



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2011/2012

INSTITUTIONAL BASED PROGRAMME (DECEMBER SESSION)

EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION

ECT/PG/8: SUBJECT METHODS - BIOLOGY

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DATE: THURSDAY 3RD MAY 2012

TIME: 4.30 P.M. – 6.30 P.M.

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INSTRUCTIONS

Answer question ONE and any other TWO questions.

1.
 - a) State TWO differences between the 2002 and the 2008 biology curriculum for Kenya's Secondary schools (4 marks)
 - b) In What ways are project activities similar to classroom practical work in biology? (6 marks)
 - c) Explain Two positive and TWO negative contributions of the science of biology to the welfare of human kind. (4 marks)
 - d) Explain THREE considerations that a biology teacher should make when preparing for a Demonstration lesson. (6 marks)
 - e) How would you actively involve the students when teaching the topic GASEOUS EXCHANGE IN ANIMALS? (10 marks)
2.
 - a) Explain THREE justifications for teaching biology to secondary school students (9 marks)
 - b) Discuss the safety measures necessary when conducting a class practical on Food Tests. (11 marks)

3. a) Justify the role of a Table of Specifications in setting end-of-year biology examinations. (4 marks)
- b) Construct a Structured test item based on the sub-topic TRANSPORT IN ANIMALS. (6 marks)
- c) Prepare an Essay question on a topic of your choice from the 2002 Kenyan Biology syllabus and provide a Marking scheme for it. (10 marks)
4. Identify a topic from the 8-4-4 secondary school 2002 biology syllabus and
- a) Identify TWO course objectives that are relevant to the topic. (2 marks)
- b) State TWO instructional objectives based one of the course objectives. (3 marks)
- c) Explain the learning activities you would engage the students in. (10 marks)
- d) Explain how you could assess the extent to which the instructional objectives will have been achieved. (10 marks)
5. a) By use of examples, justify the role of Improvisation in the teaching and learning of Biology at the secondary school level in Kenya. (4 marks)
- b) With the use of examples, justify the role of resources and facilities in the teaching and learning of Biology. (6 marks)
- c) Explain how you could set up a secondary school Biology laboratory if given an empty ordinary classroom and provided with funds, masons and technicians (10 marks)