



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**JUNE EXAMINATION 2015**

**PROGRAMME:** B Ed  
**MODULE:** LEARNING AREA METHODOLOGY 4A: LIFE SKILLS  
**CODE:** LML4A10  
**MODULE:** EXAM 2015  
**TIME:** 120 MIN  
**MARKS:** 100  
**EXAMINERS:** MS. DAPHNEY MAWILA  
**MODERATOR:** DR. MACALANE JUNEL MALINDI

(This paper consists of 3 pages)

**INSTRUCTIONS:**

1. Read the instructions at the beginning of each question carefully before you attempt to answer it.
2. Where questions require examples of your own, feel free to provide examples which were used in class or those from your teaching experience.
3. Enjoy the paper!

**ANSWER ANY FOUR OF THE FOLLOWING FIVE QUESTIONS:**

**QUESTION 1**

The Life Orientation teacher is required to be a caring, accountable and critically reflective practitioner who is able to support and nurture learning and development in a diverse educational context.

Critically discuss the *specific skills and characteristics* that Life Orientation teachers require in order to be effective and successful in teaching Life Orientation. (25)

**QUESTION 2**

Almost any debate on improving classroom teaching, pedagogical practices, aspects of participation, intervention, achievement and learning outcomes revolves around the issue of lesson planning.

Using the 6 questions that are provided below to guide your lesson planning, identify an area that you personally found to be challenging and explain the strategy/technique you could use to overcome this difficulty.

1. *Who?*
2. *What for?*
3. *When?*
4. *Where?*
5. *What?*
6. *How?*

(25)

**QUESTION 3**

Jerome Bruner (Harvard Educational Review, 1959) wrote as follows about assessment:

*"Let us not judge our students simply on what they know. That is the philosophy of the quiz programme. Rather let them be judged on what they can generate from what they know — how well they can leap the barrier from learning to thinking."*

Discuss 5 principles that teachers should keep in mind when planning effective assessment opportunities. (25)

**QUESTION 4**

Jenny is a learner in your classroom who has been diagnosed with dyslexia and requires learning support.

Explain in detail how the strategy of *accommodation* can be used to assess a learner like Jenny. (25)

**QUESTION 5**

As a future Life Orientation teacher you will most likely be confronted by a variety of problems related to your context of teaching and learning. Cruickshank, Jenkins and Metcalf (2006) describe classroom action research as the process "... to answer questions or solve problems about teaching and learning involving a specific group of students in a particular setting".

Explain how you can use the five processes advocated by classroom action research in order to intervene and deal meaningfully with a particular problem in the classroom.

(25)

**Total 100**