

CIM 312: SPECIAL METHODS IN HISTORY AND GOVERNMENT

MAIN CAMPUS

SEMESTER EXAMINATION, 2017/2018

INSTRUCTIONS

1. THIS PAPER CONTAINS FIVE QUESTIONS

2. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. a) Define primary sources of History and Government (2 marks)

b) Explain any three limitations of ^{Culture}anthropology as source of African History (6 marks)

c) Examine the significance of teaching Government to secondary school students in Kenya (12 marks)

d) Discuss the importance of the History and Government secondary school syllabus for the History teacher. (10 marks)

2. a) Why should a teacher of History and Government use a teaching /learning aid? (5 marks)

b) Explain any five ways in which you would use the chalkboard effectively in the teaching of History and Government. (10 marks)

c) State any five disadvantages of using textbooks when teaching History and Government. (5 marks)

3. a) Explain any four factors that a teacher of History and Government should take into consideration when planning to use a resource person when teaching. (8 marks)

b) Using examples from the History and Government syllabus, explain when you would use lecture method to effectively teach in a form one class (8 marks)

c) Give four advantages of using discussion method in the teaching of History and Government (4 marks)

4. a) Define summative evaluation (4 marks)

b) Using relevant examples, discuss six functions of summative assessment in History and Government (12 marks)

c) State any four qualities of good test items in History and Government (4 marks)

5. a) Differentiate between a syllabus and a lesson plan (4 marks)

b) Discuss the main elements of a History and Government scheme of work (12 marks)

c) Give four reasons why a teacher of History and Government should prepare a lesson plan (4 marks)

