



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2014

PROGRAMME: [B Ed \(PGCE\)](#)
MODULE: EDUCATION A
CODE: EDUA000
TIME: 3 hours
MARKS: 100
EXAMINER: Dr. MP van der Merwe
Dr. K Steenekamp
Mrs. N Randell
MODERATOR: Dr. C Beyers (UFS)
(This paper consists of [88](#) pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions:

1. Answer all the questions set in this paper.
2. Please read the questions carefully and make sure that you answer what is required.
3. Submit Question 1 and Question 2 separately!
4. This is an OPEN book examination. You are reminded that no borrowing of material will be allowed during the examination.

QUESTION 1

You are required to PLAN and DESIGN a 10 minute formative assessment task on any topic of your choice. This assessment task should form part of the teaching and learning in one of your lessons. You must utilize the **Assessment for Learning** strategy together with its principles. Your design should make explicit your knowledge of learning theories you engaged with during this module. The planning and design of your assessment task should include a **detailed explanation** to answer **each** of the following questions:

1.1 Why is Assessment for Learning the most appropriate strategy for this task?

(6)

1.2 (6)

4.3 Why is this task seen as a formative assessment and not a summative assessment task? (6)

4.41.3 How is your formative assessment task fit for purpose? (6)

4.51.4 How will this assessment task contribute towards the learning of your learners? (6)

4.61.5 Which assessment principles were included in your task and why? (6)

4.71.6 Which learning theories informed the design of this assessment task? (6)

1.7 What strategy and tool(s) will you use as a teacher to assess this task?

4.8

(6)

(6)

YOU MUST INCLUDE the actual 10 minute formative assessment task you planned and designed. (8)

(50)

ASSESSMENT CRITERIA:	Exceeded	Met	Partially met	Did not meet
• Assessment for Learning as appropriate strategy explained (6)				
• Task as formative assessment explained (6)				
• The purpose of the assessment task and its fit-for purpose explained explained (6)				
• The contribution of the assessment task to learners' learning explained (6)				
• The inclusion of assessment principles explained and justified (6)				

• An explanation of relevant learning theories provided	(6)				
• The strategy and tool(s) used to assess the task explained	(6)				
• Assessment task planned, designed and prepared for learners clearly align to explanations provided	(8)				
TOTAL	(50)				

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QUESTION 2

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Read the following case study and then answer the questions set on it.

The Miracle worker

Jannike van Biljon

Gazing out the dining room window, drinking her third cup of coffee, Ms. Brody was contemplating what to cook for dinner for her family, listing groceries, planning lessons, stacking bills to be paid and remembering to pick up her girls at netball and hockey practice. Taking a deep breath in and out, Ms Brody realized she had no idea how to handle the situation she was in. She doesn't know what to do frankly. What should I do and what I can do, she thinks to herself. She bickers with herself while packing away books irritably, what if I fail or my fellow teachers find out that I don't know how to handle the problem and I lose my job and sense of self- worth? She was in search of a miracle.

Ms Brody

Ms Brody was a novice Life Sciences' teacher and responsible for a Grade 8, 10, 11 and 12 class. Each classroom consisted of 30 plus learners. Ms Brody had only been teaching for 5 years and had been teaching for only 3 months at the new high school, Happy Day School. Teaching in a new setting was a daunting idea. Ms.

Brody was shy and introverted person, but she was keen to be a teacher and make a difference. She started teaching straight after she graduated from university with her Master's degree in Education.

Ms. Brody's behavior as a teacher was influenced by her own beliefs and views of the purpose of learning and teaching. She felt knowledgeable, skilled and a strong sense of responsibility as an educator. Ms. Brody felt very sure that her university studies prepared her for the teaching profession. Ms Brody took her profession very seriously. She wanted learners to feel a feeling of self-sufficiency and individual responsibility for designing a learning environment. Her classroom was small and had all the science equipment needed to conduct experiments.

Happy Day School

The school catered for all learners from different backgrounds, your typical school with the basic structure to accommodate learners, where a few learners came from communities with socio-economic barriers such as poverty or scarce facilities; however the school tried to accommodate and address issues by upgrading the computer labs and school library. Learners were normally placed to the next grade according to learning outcomes of the previous year.

The classroom

Ms Brody had a hard time laying down discipline and classroom rules because she didn't want to be the mean, boring, kind of teacher. She wanted to be different and wanted them to like her. But getting the learners attention was daily obstacle for her. And it wasn't just one class; it was all of her classes. When she looked at her fellow teachers, the mavericks, she wondered how they did it and felt as if all eyes were on her, waiting for her to make a mistake. What is the secret she questioned? The kids listen to them and did what was asked of them with no trouble. It was a mission and a half for the learners to just sit quietly. She tried her best to be always creative and innovative with lessons. Ms. Brody always prepared for her lessons and she tried new strategies to teach. She felt as if the learners tested her boundaries constantly

even if she gave them no homework and tried to incorporate games with lessons. But she wasn't about to give up.

If things couldn't get worse, they just did. One day the principal, Mr. Szpilman, heard the commotion in Ms. Brody's Grade 11 Life Sciences class all the way down the hallway. He loved checking up on the new teachers. He was not surprised to find the classroom in chaos and just shook his head. This was the umpteenth time he saw this behavior. —The learners were up out of their seats, shouting and screaming. The principal saw how desperately Ms. Brody was trying to continue with her revision lesson on genetics. Her lesson was hands-on approach were the learners had to build a replica of a DNA molecule. The learners were throwing the puzzle pieces around. The bell rang and the kids stormed out of the classroom as usual.

Feeling embarrassed and knowing she promised the principal this would never happen again, she was called to his office. Mr. Szpilman gave her the same old speech about how she must lay down the rules and to just stick with the curriculum. She should stop trying different teaching methods because it was a waste of time and created disorder according to the principal. Ms Brody had a feeling of insecurity and got the idea of the methods she used were not seen as acceptable.

Kareena

Driving home Ms. Brody wasn't looking forward to marking worksheets. When it came time to mark the worksheets, she noticed something strange with one of the learner's worksheet. Why hadn't she noticed it before? Was she too focused on the trouble-makers in her classes? The school year was almost over and the exams were around the corner, leaving little time for surprises. Ms Brody noticed that Kareena's worksheet was empty, Kareena hadn't answered any of the questions. Ms Brody tried to remember what Kareena did today in the class. But she couldn't remember. All she could recall was how it took her almost 10 minutes for the kids to sit down and the group of boys who were listening to music while she was writing on the chalkboard. Kareena was

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always quiet and did not take part in classroom tasks. She always sat at the front of the class and seldom interacted with her peers. She was extremely shy and anxious and seldom, if ever, said a word in class. When Ms Brody asked Kareena a question, Kareena would only bow her head down. She had a small frame and looked much younger than her peers. Kareena's homework was always done but she was absent regularly. Ms Brody decided she would pay more attention to Kareena the next day and try find out what was going on. Ms Brody had the idea of letting the learners work in groups and do some revisions, at the same time allowing her to keep an eye on Kareena. Ms Brody made the learners complete worksheets again and collected them later. She searched for Kareena's sheet and noticed the same problem.

Kareena had great difficulty in speaking, writing and reading English because it was not her home language. The reason for her homework being done was because her friends finished her work for her. It seemed to Ms Brody as if the principal and other teachers were not aware of this situation or they overlooked the situation. When Ms. Brody told the teachers and the principal about Kareena's trouble with reading and writing, some teachers said that they knew of the problem, whereas others simply stated that it would be better to promote her to the next grade and focus on next year. The advice she received from the principal was "Don't worry-- we'll sort something out. And don't forget, you have other learners to think about."

One teacher made negative comments about her saying that Kareena didn't want to learn. Ms Brody heard another group of teachers talking about Kareena saying how she wouldn't amount to much. Apparently Kareena lived in a poverty-stricken community, a poorly resourced community. She came from a family where her parents received a very small income. Ms Brody was told by learners that Kareena had to work as well to contribute to the family

Ms. Brody hoped to use the knowledge she gained from university to address the dilemma. She tried to include her fellow teachers, especially the language teachers, to assist and help. The other teachers weren't much help saying that they had their own problems to deal with and had no time. Her time was a concern as well. Ms

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Brody didn't know what to do or how she should go about to helping Kareena. She didn't want to just leave Kareena to her own devices.

A week passed and still nothing had been done. Mr. Szpilman every now and again asked Ms Brody if Kareena had made any progress. Stirring her now cold cup of coffee, Ms Brody tried to figure out ways to help Kareena. But she couldn't think of anything. She felt responsible for this child, maybe it was her fault. All she had learned from university didn't seem to give her answers. There must be something she could do.

- 2.1 What is your opinion on the way Miss Brody engages the learners in the classroom? Do you agree with the principal's assessment of her methods? Would you do anything differently, and why? _____(15)

ASSESSMENT CRITERIA:	Exceeded	Met	Partially met	Did not meet
<ul style="list-style-type: none"> Has engagement of learning been conceptualized? 	5-4	3	2-1	0
<ul style="list-style-type: none"> Has the student formulated a critical opinion concerning Miss Brody's 'learning engagement practice'? Has the principal's assessment of these methods been reflected on in the consideration of Miss Brody's practice in the student's answer? 	5-4	3	2-1	0
<ul style="list-style-type: none"> Are suggestions for development and changing of the 'learning engagement practice' of Miss Brody argued with reference to related theory and context? 	5-4	3	2-1	0

- 2.2 Drawing from your knowledge on Authentic learning experiences, how would you propose presenting the revision lesson on genetics in the grade 11 class? _____(15)

ASSESSMENT CRITERIA:	Exceeded	Met	Partially met	Did not meet
<ul style="list-style-type: none"> Does the answer show a theoretical grasp on Authentic learning? 	5-4	3	2-1	0
<ul style="list-style-type: none"> Are the suggestions made by the student for the presentation of a revision lesson: <ul style="list-style-type: none"> Clearly aligned with principles of Authentic learning? Indicative of an understanding of the focus of such a lesson and of the context of the lesson? 	10-8	7-5	4-1	0

2.3 Highlight and explain the main challenges that Miss Brody has to deal with as a professional teacher on many different levels in this case. _____(10)

ASSESSMENT CRITERIA:	Exceeded	Met	Partially met	Did not meet
<ul style="list-style-type: none"> Has the student been able to identify challenges related to a number of levels they will be confronted with in the teaching profession? 	5-4	3	2-1	0
<ul style="list-style-type: none"> Have the challenges identified been explained in such a way that the student's understanding of these challenges in the teaching profession become clear? 	5-4	3	2-1	0

2.4 If you were involved in a case such as this, what would be the fundamental beliefs that would inform your practice? Motivate your answer. _____(10)

ASSESSMENT CRITERIA:	Exceeded	Met	Partially met	Did not meet
<ul style="list-style-type: none"> Has the student been able to state 	5-4	3	2-1	0

fundamental beliefs about teaching that relates to theory? <ul style="list-style-type: none">Has the student management to allude to why these beliefs are regarded as 'fundamental'?				
<ul style="list-style-type: none">Has the student been able to clearly motivate why these beliefs would be 'fundamental' to their own practice?Has the student been able to show the relevance in his/her motivation of these beliefs of the type of contextual issues of the case?	5-4	3	2-1	0

TOTAL: 100