching learners based on your understanding of the following aspects:

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| 1.1 Understanding by design and backward design. (1 1/2 pages) | (20) |
| (Do not plan a lesson)   |      |
| 1.2 Substantive and procedural concept. (1 pages)              | (10) |

**Give examples for each answer.**

**Total = 50**

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