

UNIVERSITY OF SWAZILAND

FINAL EXAMINATION PAPER: 2005 BED YEAR I AND PGCE

COURSE NUMBER EDC 100: PRINCIPLES AND PRACTICE OF TEACHING

TIME ALLOWED: 3 HOURS

INSTRUCTIONS:

- 1. THIS PAPER CONTAINS SIX QUESTIONS.**
- 2. CHOOSE ANY FOUR QUESTIONS.**
- 3. EACH QUESTION IS WORTH A MAXIMUM OF 25 MARKS.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GIVEN BY THE INVIGILATOR.

Question 1

The philosophy of Paul Hirst (1974) proposed seven fields and forms of knowledge that help explain the role of subjects in the school curriculum.

- (a) Describe Hirst's classification of knowledge by stating the characteristic of each field. Indicate those forms that are reflected as subjects in the timetable of your last teaching practice school. (15)
- (b) Hirst proposed some common characteristics shared by each of the disciplines reflected in the school curriculum. Briefly describe these features and provide examples to show how these apply to a named teaching subject. (10)

Question 2

The process of educating is based on the educator's intentions, which may be expressed as aims or objectives.

- (a) Describe the characteristics of the two terms, aim and objective, to indicate differences between them. Clarify your descriptions with reference to school subject matter (12)
- (b) A list of teacher's intentions for a class is given below. State whether each is given as an aim or objective, and then convert the statement into the opposite format:
 - (i) further the learners' understanding of the concept of weight by giving them practice in weighing
 - (ii) introduce the world's major religions among Form 2s
 - (iii) further the knowledge of Form 4s about the local environment within a three-kilometre radius
 - (iv) stimulate an interest in the technological developments of the past twenty years
 - (v) learners to write a paragraph titled "Traffic at rush hour" which shows the difference between similes and metaphors. (13)

Question 3

Teachers should use a variety of teaching and learning methods, but the selection of each must be well reasoned.

- (a) Explain the need for variety in the use of methods. (4)
- (b) Choose any **three** of the following methods:
 - **discussion**
 - **demonstration**
 - **questioning**
 - **field trip.**

For each method, state:

- (i) its main characteristic;
- (ii) teacher's purpose in using it that is related to the development of specific abilities among learners;

- (iii) an essential technique that must be implemented to ensure the success of teacher's intentions;
- (iv) its advantage for learners.

(21)

Question 4

Schemes of work and lesson plans are both vital tools in the teaching of individual subjects.

- (a) Justify the importance of the above statement to show why the teacher needs both documents. (13)
- (b) Describe the essential differences in structure and function of these two components (12)

Question 5

Some terms used in educational measurement are given below:

evaluation
assessment

moderation
criterion-referenced testing

For each, describe:

- (a) its meaning, stating what is actually being measured and by who. (12)
- (c) how the subject teacher, or other educators, may use it to achieve specified teaching and learning goals, or to execute particular responsibilities. (13)

Question 6

Motivation is an important element for achieving effective teaching and learning. Describe **five** strategies that a teacher could use to encourage the interest and effort of learners in doing their work. Use examples from your subject in your descriptions. (25)