

STUDENT'S ID NO: _____ SIGNATURE: _____



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 300, 2024/2025

B.ED. PROGRAMME

COURSE CODE: TEJS 322

COURSE TITLE: GEOGRAPHY CURRICULUM AND PEDAGOGY

Instruction: Answer all questions in Section A and any three questions in Section B.

Time: 2 hours

SECTION A

[25 Marks, 1 Mark for each question]

Answer all the questions in this section.

Each question is followed by alternative answers lettered A to D. Choose the alternative which answers each question correctly.

1. Which of the following best explains how the geography curriculum draws on knowledge from other disciplines to promote deeper understanding of both natural and human environments?

- A. It blends biological and scientific knowledge in narratives forms
- B. It integrates perspectives from both physical and social sciences
- C. It relies mostly on environmental perspectives and experiences
- D. It uses only data from social science methodologies

STUDENT'S ID NO. _____ SIGNATURE: _____

2. What is one major aim of the geography curriculum for Senior High Schools?
 - A. Equipping students with tools for nation building
 - B. Ensuring students only memorize physical features
 - C. Helping learners master current international laws
 - D. Teaching students only foreign regions and cultures
3. Why is discussion technique considered useful for developing critical thinking?
 - A. It allows teachers to read from their notes without interruption
 - B. It enables learners to challenge each other's viewpoints
 - C. It promotes silent learning and reduces classroom noise
 - D. It restricts students to following a specific argument path
4. Which of the following best represents a teaching strategy in geography?
 - A. Copying content from the board to notebooks
 - B. Reviewing old exam questions weekly
 - C. Reading directly from the geography textbook
 - D. Using group work followed by a class discussion
5. What method best supports active student engagement in problem-solving?
 - A. Child-centered or inquiry-based approach
 - B. Reading assignments for home revision
 - C. Recitation of definitions and principles
 - D. Teacher-centered lecture-based learning
6. Which of the following is a feature of the teacher-centered method?
 - A. Learners lead the discussion and analysis
 - B. Students plan and teach their own lessons
 - C. Students work in cooperative learning groups
 - D. Teacher performs most classroom tasks
7. What technique would best help students explore the effects of water pollution through interaction?
 - A. Debate with students' explanation
 - B. Lecture with teacher explanation
 - C. Recitation and summarizing
 - D. Role play or dramatization
8. What is a major characteristic of the Socratic Method or question-answer technique?
 - A. It encourages learners to copy model answers exactly
 - B. It ignores student views and relies on group debate
 - C. It uses structured questioning to build student thinking
 - D. It prevents all forms of classroom discussion or debate
9. When critically analyzing the structure of the SHS Geography curriculum, which of the following should be the initial point of consideration to ensure alignment with pedagogical planning and progression?
 - A. Its approach to promoting collaborative rather than independent tasks
 - B. Its balance between content coverage and skill development objectives
 - C. Its integration of national topics with broader regional case studies
 - D. Its organization across the different year groups and thematic units

STUDENT'S ID NO. _____ SIGNATURE _____

10. During a lesson on Earth's movement, the teacher aims to demonstrate how day and night occur using geography lab materials. Which of the following setups would be most appropriate for helping students understand this abstract concept in a concrete way?
- A. A globe and a fixed light source to model Earth's rotation
 - B. A printed chart showing time zones around the world
 - C. A worksheet with true or false questions
 - D. A written explanation about sunrise and sunset
11. A teacher uses the lab technique but learners are confused. What should be done during the next class?
- A. Clarify the purpose and steps before starting.
 - B. Ask students to observe without asking questions.
 - C. Reduce the time for practical tasks.
 - D. Repeat the same experiments silently.
12. A geography teacher wants to enhance students' understanding of volcanic eruptions. Which multimedia resource would most effectively simulate the real-life event for visual learning?
- A. A 3D animated video of a volcanic eruption
 - B. A class quiz on volcanic terms
 - C. A printed article from a newspaper
 - D. A lecture read aloud from the textbook
13. When selecting multimedia tools for teaching geography, which of the following should a teacher consider first to ensure effective integration?
- A. The availability of digital whiteboards
 - B. The brightness level of the classroom
 - C. The length of the video or slide show
 - D. The lesson objective and the learners' level
14. When a geography teacher asks questions in the course of a lesson, the intent is usually to ...
- A. Enable students reflect critically on their learning
 - B. Assess the extent of the students preparation for the lesson
 - C. Brief students on the objective of the lesson
 - D. Create an attractive environment for learning
15. Which of the following best explains the role of learning indicators in the JHS geography curriculum?
- A. They break down strands into more specific areas of focus
 - B. They specify what learners should know and be able to do after instruction
 - C. They define the broad themes under which content is organized
 - D. They describe the key understanding or goals expected at each grade level
16. Which of the following is not a classification of TLRs based on sensory appeal?
- A. Visual
 - B. Audio
 - C. Interactive
 - D. Audio-Visual

STUDENT'S ID NO. _____ SIGNATURE _____

17. Why is it important for a teacher to carry out both mental and physical preparations before delivering a lesson?

- A. So that he/she can answer all questions from the students.
- B. To ensure effective delivery and avoid classroom confusion.
- C. To help learners understand the lesson.
- D. To save time in writing lesson note.

18. What is the purpose of the "Relevant Previous Knowledge" (RPK) section in a lesson plan?

- A. To show what the teacher knows and has taught.
- B. To revise a topic.
- C. To assess new knowledge.
- D. To connect past knowledge to new learning.

19. Which of the following is used to track learner understanding during a lesson?

- A. TLMs
- B. Evaluation
- C. Remarks and feedbacks
- D. Core points

20. If a lesson objective is not aligned with the teaching-learning materials (TLMs), what is the most likely consequence?

- A. Learners may become excited but confused.
- B. The classroom will become noisy and disruptive.
- C. Learning outcomes may not be achieved effectively.
- D. The teacher will spend less time teaching.

21. A good question during lesson delivery must be:

- A. Complex, smart and short
- B. Clear and simple to recall
- C. Clear, brief and age-appropriate
- D. Must run through the lesson and be distributed fairly

22. A teacher uses a resource person during a lesson on civic education. What is the main analytical reason for this decision?

- A. To finish the syllabus on time
- B. To expose learners to first-hand knowledge and real-life experiences
- C. To help learners understand the lesson better than before
- D. To give learners time to ask more technical questions

23. A teacher plans to teach learners how different stakeholders react during a community simulation conflict. Which technique would best allow students to assume realistic positions and act out roles spontaneously?

- A. Simulation
- B. Role Play
- C. Field Trip
- D. Debate

STUDENT'S ID NO.

24. A Ministry of Education plans to revise the national geography curriculum to emphasize sustainability. Which evaluation question is most critical?
- A. How many topics are included in the syllabus?
 - B. What is the font size of the syllabus document?
 - C. To what extent do the new learning outcomes build students' problem-solving and decision-making skills related to environmental issues?
 - D. How quickly can students memorize facts about sustainability?
25. A teacher integrates climate change issues into a unit on vegetation zones. What is the primary pedagogical advantage of this approach?
- A. It shortens the syllabus.
 - B. It allows students to memorize more data.
 - C. It reduces the need for assessment.
 - D. It promotes interdisciplinary learning relevant to real-world problems.

SECTION B
[75 Marks, 25 Marks each]
Answer any three questions in this section

1. (a) Discuss five (5) types of questions that a geography teacher can ask in a geography lesson [10 marks]
 i) Discuss 3 characteristics of a good question [5marks]
 ii) List five ways of asking questions during lesson delivery. [10 marks]
2. a) Define the term assessment as used in the teaching and learning of geography. [4 marks]
 b) Outline and explain the three (3) main purposes of assessment in geography education. [9 marks]
 c) List and explain any four (4) types of assessment used in geography that are suitable for evaluating students' progress over time. [12 marks]
3. Using the new standard learning plan format prescribed by the National Council for Curriculum and Assessment (NCCA), prepare a geography lesson plan in a clear tabular format for a forty-five (45) minute period for a Junior High School One (JSS 1) class on the topic "Tourism in Ghana." Your lesson plan must include the following components:
 - a) Three (3) relevant performance indicators.
 - b) Three (3) core points.
 - c) Two (2) teacher-learner activities.
 - d) Two (2) evaluation exercises. [25 marks]
- 4) (a) Explain the following terms as applicable to the new geography curriculum.

(i)	Strand	[2marks]
(ii)	Sub-strand	[2marks]
(iii)	Indicators	[2marks]
(iv)	Content standards	[2marks]
(v)	Exemplars	[2marks]

 b) Explain scheme of work and the factors that influence its preparation. [15marks]
- 5) (a) Using any geography topic from the social studies core curriculum discuss how you can use discussion method to teach the chosen topic. [15marks]
 (b) Discuss the advantages and disadvantages of the discussion method. [10marks]