



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE EXAMINATION 2015

PROGRAMME: B Ed (FET AND SENIOR PHASE)
MODULE: TEACHING METHODOLOGY & PRACTICUM 2A
CODE: FSM10A2
TIME: 1 hour
MARKS: 50
EXAMINERS: Mabalane VT, Spangenberg ED, Grobler RC, van As F
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MODERATOR: Ramsaroop S

(This paper consists of 2 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions:

1. This question paper consists of 3 questions.
2. Answer each question in a **SEPARATE BOOK 1, 2 & 3**
3. Answer ALL the questions.
4. Number your answers correctly according to the numbering system used in this question paper.
5. Write legibly and present your work neatly.
6. Read the questions carefully before answering them.
7. Questions may be answered in English
8. Please submit your question paper and answer sheet.

QUESTION 1 (BOOK 1)

“With the introduction of CAPS, every subject in each grade will have a single, comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade-by-grade and subject-by-subject basis”.

1.1 Identify and discuss differences and similarities between the National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS). **(10)**

1.2 Critically discuss five issues that teachers complain about in the curriculum. (10)

QUESTION 2 (BOOK 2)

2.1 What is pedagogical content knowledge (PCK) and why it is specific to each topic in your subject? (10)

2.2 Briefly discuss any activity based approach you will follow to start or end your lesson. (5)

(15)

QUESTION 3 (BOOK 3)

Trendy Pollock is a 52 year old teacher at Mapes High School. She specializes in the subjects History and Business Studies grade 10-12. Trendy was trained before 1996 in the past curriculum and believes that the teacher is an authority in her subject and must be the sole player and participant in the lesson. She is of the view that learners are there to learn and so the teacher must impart knowledge while learners must follow rules. During her teaching learners are only afforded an opportunity to answer questions when asked by the teacher. She uses the overhead projector and textbook. The focus of her lessons is more on finishing the syllabus/curriculum and keeping on par with the policy requirements. She maintains that any other thing distracts her from her plan and delays her from finishing her planned work. According to Trendy, teachers stand in front and impart knowledge and the learners understand irrespective of their background. She usually gives notes to learners as he teaches so that they can study at home and pass the test. In the previous 2 History tests 25 out of 35 of her learners failed the tests. She is troubled because she personally taught the content and gave them examples. Now she intends giving them more notes. She thinks that most of them are English 2nd language speakers; they lack the necessary language background.

3.1 Critically evaluate Trendy's teaching using examples from the case study by focusing on the following aspects:

3.1.1 Mediation of learning. (5)

3.1.2 Learning styles. (5)

3.1.3 Effective use of questions. (5)

3 of 4

(15)

TOTAL: 50

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