



University of Fort Hare  
*Together in Excellence*

## Faculty of Education ALICE CAMPUS

### Question Paper – Main Exam

COURSE: Social Sciences Method.

DEGREE: Bachelor of Education.

TIME: 3 hours.

INT. EXAMINERS: Mnr. MAA Macanda &

Ms. S Serame.

CODES: MSC211.

DATE: June 2025.

MARKS: 100.

INT. MODERATOR:

Dr N Maxengana

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This paper consists of 5 pages, including this cover page.

### INSTRUCTIONS TO CANDIDATES

1. This paper has four sections, A, B, & C.
2. You are required to answer all questions in section A.
3. You have choices in sections B & C.
4. Generally, one valid point is equal to one mark.
5. Write complete, meaningful sentences, not shorthand or bullets, for your answers.
6. Identify the key requirements in each question before answering.
7. Focus on answering the actual questions throughout.
8. Number your answers as they are numbered on the question paper.
9. Start with A or B; don't mix questions from different sections.
10. Your writing must be clear and neat to be marked fairly.

## SECTION A: SOCIAL SCIENCES

*NB: Answer both questions in the section*

### QUESTION 1

Describe five (5) principles of the Curriculum and Assessment Policy Statement (CAPS) and give illustrative examples of how you apply them in your Social Sciences lessons (10)

### QUESTIONS 2

What is Social Science? What are its aims and significance to deserve a place in the senior phase CAPS curriculum? (10) [20]

## SECTION B: HISTORY

*NB: Choose TWO questions from this section, ONE from each set of questions.*

### QUESTION 3

*NB: Choose ONE question from this set of questions.*

#### QUESTION 3(a): NATURE OF HISTORY

Discuss the nature of history and explain why it is important to warrant inclusion in the senior phase of social sciences in the CAPS. (20)

OR

#### QUESTION 3(b): HISTORY LESSON PURPOSES

What should be considered when crafting History (Social Sciences) lesson objectives? Reflect on this process and your experiences with lesson presentation. (20)

OR

#### QUESTION 3(c): HISTORY CONTENT

What did you consider when you were planning for the content section of your History lesson for micro-teaching? What worked well? What did not work well? What will you do differently next time? (20) [20]

#### QUESTION 4

*NB: Choose ONE question from this set of questions.*

##### QUESTION 4(a): HISTORY METHODS

The lecture method has been criticised as dull, boring, old-fashioned, fostering passiveness and positioning the teacher as the final authority.

Write an essay where you respond to this criticism and argue with illustrative examples showing its relevance, advantages, and how you will apply it effectively in your History (Social Science) lessons. (20)

OR

##### QUESTION 4(c): HISTORY ASSESSMENT METHODS

Discuss the different types of formal assessment in History (Social Science) and suggest what you will do to prepare your learners to deal effectively with problematic areas. (20)

OR

##### QUESTION 3(b): TEACHING AND LEARNING ACTIVITIES

Designing teaching and learning activities [Introduction, Sequence, and Conclusion] is one of the crucial components of History lesson planning and lesson delivery.

Explain why these activities are crucial. Discuss how you should plan for them and reflect on your micro-teaching experiences. (20)

[20]

#### SECTION C: GEOGRAPHY

*NB: Choose TWO questions from this section, ONE from each question.*

#### QUESTION 4

*NB: Choose ONE question from this set of questions.*

##### QUESTION 4(a): NATURE OF GEOGRAPHY

Define geography and describe its two branches. Explain five of the geography specific aims and its significance to the Senior phase curriculum. (20)

OR

QUESTION 4(b): GEOGRAPHY CLASS MANAGEMENT STYLES

Name and describe the five geography educator management styles. Provide scenarios in a geography lesson where you would employ each style. (20)

OR

QUESTION 4(c): MILLENNIAL GENERATION LEARNERS

As a teacher for millennial generation learners, name and describe five core traits of your learners. Provide examples of their learning styles and how you would implement these in a geography lesson. (20) [20]

QUESTION 5

*NB: Choose ONE question from this set of questions.*

QUESTION 5(a): GEOGRAPHY RESOURCES

***Maps and atlases (5 hours)***

- Latitude and longitude – degrees and minutes*
- Using the atlas index to find places on a map*
- Kinds of scale in an atlas (world, regional, local)*
  - Scale*
    - o Review line and word scales*
    - o Introduce ratio scales (number scales)*
  - o Calculate distances between settlements (global and South Africa) using different scales*
- Places in the news (ongoing throughout the year)*

Identify and describe the sources and equipment that can be used to teach the content above. Explain the significance of using various resources to teach geography. (20)

OR

QUESTION 5(b): GEOGRAPHY METHODS

***Investigation of a settlement (project)***

- An independent study of a settlement known to the individual learner*
  - o Describe the settlement and the different types of land use.*
  - o Identify specific features or landmarks (natural and/or human-made).*
    - o Suggest reasons for the location of this settlement \*\*\*\*.*
  - o Discuss decline and/or growth of population of the settlement and suggest reasons.*
    - o Identify and discuss one social or environmental issue.*

*o Include interviews with community members, drawings, a sketch map and any other appropriate illustrative material.*

Describe the teaching styles that can be used in the lesson above. Explain advantages and disadvantages for each teaching style. Provide recommendations on how these teaching styles can be improved. (20)

OR

QUESTION 5(c): DIVERSITY AND INCLUSION IN GEOGRAPHY CLASSES

*In a Geography classroom, the teacher is giving a lesson on migration. This lesson focuses on "pull and push" factors that influence migrants to leave their countries and come to South African cities and towns. In the classroom, there are refugees from the DRC, an expat's daughter from Switzerland and a son of undocumented migrants.*

Identify two diversity and inclusion challenges that may arise in this lesson. Describe each challenge and provide five strategies that the teacher can use to address these challenges. (20)

[20]

END OF THE QUESTION PAPER

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