



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: PGCE
MODULE: Methodology & Practicum FET: Visual Arts
CODE: MPFVAY1
TIME: 1 hour
MARKS: 100
EXAMINER: Mr W van Rensburg
MODERATOR: Ms S Vorster (Wits)

(This paper consists of 2 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Answer all the questions
2. Number the answers correctly

QUESTION 1

Choose any 1 (one) of the themes listed in Addendum C of the *CAPS Visual Arts* curriculum policy document for any one of the Grades 10, 11 or 12 Visual Arts classes, and write a very short essay in which you explain how you plan to use the theme in order to achieve the *specific* aims of the subject, as well as the *general* aims of the South African school curriculum. Indicate how you plan to engage with your chosen theme in terms of visual literacy, materials and techniques, different styles, function(s) of the art works, contextual factors, and the meaning(s) of the works.

(50)

QUESTION 2

Write a very short essay in which you critically engage with the notion of assessment in the subject, Visual Arts. Include in your response what the *CAPS Visual Arts* policy document stipulates in terms of assessment, and how this document relates to the *National Policy Pertaining to the Programme and Promotion Requirements* document, as well as to the *National Protocol for Assessment* document.

(25)**QUESTION 3**

"A teacher-researcher is someone who searches for questions as well as answers. I am learning that saying "I don't know" is not an admittance of failure, but a precursor of positive change. I have become comfortable with the expressions: "I wonder...", "I think ...", and "What if ...?" (Stiles, 1999). Write a very short essay in which you discuss the possible "wonderings" that a teacher-researcher may pursue in an attempt to research teaching practice. Include in your discussion specific ways in which one can relate these "wonderings" to the Visual Arts classroom.

(25)**TOTAL: 100**

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