



NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMUNICATION AND INFORMATION SCIENCE

DEPARTMENT OF PUBLISHING STUDIES

TEACHING PRACTICE: SCHEMING AND LESSON PLANNING

IPU 1215

Part I Second Semester Supplementary Examination Paper

July 2016

This examination paper consists of 2 pages

Time Allowed: 3 hours

Total Marks: 100

Special Requirements: None

Examiner's Name: Miss A. Moyo

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

MARK ALLOCATION

QUESTION	MARKS
1.	40
2.	20
3.	20
4.	20
5.	20
6.	20

1. (a) Distinguish between the following teaching concepts:

- i. Terminal objectives and enabling objectives. **(3 marks)**
- ii. Scheme of work and syllabus. **(3 marks)**
- iii. Convergent questions and divergent questions. **(3 marks)**
- iv. Transmission teaching and interactive teaching. **(3 marks)**

(b) By using clear and relevant examples, explain the difference between Aims and Objectives. **(10 marks)**

(c) With the aid of appropriate examples, state and explain the **six** levels of the cognitive domain of Bloom's taxonomy. **(18 marks)**

2. Many textbooks have lesson or unit objectives. This can be both an advantage and disadvantage. Discuss. **(20 marks)**

3. Compare and contrast formative and summative evaluation in the context of both teaching and textbook publishing. **(20 marks)**

4. Carry out a contrastive analysis of the purposes of schemes of work and lesson plans, supporting your response with examples drawn from a primary or secondary school teaching situation. **(20 marks)**

5. 'Someone once said a textbook is a book that nobody would read unless they had to!' (Mutasa and Wills, 1994:75). Analyse this statement bringing out the steps a publisher can take to make sure students enjoy using textbooks. **(20 marks)**

6. With the aid of appropriate examples drawn from a primary or secondary school teaching situation, assess the ADDIE model. **(20 marks)**

END OF PAPER

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