

**NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**FACULTY OF COMMUNICATION AND INFORMATION SCIENCE**  
**BACHELOR OF SCIENCE HONOURS DEGREE IN PUBLISHING STUDIES**  
**PART I SECOND SEMESTER MAY 2013 EXAMINATIONS**  
**IPU 1215 TEACHING PRACTICE: SCHEMING AND LESSON PLANNING**  
**TIME 3 HOURS**

INSTRUCTIONS TO CANDIDATES

1. ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS
  2. QUESTION 1 CARRIES 40 MARKS AND EACH OF THE OTHER QUESTIONS CARRIES 20 MARKS
  3. IMPORTANCE IS ATTACHED TO ACCURACY, CLARITY OF EXPRESSION AND LEGIBLE HANDWRITING
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- 1(a) Distinguish between the following concepts in the context of teaching:
- i. *Assessment and evaluation.* (2 ½ marks)
  - ii. *Conditions and criteria* as they relate to learning objectives. (2 ½ marks)
  - iii. *Engaging and exploring* as they relate to the **5Es** model of teaching Science. (2 ½ marks)
  - iv. *Clinical supervision and administrative supervision.* (2 ½ marks)
- (b) Explain **5** key purposes of questioning in a teaching situation. (10 marks)
- (c) Explain **six** guidelines for drawing up schemes of work in teaching. (12 marks)
- (d) In the context of teaching, explain the **4As** of a Clinical Supervisor as identified by Skinner et al. 2005 (8 marks)
2. With the aid of appropriate examples, discuss the advantages and disadvantages of Micro-teaching. (20 marks)
3. Analyze Bloom's Cognitive domain and apply it to the evaluation of a Grade 6 or 7 English textbook. (20 marks)
4. Compare and contrast Goals and Objectives in the context of teaching and textbook publishing. (20 marks)

5. With the aid of appropriate examples, assess the usefulness of either the ASSURE model or the ADDIE model in teaching and textbook publishing. **(20 marks)**
  
6. Evaluate the relevance of an understanding of the ABCD model for writing learning objectives to a textbook publisher. **(20 marks)**

**END OF PAPER**