

**UNIVERSITY OF FORT HARE**

**MES 221**

**DEGREE EXAMINATIONS**

**JUNE 2023**

Time: 3 Hours

Subject: Economic & Management Science Method

Marks: 100

This paper consists of 11 pages including the cover page

Internal Examiner

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INSTRUCTIONS

1. Answer all questions in this paper
2. Start each question on a new page
3. Number your questions correctly
4. Write neatly

## **QUESTION 1**

**(31 Marks)**

### **CASE STUDY**

Below is a case study on different intelligences. Read carefully and answer the questions that follow.

Lusenathi is a twenty something teacher teaching Accounting and Economics in a rural high school. The classroom size is between 45 and 60. She is very strict and students know that they only speak when spoken to. They do their homework without fail, and are always punctual. The class is always orderly even when students are involved in group activities. Lusenathi does not accept jokes in her class, nor does she tell students jokes. Her students know that when they are late for the class, make noise, do not follow the instructions they get punished. The punishment includes a student being ridiculed in front of the class, she shouts at the students, ask them to sit outside for the duration of the lesson. Students who do good are hardly praised. Lusenathi does not call her students by name but simply "student" or "you in a white jacket". She says she is not really interested in knowing them. She is there to make them pass the subjects. In the past five years she has registered between 75% and 90% pass rates in both subjects.

A class is always composed of learners with different intelligences. In the above case study, Lusenathi does not seem to be accommodative of the different intelligences her learners possess. For a lesson to be successful, the teacher has to embrace all the learners with their different intelligences.

Below is a table with two columns. The first column provides a list of some of the intelligences that are in Lusenathi's class. In column B first identify the type of the intelligence from the case study and thereafter advise how the intelligence can be better accommodated by Lusenathi in her class.

Column A	Column B
1. Logical- mathematical	
2. Linguistic	
3. Interpersonal	
4. Intrapersonal	
5. Body-Kinesthetic	

(15)

1.1 In 5 points discuss, what is going well /not going well in Lusenathi's class? (5)

1.2 Support your claims for each point discussed above. (5)

1.3 In 3 ways, explain what would you do differently, if you were a teacher in this classroom. (6)

**QUESTION 2**

**25 Marks**

**Design a lesson plan for any grade 9 EMS topic and show how you can administer your lesson using role-play method**

2.1.1 Aims (5)

- Focussed
- Shows knowledge brought
- Shows the skills,
- Shows values and attitudes linked to the topic

2.1.2 Prior Knowledge (5)

- Captures the essence of the topic
- Establish prior knowledge
- Indicates purpose
- Identify understanding of the previous lesson with all learners
- Exhibit how the teacher captures learner's attention

2.1.3 Lesson development (5)

2.1.4 Resources (5)

2.1.5 Assessment questions aligned with Bloom's Taxonomy (5)

**Question 3**

**24 Marks**

3.1 Identify any SIX STRATEGIES that you can use in assessing your learners (6)

3.2 For each assessment STRATEGY provide an example (12)

3.3 For each assessment STRATEGY give an explanation of an appropriate assessment activity (6)

**Question 4**

**20 Marks**

**Using social media platform as a supplementary teaching and learning tool in the MES classroom.**

In each of the following cases, explain in FOUR ways how you would use:

- (1) SMS (4)
- (2) Facebook (4)
- (3) What's app (4)
- (4) Tablet (4)