



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**AEGROTAT AND SUPPLEMENTARY EXAMINATION**  
**JULY 2014**

**PROGRAMME:** B Ed Intermediate Phase

**MODULE:** Professional Studies 1A

**CODE:** TEASTA1

**TIME:** 3 hours

**MARKS:** 100

**EXAMINERS:** Prof N Petersen

Mrs K Fonseca

Mr F Naude

**MODERATOR:** Ms G Petker (UJ)

(This paper consists of five pages and four questions)

**INSTRUCTIONS:**

1. Please answer all FOUR questions.
2. Answer the questions in the order in which they appear in the examination paper.
3. Write down the question numbers exactly as they appear in the examination paper.
4. Start each new question on a new page in your examination book.
5. You will need to use TWO separate answer books for this examination:  
 answer questions 1 and 2 in one book and questions 3 and 4 in another book.

**QUESTION 1**

1.1 Metaphors are useful in a discipline like education to help one think through how one understands a concept.

1.1.1 Explain how the following metaphors help you to understand the act of teaching:

a) Teaching as gardening

(2)

b) Teaching as coaching

(2)

- 1.1.2 Write down your own metaphor that captures your current idea of the role of an intermediate phase teacher. (2)
- 1.1.3 In two sentences explain why you have chosen this particular metaphor. (3)
- 1.1.4 Common metaphors used in to describe teaching in the primary school, especially the lower grades are: 'babysitting', childcare, women's work'. In two sentences explain the implications of these metaphors for the way in which primary school teaching is viewed. (4)

- 1.2 The faculty of Education conceptual framework states the following: *(We) are committed to the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts.*

**Draw the table below in your answer book.**

- 1.2.1 Explain the meaning of each of the four (4) values/concepts from the faculty conceptual framework. (4)
- 1.2.2 Identify one action for each of the concepts/values that you as a first Year student/ student-teacher can adopt/ perform to show that you are 'living' these values. (8)

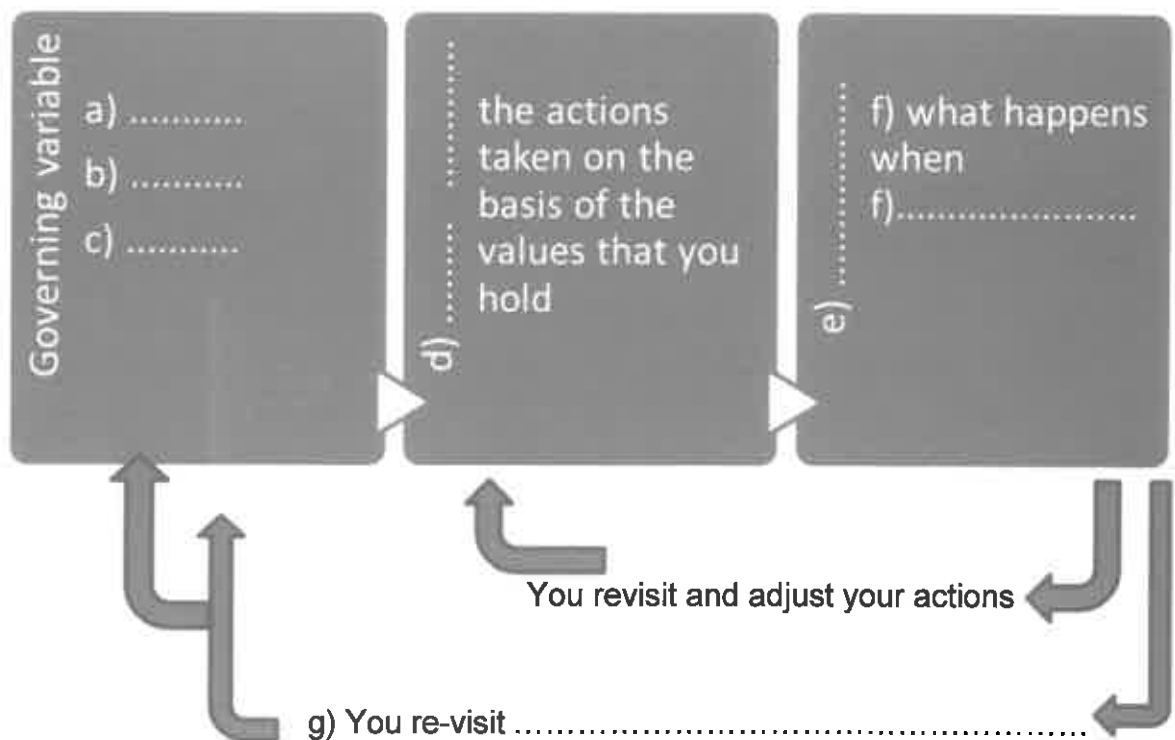
	Value/concept	Meaning of concept/ value	Action for student-teacher associated with the value
1.	Care/ caring		
2.	Accountable		
3.	Critical		
4.	Reflective		

**[25]**

## QUESTION 2

- 2.1 There are three broad ways in which the idea of 'reflection' is captured in the literature on teacher education.

- 2.1.3 Explain what you understand by *reflection as reconstructing experience*. Describe the value of this reflection practice for the student-teacher's practice. (2)
- 2.2 Describe the following two models of reflection you have been exposed to in Teaching Studies 1A and explain how they are useful for student-teachers:
- 2.2.1 DATA process model. (2)
- 2.2.2 Staged reflective model. (2)
- 2.3 Study the diagramme below and answer the following questions:



- 2.3.1 Provide a heading for the diagramme. (1)
- 2.3.2 Name the authors associated with this model of reflection. (2)
- 2.3.2 Provide labels for the following: a, b, c, d, e, f, g. (7)

- 2.4 Read the following case study about Jade and answer the questions that follow:

*Today my lecturer conducted observation in my class. It was scary because it was the first time that I was being evaluated by my lecturer and I knew I would be assessed on the success of my lesson. It was a lesson on using shoe-string approaches in science so the learners were mostly involved in groups in building solar cookers out of cardboard, string and tin foil. As the teacher in charge I mostly gave directions at the beginning and then moved from group to group observing and answering technical questions. **Nonetheless it went well.** The lesson drew ideas directly from the learners and got them actively involved. It was a way of making science exciting and fun. **I was really satisfied.** I had planned well and provided written instructions for learners provided all the materials they needed and set up the area in which we would be working outside. The learners seemed to be actively involved and no one was goofing off; they were all engaged in the group activity. This was really satisfying. It shows that being prepared is a very important aspect of teaching. It also shows that learners learn better when they are actively engaged.*

- 2.4.1 Identify the cognitive elements of Jade's reflections. (1)
- 2.4.2 Identify the emotional elements of Jade's reflections. (1)
- 2.4.3 Examine the two highlighted sentences. Write one sentence explaining why these sentences are vague. (1)
- 2.4.4 Name at least 4 indicators (words/ phrases) from the case study that show that this is a student-teacher reflecting on a lesson? (2)

[25]

### QUESTION 3

Read the following case and answer the questions that follow:

*Khani, a friend of yours, matriculated in 2010 but has been unemployed since then. She desperately needed to find a job or a means to generate an income because her mother had also recently been retrenched. Eventually somebody came to her rescue. The principal of Maponya Primary School, the local primary school offered her a position as a Teaching Assistant in one of the Grade R classes.*

*Khani is very delighted but anxious at the same time, because she knows she does not have any real knowledge of how children learn and how to teach them, especially Grade R children. She knows that you are studying to become a teacher and she has asked you for advice and assistance. You realised that it would be more beneficial for you to give Khani some basic information in the form of a reference notes that she can refer to, especially as you may not be around when she needs information. Khani is also aware that she needs to enrol for a diploma course once she receives a salary and you hope that this reference guide will assist her.*

- 3.1 Write short reference notes for Khani, outlining **ideas** on the following two aspects: a) **Education and schooling** (Importance of the teacher's personality and stages of development that guide the curriculum) and b) **Principles of teaching and learning**, for the following theorists.

3.1.1. Pestalozzi	(5)
3.1.2 Dewey	(5)
3.1.3 Locke	(5)
3.1.4 Piaget	(5)
3.1.5 Montessori	(5)
	<b>[25]</b>

#### QUESTION 4

- 4.1 Read the following case study and answer the question that follows:

*The Grade 6 Mathematics teacher at Maponya Primary School resigned suddenly and left before a replacement teacher could be found. The principal is desperate to find a replacement teacher and considers hiring Madgie Dhlamini, an unemployed matriculant who passed Mathematical Literacy with a 'A'. Madgie will not cost the school much as she is not a qualified teacher and she can start immediately. .*

Write an essay (1½ -2 pages) in which you provide advice for the school principal about hiring a suitably qualified candidate for the post. Use information that you have learned in the Teaching Studies 1A course and from the literature on pedagogical content knowledge (PCK) to support your advice. (17)

*[Guideline: provide an explanation for PCK and then use this explanation as a basis (also known as a premise or foundation for your argument in the essay]*

- 4.2 Name and describe at least four of the seven roles of teachers as outlined in the Minimum Requirements for Teacher Education Qualifications of 2011. (8)

**[25]**