UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
DECEMBER
SUPPLEMENTARY EXAMINATION 2015

PROGRAMME:	B Ed Foundation Phase
MODULE:	Teaching Studies B1
CODE:	TSD20B1
TIME:	3 hours
MARKS:	180
EXAMINER:	Dr AS du Plessis
MODERATOR:	Mr J Maseko

(This paper consists of 14 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 NOT use the Web or any other Internet based services to seek help or assistance
9. 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 "Documents" create a folder. Use your "*<student number> Supp Exam*" as the folder name, e.g. *201533456 Supp Exam.*
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)

Your student number refers to your actual students number, e.g 201533456

(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:

<your student number TSD20B1 Q2>
<your student number TSD20B1 Q3>
<your student number TSD20B1 Q4>
<your student number TSD20B1 Q5>

Sub-Total [5]

QUESTION 2 (MS Word)

Open the MS Word document named *<your student number TSD2MB1 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 Left align: student number

2.1.2 Make the student number bold. (2)

2.2 Choose from Art and apply a page border of your choice to make this poster more pronounced. (1)

2.3 Apply the following styles:

2.3.1 Heading 1 style to the following headings: "Animals"

2.3.2 Heading 2 style to the following headings: "Wild Animals" and "Domesticated Animals". (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: Blue

2.4.3 Font Type: Arial

2.4.4 Font Size: 16pt

2.4.5 Font style: Underline (5)

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

2.5.4 Font colour: Green

2.5.5 Font style: Bold (5)

2.6 Modify Normal style as follows:

2.6.1 Font style Arial

2.6.2 Font size 12 pt (2)

2.7 Replicate the screenshot in Annexure A. After inserting a table and the indicated labels in the columns and rows, do the following:

2.7.1 Move the pictures on the last page to the correct cells in the table. (13)

2.7.2 Apply grey shading to the header row of the table

2.8 Insert a page number in the footer – centre align. Put a paragraph border line Top to divide it from the body of the document. (3)

2.9 Save the file in the folder you created in Question 1.1 (Your folder). (No mark for this)

Sub-Total [35]

QUESTION 3 (Spreadsheets for Administrative purposes)

Open the MS Excel spreadsheet (*<your student number TSD2MB1 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*

3.1.2. Sheet 2 must be called *Gr 2 Class A.* (2)

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:R1 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 18pt (3)

3.4.2. On the sheet *Gr 2 Class A* change the heading in Row 1 text colour to red. Shade the cells to yellow (2) (10)

3.4.3. On the sheet *Gr 2 Class B* change the heading text colour to yellow. Shade the cells to dark blue. (2)

3.4.4. Use cell shading as indicated on the screenshot to distinguish between the different marks, "Dance", "Music", "Art", "Phys Ed", and "Total marks". Ensure that the Total% column is shaded red. (3)

3.5. Use formula and/or functions to calculate the missing values. Do this for both classes:

3.5.1. % for the marks "Dance" (Column E, starting in row 3)

3.5.2. % for the marks "Music" (Colum G, starting in row 3)

3.5.3. % for the marks "Art" (Column I, starting in row 3)

3.5.4. % for the marks "Phys Ed" (Column K, starting in row 3)

3.5.5. % for Total (Column M, starting in row 3) (10)

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.

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. (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: (4)

3.9.1. Number of boys and girls for Class A

3.9.2. Number of boys and girls for Class B

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 favourite animals. You want to analyse the data.

Open the MS Excel spreadsheet (*<your student number TSD2MB1 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 lions, eagle, dogs, or cats. For Class A display it in cells H4, I4, J4 and K4, and for Class B in H5, I5, J5 and K5 respectively (4)

4.3. Use a function to count how many children like wild animals and how many like domesticated animals. Display the answer in J24 and J25 (2)

4.4. Use data obtained from the summary to insert a pie chart showing how many pupils like wild animals and how many like domesticated animals. (4)

4.5. Title, borders and colour

4.5.1. Insert a row above row 1. Create an appropriate title for this Excel sheet. (2)

4.5.2. Add colour and borders of your choice to the columns in order to make it more pronounced (3) (5)

4.6. Rename the sheet to "Gr3 Animal Survey" and delete all unused sheets. (3)

4.7. 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:
"Animals".
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. (15)

"D d" for "dog". Also add whether it's a wild animal or domesticated animal.

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 "Nandi goes to the zoo".
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 tell a short story that will teach the learners about animals by following Nandi at the zoo. Use all the pictures that are referred to in previous slides. (5)

5.8. After this short story, insert a blank slide. After the blank slide insert a title slide called "Name the animal"
(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 "Lion". Given two words "Lion" or "Tiger" the learners must be able to choose the correct word we associate with the picture, namely "Lion".
Use **trigger** animation for a *smiley face* to appear when a user clicks (14)

on the correct word "Lion" and a sad face to appear when a user clicks on the incorrect word, namely "Tiger". (7)

5.9.2. On a next slide, insert the graphics of the "Goat". Given two words "Wild animal" and "Domesticated Animal" the learners must be able to correctly classify the goat as a domesticated animal.
Use **trigger** animation for a *smiley face* to appear when a user clicks on the correct word ("Domesticated Animal") and a sad face to appear when a user clicks on the incorrect word ("Wild Animal"). (7)
Note: Placement, alignment, spacing of the objects are crucially important to obtain full marks

5.10. Save the file and ensure it is in your folder. (No mark for this)

Sub-total [60]

.... / ANNEXURE

ANNEXURE A

	Wild Animals	Domesticated Animals
Lion		
Cat		
Tiger		
Zebra		
Cow		
Donkey		
Chicken		
Eagle		
Elephant		
Ape		
Crocodile		
Goat		

Figure 1 MS Word document Question 2 - Table

ANNEXURE B

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q		
1	Maraleng Primary Grade 2 Class B English Language Term 1 Marks (2015)																		
2																			
3				10	100	15	100	15	100	10	100	50	100						
4	Name	Surname	Gender	Dance		Music		Art		Phys Ed		Total	Total %	Average%	Highest%	Lowest%	Pass/Fail		
5	Eustacia	Allens	F	10		9		14		8									
6	Dyllan	Andrews	M	7		13		12		5									
7	Amanda	Aphane	F	6		1		14		10									
8	Chad	Armstrong	M	6		15		3		10									
9	Ben	Bankart	M	10		5		5		5									
10	Zinzan	Barnard	M	0		6		0		6									
11	Kurt	Beukes	M	10		5		4		6									
12	Marco	Bezuidenhou	M	4		13		12		8									
13	Present	Boshiwe	F	4		15		9		7									
14	Alan	Bouwer	M	5		8		10		8									
15	Tylor	Braun	M	1		4		8		8									
16	Caroline	Brits	F	10		10		4		10									
17	Karl	Burgess	M	8		0		14		8									
18	Erin	Buys	F	6		2		5		10									
19	Giorgio	Caforio	M	9		4		12		7									
20	Claudia	Cardoso	F	9		9		7		7									
21	Ryan	Carey	M	3		3		12		3									
22	Savannah	Caster	F	5		0		11		6									
23			Average																
24			Highest														Pass		
25			Lowest														Fail		
26		Boys																	
27		Girls																	
28		Total																	

Figure 2 Excel Mark sheet for Grade 2B- Question 2

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

ANNEXURE C

	A	B	C	D
1	Maraleng Summary English Marks 2014			
2	Class	A	B	Total
3	Boys			
4	Girls			
5	Pass	2	5	7
6	Fail	3	3	6
7	Highest Tot %			
8	Lowest Tot %			

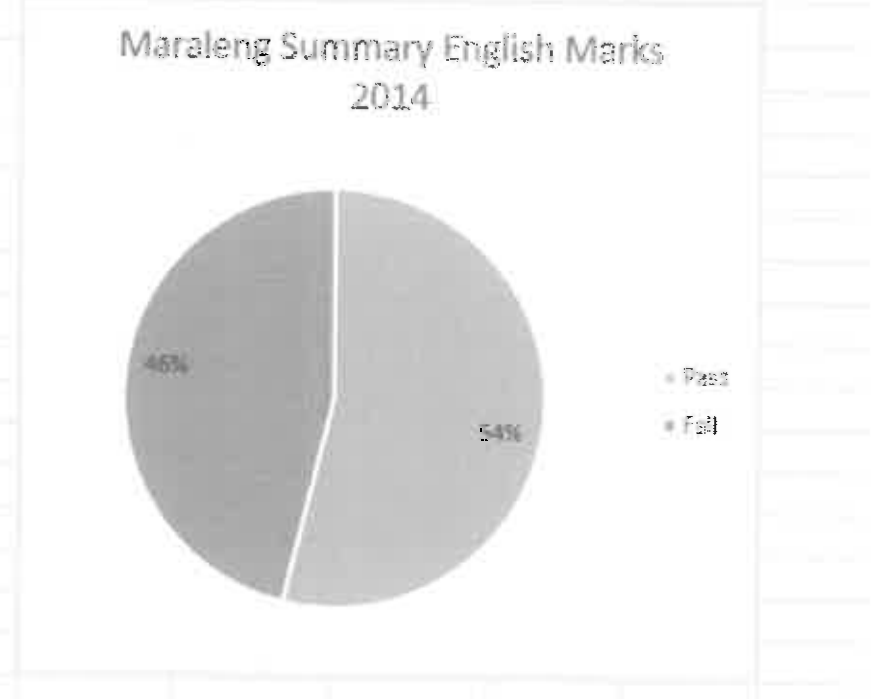
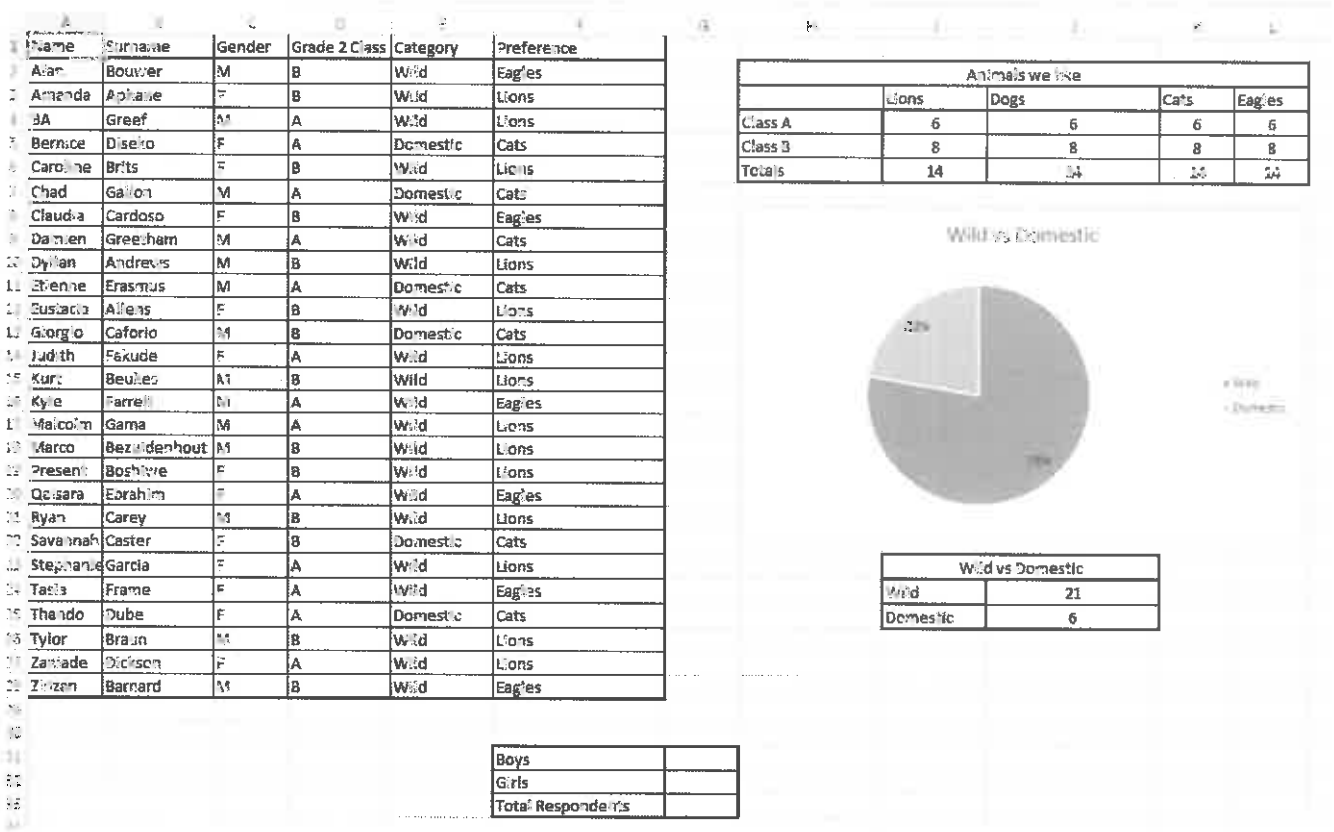


Figure 3 Screenshot of Summary Sheet – Question 3

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

ANNECURE D



Name	Surname	Gender	Grade 2 Class	Category	Preference
Alan	Bouwer	M	B	Wild	Eagles
Amanda	Aphane	F	B	Wild	Lions
BA	Greef	M	A	Wild	Lions
Bernice	Diseko	F	A	Domestic	Cats
Caroline	Brits	F	B	Wild	Lions
Chad	Gallon	M	A	Domestic	Cats
Claudia	Cardoso	F	B	Wild	Eagles
Damien	Greetham	M	A	Wild	Cats
Dylan	Andrews	M	B	Wild	Lions
Etienne	Erasmus	M	A	Domestic	Cats
Eustacia	Allens	F	B	Wild	Lions
Giorgio	Caforio	M	B	Domestic	Cats
Judith	Fakude	F	A	Wild	Lions
Kurt	Beukes	M	B	Wild	Lions
Kyle	Farrell	M	A	Wild	Eagles
Malcolm	Gama	M	A	Wild	Lions
Marco	Bezuidenhout	M	B	Wild	Lions
Present	Boshiwe	F	B	Wild	Lions
Qobsara	Ebrahim	F	A	Wild	Eagles
Ryan	Carey	M	B	Wild	Lions
Savannah	Caster	F	B	Domestic	Cats
Stephanie	Garcia	F	A	Wild	Lions
Tasla	Frame	F	A	Wild	Eagles
Thando	Dube	F	A	Domestic	Cats
Tylor	Braun	M	B	Wild	Lions
Zamlade	Dickson	F	A	Wild	Lions
Zinzen	Barnard	M	B	Wild	Eagles

Animals we like				
	Lions	Dogs	Cats	Eagles
Class A	6	6	6	6
Class B	8	8	8	8
Totals	14	14	14	14

Wild vs Domestic	
Wild	21
Domestic	6

Boys	
Girls	
Total Respondents	

Figure 4 Screenshot of data survey - Question 4

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

ANNEXURE E

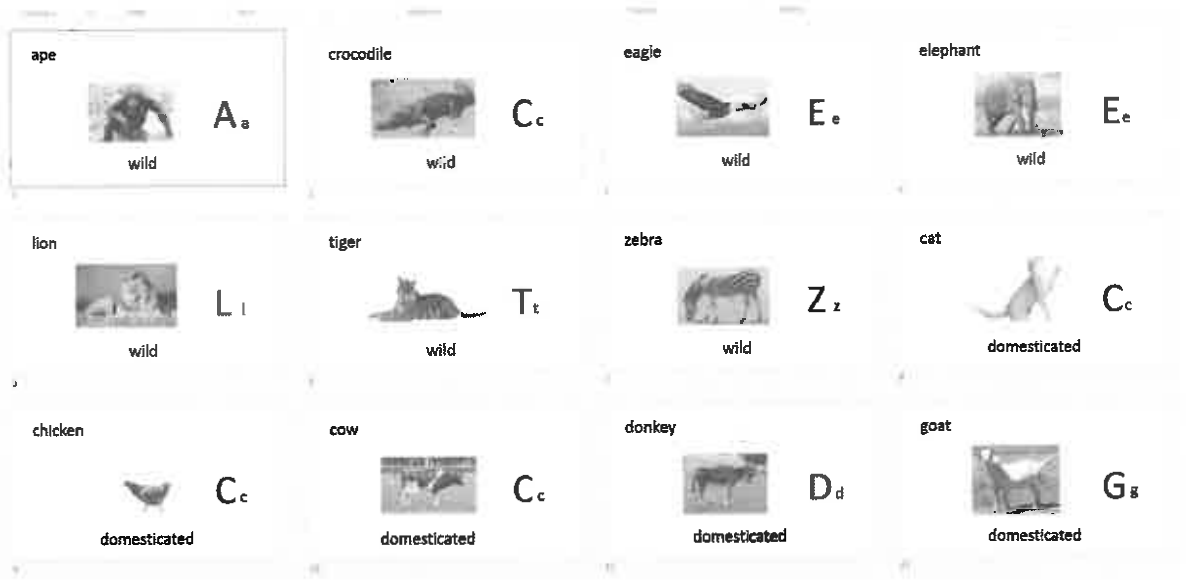


Figure 5 PowerPoint - Order of slides alphabetically based on category of animal - Question 5

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