



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER / DECEMBER
SUPPLEMENTARY EXAMINATION 2014

PROGRAMME: B Ed (PGCE)
MODULE: SUBJECT METHODOLOGY: COMPUTER APPLICATIONS
 TECHNOLOGY
CODE: XCA0001
TIME: 3 hours
MARKS: 100
EXAMINER: Mr G Kenning
MODERATOR: Dr R Dlamini (WITS)
 (This paper consists of 4 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Ensure that you answer all four questions.
2. You are expected to demonstrate a working knowledge of the learning content given in the CAPS document by using different examples of specific learning topics throughout this paper. Do not use examples given in any of the questions.
3. The abbreviation “CAT” has been used for “Computer Applications Technology”.

QUESTION 1

- 1.1 The CAPS document outlines the main topic areas of the CAT curriculum.
 - 1.1.1 The curriculum is divided into six broad topic areas. List these six topic areas and state the approximate weighting each has. (6)
 - 1.1.2 A seventh topic is also mentioned which should be included when teaching the other six topics. Name this seventh topic. (1)
- 1.2 When devising a year plan, how many hours of teaching time should you expect to be available in total over the course of the year? (1)

- 1.3 The CAPS document provides the formal assessment requirements for CAT. Describe, in detail, the Grade 12 requirements, including the contributions of each part toward the final year mark. (8)
- 1.4 The CAPS document makes provision for six specific aims of CAT. List any four of these aims. (4)
- (20)**

QUESTION 2

- 2.1 Explain how *lesson aims* differ from *lesson objectives* (2)
- 2.2 The possible entry situation the teacher considers during lesson planning and the actual entry situation may differ. Describe a possible example of how this may occur, the effect it would have on the lesson and a possible course of action the teacher should take to deal with the matter. (3)
- 2.3 The following are poorly written lesson objectives related to practical content. Rewrite each lesson objective so that it correctly includes all the necessary aspects of a well-written lesson objective. You may refine the topic if you feel it necessary to do so.
- 2.3.1 Use 'IF' in Excel.
- 2.3.2 Format a Word document.
- 2.3.3 Number pages.
- 2.3.4 Make a form. (8)
- 2.4 Give a brief outline of Bloom's Revised Taxonomy and provide an example of a lesson objective for each level from the theory portion of the curriculum. (12)
- (25)**

QUESTION 3

3.1 *Three modes of teaching can be identified.*

Discuss this statement by:

- Naming the three modes
- Describing each mode briefly
- Providing a motivated example of a CAT topic that could be taught using that mode. (9)

3.2 Explain what is meant by the following statement:

A good teacher is heurostentically flexible.

Your answer should make it clear that you are familiar with Maarschalk's heurostentic model. (4)

3.3 Instructional techniques may be classified as verbal or non-verbal.

3.3.1 Name two kinds of verbal instructional techniques and provide an example of a classroom situation when you would use each. (4)

3.3.2 Provide two examples of non-verbal instructional techniques that could be used to provide encouragement to a learner. Briefly state the context of when you feel it appropriate to use each technique. (4)

3.4 A relationship exists between instructional activities and learner activities.

Explain why this relationship exists. Include an example in your answer. (3)

3.5 The incorrect use of media can lead to several problems. Describe three of these problems and state what action you should take to ensure that they do not arise. (6)

(30)

QUESTION 4

Scenario:

In the previous lesson the learners encountered Excel for the first time. They were told to do an activity for homework in which they were to create a simple spreadsheet containing some data and format it as per the example.

After the teacher has greeted the learners and asked them to sit down she says "I hope you did your homework because we're going to use it to do functions now so open it up."

She immediately turns and writes the following on the whiteboard: `=SUM(A3:A10)` and says “This is the function we use to add up the numbers in these cells. If you type it in A11 you’ll get the answer. I want you to do that in your homework’s file. Then look at the other functions on page 88 of your textbook and include them in the file too. When you’ve done that, complete the exercise on page 90, we’ll look at it tomorrow. I don’t want to be disturbed for the remainder of this period, so you must help each other if you get stuck, I want to finish setting the matric’s cycle test for next week.”

- 4.1 The introduction to this lesson is inadequate in many respects. Provide a detailed explanation as to how you would deliver the introduction to this lesson. In your answer mention the problems with the scenario’s introduction and how you are correcting them. (6)
 - 4.2 Describe how you would teach the main part of the lesson in the scenario. Remember to include the teacher activities, the learner activities and the media you would use. Indicate which activities would be regarded as instructional activities and which would be regarded as functionalization activities. You may assume that you are teaching in a very well-resourced school. (10)
 - 4.3 Explain how you would include evaluation during the main part of the lesson you described in question 4.2. Motivate your choice of evaluation. (4)
 - 4.4. The teacher in the scenario has failed to provide a lesson conclusion. Describe how you would conclude the lesson. (5)
- (25)**

TOTAL: 100

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