

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
SEMESTER I EXAMINATIONS- DECEMBER 2011

TITLE OF PAPER : CURRICULUM STUDIES IN GEOGRAPHY

COURSE CODE : EDC 277

MARKS : 100

STUDENTS : B.ED II, PGCE (F/T) AND PGCE (IDE)

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER ANY (4) QUESTIONS.

2. EACH QUESTION CARRIES A TOTAL OF 25 MARKS.

3. YOU ARE ADVISED NOT TO SPEND MORE THAN 45 MINUTES ON ANY ONE QUESTION.

SPECIAL REQUIREMENTS: None

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

Question 1

Geography is considered a developing subject (Bailey, 1974); a waxing rather than waning discipline (Youngblood, 2007). Define Geography and explain its relevance in the school curriculum?

Total [25 marks]

Question 2

2.1 Group work is one of the most important teaching strategies used in the teaching and learning of Geography. Discuss, using relevant examples the advantages of using group work in the teaching and learning of Geography. (20 marks)

2.2 Explain why some pupils may have difficulty with group work including its assessment. (5 marks)

Total [25 marks]

Question 3

3.1 Differentiate between Map reading and Map interpretation. (4 marks)

3.2 Illustrate the difference between Map reading and Map interpretation by writing three questions for each in a Geography assessment task. (6 marks)

3.3 Explain how you would maximise the use of maps in the study of Geography of the home and the school environment? (15 marks)

Total [25 marks]

Question 4

“By using teaching/learning aids in lessons, the teacher places the pupils in a better position to use all their senses during learning and, in doing so, the teacher creates the opportunity for pupils to become actively involved in the lesson” (van Rooyen & van der Merwe, 1996:238).

With reference to the above quotation, discuss the importance of teaching/learning aids in the teaching and learning of Geography. Total [25 marks]

Question 5

Using the topic weather and climate in a form 5 classroom

5.1 State the overall aim of the topic (2 marks)

5.2 Formulate **three** objectives in the **cognitive** domain (6 marks)

- 5.3 Formulate **two** objectives in the **affective** domain (4 marks)
- 5.4 Formulate **one** in the **psychomotor** domain (2 marks)
- 5.5 Suggest the teaching/learning activities that can be used to teach the topic (6 marks)
- 5.6 Discuss the methods of teaching that can be used for each activity (5 marks)

Total [25 marks]

Question 6

Based on Theme 2.6 (The inter-relationship between physical and human geography) in the 2011/2012 SGCSE Geography syllabus:

6.1 Use the attached extract from Cable News Network (CNN) published on 3 October 2011 including your own ideas to make lesson notes for a topical discussion of tropical storms in a Geography class. Your notes should cover the following:

- 6.1.1 Areas commonly affected by tropical storms/typhoons (2 marks)
- 6.1.2 Physical conditions necessary for the development of a tropical storm (4 marks)
- 6.1.3 Impact of tropical storms/typhoons on Least Economically Developed Countries (LEDCs) and More Economically Developed Countries (MEDCs). (6 marks)

6.2 Discuss the advantages and disadvantages of using topicality in the teaching and learning of Geography. (15 marks)

Total [25 marks]

Death toll from dual Philippine typhoons now 59

From Winona Cueva, for CNN

October 3, 2011 -- Updated 0535 GMT (1335 HKT)

STORY HIGHLIGHTS

- 55 are dead from Typhoon Nesat, and 4 are killed by Typhoon Nalgae
- A disaster agency estimates damages at 8 billion Philippine pesos (almost \$183 million)
- Some residents in Bulacan province were stranded on rooftops for days

Manila, Philippines (CNN) -- The death toll from twin typhoons that pounded the Philippines has reached 59, authorities said.

Typhoon Nesat -- known locally as Pedring -- has claimed 55 lives, and the death toll from Typhoon Nalgae -- known locally as Quiel -- rose to four Monday as rescuers found the body of a man who drowned in raging floodwaters in Bulacan province.

Several towns in Bulacan and Pampanga provinces, in Central Luzon, were under chest-deep water when continuous rains from Typhoon Nesat last week prompted the release of water from four dams around the area. Among the worst hit was the city of Calumpit, Bulacan, where residents were stranded on rooftops for days.

Although floodwaters have begun to subside, hundreds of families remained in evacuation centers as more than 43,000 houses were damaged by Typhoon Nesat alone, the National Disaster Risk Reduction and Management Council said. It estimated damages to infrastructure and agriculture at more than 8 billion Philippine pesos (almost \$183 million).

Several dikes have also been breached in Pampanga province during Typhoon Nesat.

Typhoon Nalgae, which made a landfall on Saturday morning, aggravated the damage from Nesat as it cut a swath of destruction along the upper regions of Luzon island, directly hitting the crop-producing provinces of Isabela and Cagayan as well as the Cordilleras.

Landslides from Typhoon Nalgae cut off portions of a major highway, isolating the town of Carranglan in Nueva Ecija.

A passenger van headed toward Bontoc, Mountain Province, encountered a landslide along the Halsema Highway, resulting to the death of one person, the disaster agency said.