



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: B Ed Foundation Phase
MODULE: Teaching Studies 1B
CODE: TSD20B1
TIME: 3 hours
MARKS: 180
EXAMINER: Dr AS du Plessis
MODERATOR: Mr J Maseko

(This paper consists of 12 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Sit at the designated PC indicated by the invigilator
2. Ensure your student card is on the table next to the PC where you sit
3. Only switch the PC on once you have been instructed to do so
4. The examination paper must be left at the PC once you have completed the examination
5. The PC must be left in the ON state after you have completed your examination
6. Save your work at regular intervals of at least 5 minutes. Loss of work due to technical failures or electricity supply problems can then be minimised
7. You are not allowed to open any OTHER applications such as Gmail or a chat client in order to send or receive files from other students, or communicate with anyone else during the examination session
8. You may use the built-in Help function of applications, e.g. pressing the F1 key

QUESTION 1 (File and Folders)

- 1.1. On the local machine in “Desktop” create a folder. Use your “<surname_student number Exam” as the folder name, This folder will henceforth be referred to as “your folder”. At the end of this examination all the files that have to be submitted for assessment must be in this folder. (2)
- 1.2. Go to this link (type it exactly as you see it) - <https://goo.gl/t3mvd8> to then get files for the exam. Download the three source files from the section called “20151031”. Save these files in the folder created in Question 1.1 above.
- 1.3. Rename each file as follows:
 - 1.3.1. TSD20B1 Q2 must be renamed to <surname_student number Q2>
 - 1.3.2. TSD20B1 Q3 must be renamed to < surname_student number Q3>
 - 1.3.3. TSD20B1 Q4 must be renamed to < surname_student number Q4>
 - 1.3.4. TSD20B1 Q5 must be renamed to < surname_student number Q5> (3)

(From this point forward, work with these *renamed* files in YOUR folder)

NOTE: Once you have completed the examination, you ought to have the following **FOUR** files in your folder:

< surname_student number Q2>
 < surname_student number Q3>
 < surname_student number Q4>
 < surname_student number Q5>

Sub-Total [5]

QUESTION 2 (MS Word)

Open the MS Word document named <surname_student number Q2> from its saved location in your folder and execute the following instructions:

- 2.1 Insert a header with the following information:
 - 2.1.1 Right align: student number (3)
 - 2.1.2 Italicize the student number

- 2.1.3 Include a bottom paragraph border below this information to make a clear division between the header and body of the document
- 2.2 Apply line style of your choice to insert a page border that will make this poster more pronounced (2)
- 2.3 Apply the following styles:
 - 2.3.1 Heading 1 style to the following headings: "Healthy food"
 - 2.3.2 Heading 2 style to the following headings: "Fruits" and "Vegetables". (4)
 - 2.3.3 Apply "Normal" style to the two paragraphs of text
- 2.4 Modify Heading style 1 as follows:
 - 2.4.1 Centre Align
 - 2.4.2 Font colour: Red
 - 2.4.3 Font Type: Arial (5)
 - 2.4.4 Font Size: 24pt
 - 2.4.5 Font style: Bold
- 2.5 Modify Heading Style 2 as follows:
 - 2.5.1 Font type: Verdana
 - 2.5.2 Font style: Italics
 - 2.5.3 Font Size: 14pt (5)
 - 2.5.4 Font colour: Green
 - 2.5.5 Left align
- 2.6 Modify Normal style as follows:
 - 2.6.1 Font style Arial (2)
 - 2.6.2 Font size 12 pt
- 2.7 Replicate the screenshot in Annexure A. After inserting a table on the second page and the indicated labels in the columns and rows, do the following: (12)
- 2.7.1 Move the pictures on the last page to the correct cells in the table.
- 2.8 Insert a page number in the footer – centre align. Delete any unused pages. (2)
- 2.9 Save the file in the folder you created in Question 1.1 (Your folder).

Sub-Total [35]

QUESTION 3 (Spreadsheets for Administrative purposes)

Open the MS Excel spreadsheet (<surname_student number Q3>) from its saved location in your folder and execute the following instructions. Refer to Annexures B, C and D.

- 3.1. Rename the two worksheets as follows:
 - 3.1.1. Sheet 1 must be called *Gr 2 Class B* (2)
 - 3.1.2. Sheet 2 must be called *Gr 2 Class A*.
- 3.2. Move the sheet *Gr 2 Class A* to the left of the sheet *Gr 2 Class B*. (1)
- 3.3. On the sheets *Gr 2 Class A* and *Gr 2 Class B* respectively, merge & centre the cells A1:Q1 that contains the heading. (2)
- 3.4. Font type, Font style, Font Colour and cell shading:
 - 3.4.1. Change the font type of the headings in row 4 on both sheets to Bold, Arial Narrow, font size to 14pt (2)
 - 3.4.2. On the sheet *Gr 2 Class A* row 1 change the heading text colour to red. Shade the cells to yellow (2)
 - 3.4.3. On the sheet *Gr 2 Class B* row 1 change the heading text colour to yellow, size 18pt. Shade the cells to dark blue. (2) (10)
 - 3.4.4. For both classes, use cell shading as indicated on the screenshot to distinguish between the different marks, "Reading", "Writing", "Vocabulary", "Phonics", and "Total marks". Ensure that the Total% column is shaded red. (4)
- 3.5. Use formula and/or functions to calculate the missing values. Do this for both classes:
 - 3.5.1. % for the marks "Reading" (Column E, starting in row 3)
 - 3.5.2. % for the marks "Writing" (Column G, starting in row 3) (10)
 - 3.5.3. % for the marks "Vocabulary" (Column I, starting in row 3)
 - 3.5.4. % for the marks "Phonics" (Column K, starting in row 3)
 - 3.5.5. % for Total (Column M, starting in row 3)

3.6. Gender

3.6.1. Use an appropriate function to count the number of boys and girls for *each* class. Display the answer in the appropriate cells as indicated on the screenshot in Annexure B, namely C26 and C27. (6)

3.6.2. Use a function to calculate the total number of pupils. Show it in C28.

3.7. Pass / fail

3.7.1. Use the appropriate function to indicate "Pass" or "Fail" based on Total% for *each* class. (A pass mark is 50%. Indicate "Pass" or "Fail" for each learner in both classes. (Column Q, starting in row 3). (2x2) (6)

3.7.2. Use a function to calculate the number of "Pass / Fail" for each class. Show in Q23 and Q24 (2)

3.8. Refer to Annexure C screenshot of Summary sheet:

3.8.1. Insert a sheet after *Gr 2 Class B*. (2)

3.8.2. Name the sheet "Summary". Replicate the screenshot in Annexure C. (8) (11)

3.8.3. Move the sheet so it is the FIRST sheet in this workbook (1)

3.9. Use live references to the source sheets (*Gr 2 Class A* and *Gr 2 Class B*) to fill in the missing values. These values are:

3.9.1. Number of boys and girls for Class A

3.9.2. Number of boys and girls for Class B (4)

3.9.3. Number of Pass and Fail for Class A

3.9.4. Number of Pass and Fail for Class B

3.10. Use a function to calculate the total values in the Summary sheet:

3.10.1. Total number of boys in both classes (Display in D3)

3.10.2. Total number of girls in both classes (Display in D4) (4)

3.10.3. Total number of learners in both classes who pass (Display in D5)

3.10.4. Total number of learners in both classes who fail (Display in D6)

3.11. Working on the total Pass and Fail, insert a Pie Chart with the necessary labels and data. (4)

3.12. Save the file. Ensure it is saved in your folder. (No mark for this)

Sub-total [60]

QUESTION 4 (Excel for Data handling)

The children in both Grades 2 Class A and B participated in a survey about their likes and dislikes about food. You want to analyse the data.

Open the MS Excel spreadsheet (<your student number TSD20B1 Q4>) from its saved location in your folder and execute the following instructions.

With reference to Annexures D, do the following questions:

- 4.1. Use a function on the range of names in column A to count the number of respondents to the survey. Display the total in cell H7 (2)
- 4.2. Use a function to count how many children in class A and Class B prefer fruit. Display it in cells H12 and H13 respectively (2)
- 4.3. Use a function to count how many children in Class A and Class B prefer vegetables. Display it in cell I12 and I13 respectively (2) (4)
Hint: First sort the data according to class to make it easier
- 4.4. Use a function to count how many boys and how many girls participated in the survey. Display the answer in H5 and H6 (2)
- 4.5. With data obtained from the summary, insert the following two pie charts.
- 4.5.1. The number of pupils who like fruit and vegetables (6)
- 4.5.2. Gender: boys girls
As per Annexure, pay attention to chart title and layout.
- 4.6. Insert a row above row 1. Create an appropriate title for this Excel sheet. Add colour and borders of your choice to the heading in order to make it more pronounced (3)
- 4.7. Rename the sheet to "Gr2 Survey" and delete all unused sheets. (3)
- 4.8. Save the file in your folder (no mark for this).

Sub-total [20]

QUESTION 5 (PowerPoint for Pedagogy)

Open the MS PowerPoint presentation <student number TSD20B1 Q5> that contains a source slide with graphics. With reference to Annexure E, execute the following instructions:

- 5.1. Provide the presentation with an attractive title slide:
 "Fruits and Vegetables".
 Add appropriate graphics by using PowerPoint Shapes and the graphics provided on the source slide. (3)
- 5.2. Second slide: Add instructions of how to use this presentation. (3)
- 5.3. Create slides:
 - 5.3.1. Use the objects provided in the source slide and put each on their own slide. Slides can be in any order.
 - 5.3.2. Use Arial font type at 60pt and lowercase for the names of each object. In separate textboxes, indicate the first letter of the word in both uppercase and lowercase and if it's a fruit or a vegetable, e.g. "A a" for "Apple". Also add whether it's a fruit or a vegetable. (15)
- 5.4. Following pedagogical principles, use animation to animate the objects on each slide.
 The objects on each slide need to appear / move separately from each other, thus adhering to pedagogical requirements. Let the graphic object appear first in each instance. (8)
- 5.5. Reorder the slides as indicated in the Annexure (5)
- 5.6. Insert a blank slide after the last slide.
 On the following slide, insert a title slide "Sipho learns about healthy food".
 Make the title slide appealing with a hint of what the user can expect next. (4)
- 5.7. Together with well-positioned descriptive words and short sentences, use animated graphics (obtained from previous slides) to (5)

tell a short story that will teach the learners about healthy eating.
Use all the fruits and vegetables that are referred to in previous slides.

- 5.8. After this short story, insert a blank slide. After the blank slide insert a title slide called "What is this?"
(Use Shapes and colours to add appropriate graphics to this title slide) (3)

5.9. Trigger animation:

- 5.9.1. On a next slide after the previous blank slide, insert the graphics of the "apple". Given two words "apple" or "carrot" the learners must be able to choose the correct word we associate with the picture, namely "apple".

Use **trigger** animation for a *smiley face* to appear when a user clicks on the correct word "apple" and a sad face to appear when a user clicks on the incorrect word, namely "carrot". (7)

- 5.9.2. On a next slide, insert the graphics of the "tomato". Given two words "Fruit" and "Vegetable" the learners must be able to correctly classify the "tomato" as a vegetable. (14)

Use **trigger** animation for a *smiley face* to appear when a user clicks on the correct word ("Vegetable") and a sad face to appear when a user clicks on the incorrect word ("Fruit"). (7)

Note: Placement, alignment, spacing of the objects are crucially important to obtain full marks

- 5.10. Save the file. (No mark for this)

Sub-total [60]

When done, close all applications

ENSURE THAT YOUR FILES ARE IN YOUR FOLDER
KEEP THE COMPUTER IN ITS ON STATE
LEAVE THE EXAM PAPER NEXT TO YOUR KEYBOARD

.. / ANNEXURE

ANNEXURE A

	Fruits	Vegetables
Orange		
Strawberry		
Pineapple		
Grapes		
Apple		
Potato		
Cabbage		
Beans		
Peas		
Tomatoes		
Carrots		
Cauliflower		

Figure 1 MS Word document Question 2 - Table

ANNEXURE B

Maraleng Primary Grade 2 Class B English Language Term 1 Marks (2015)																	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2																	
3																	
4	Name	Surname	Gender	Reading	Writing	Vocabulary	Phonics	Total	Average Total %	Highest Total %	Lowest Total %	Pass/Fail					
5	Eustacia	Aliens	F	10	4	14	8										
6	Eylan	Andrews	M	7	13	12	5										
7	Amanda	Sparks	F	0	1	14	13										
8	Orad	Armstrong	M	6	15	5	10										
9	Ben	Barnard	M	10	5	5	5										
10	Zinca	Barnard	M	0	0	0	6										
11	Kurt	Bauwies	M	10	5	4	6										
12	Marc	Beaudehou	M	4	13	10	0										
13	Preant	Boothie	F	4	15	9	7										
14	Alan	Bowler	M	5	9	10	0										
15	Tyler	Breun	M	1	4	6	6										
16	Carolina	Bris	F	10	10	4	10										
17	Carl	Burgess	M	0	0	14	8										
18	Erin	Byls	F	6	3	5	10										
19	Clorgis	Caferio	M	5	4	11	7										
20	Clasdia	Cardes	F	5	8	7	7										
21	Ryan	Caray	M	3	3	12	5										
22	Savarran	Casner	F	5	0	11	6										
23	Average										Pass						
24	Highest										Fail						
25	Lowest																
26	Boys																
27	Girls																
28	Total																
29																	

Figure 2 Excel Mark sheet - Question 2

NOTE: The calculated values in this screenshot are for ILLUSTRATIVE purposes only.

ANNEXURE C

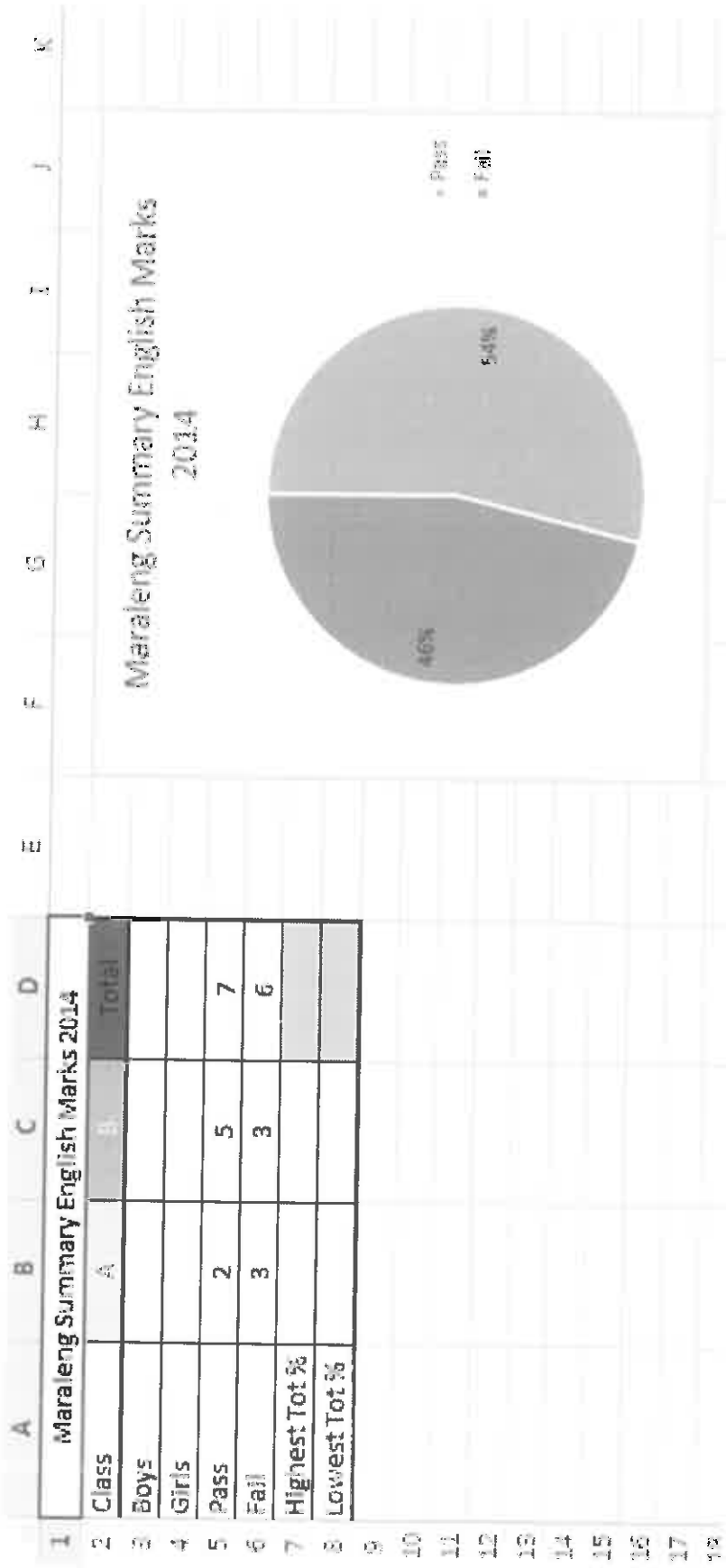


Figure 3 Screenshot of Summary Sheet ... Question 3

NOTE: The values displayed here are ILLUSTRATIVE and serve as an EXAMPE only.

ANNEXURE D

	A	B	C	D	E	F	G	H	I
1	Name	Surname	Gender	Grade 2 Class	Preference				
2	Eustacia	Allens	F	B	Fruit				
3	Dylan	Andrews	M	B	Vegetables				
4	Amanda	Aphane	F	B	Vegetables				
5	Zinzan	Barnard	M	B	Vegetables	Boys			
6	Kurt	Beukes	M	B	Vegetables	Girls			
7	Marco	Bezuidenhout	M	B	Fruit	Total Respondents			
8	Present	Boshuwa	F	B	Fruit				
9	Alan	Bouwer	M	B	Fruit				
10	Tylor	Braun	M	B	Fruit				
11	Caroline	Brits	F	B	Fruit			Fruit	Vegetables
12	Giorgio	Caforio	M	B	Fruit	Class A			
13	Claudia	Cardoso	F	B	Vegetables	Class B			
14	Ryan	Carey	M	B	Vegetables	Totals			
15	Savannah	Caster	F	B	Vegetables				
16	Zaniade	Dickson	F	A	Vegetables				
17	Bernice	Diseko	F	A	Vegetables				
18	Thando	Dube	F	A	Vegetables				
19	Qaisara	Ebrahim	F	A	Fruit				
20	Etienne	Erasmus	M	A	Fruit				
21	Judith	Fakude	F	A	Fruit				
22	Kyle	Farrell	M	A	Fruit				
23	Tasfa	Frame	F	A	Fruit				
24	Chad	Gallon	M	A	Vegetables				
25	Malcolm	Gama	M	A	Vegetables				
26	Stephanie	Garcia	F	A	Vegetables				
27	BA	Greef	M	A	Vegetables				
28	Damien	Greetham	M	A	Vegetables				
29									

Figure 4 Screenshot of data survey - Question 4

ANNEXURE E

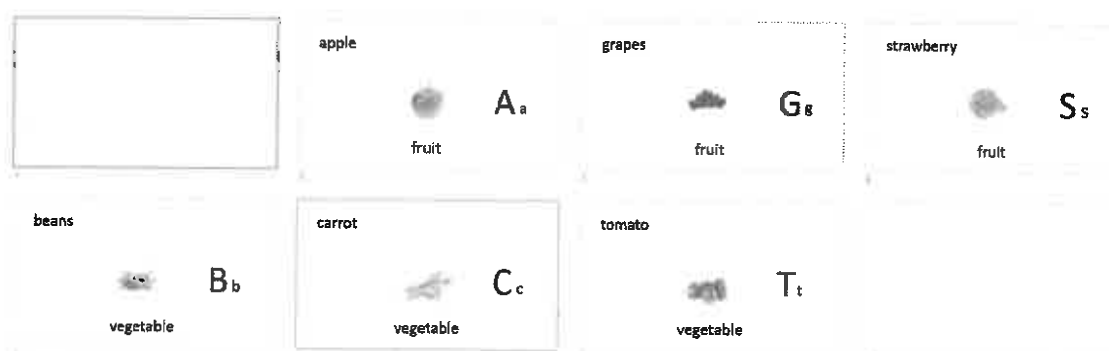


Figure 5 PowerPoint - Order of slides - Question 5

- END -