



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: ADT
MODULE: Teaching Methodology & Practicum SP-BM
CODE: MPSBMY1
TIME: 3 hours
MARKS: 110
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MODERATOR: Arnold Wentzel

(This paper consists of 9 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Answer ALL questions
2. This question paper is an open-book exam – BUT, you may only consult your CAPS document, lecture slide print-outs and any grade 8 EMS (CAPS).
3. The Use of **electronic devices** is **NOT allowed**.
4. For **QUESTION 1(Multiple Choice Questions)** - choose the most correct option from the alternative answers given

QUESTION 1 (Multiple Choice Questions)

- 1.1. When applying understanding by design (UbD) in developing curriculum and instruction strategies, Wiggins and McTighe (2011) recommend that we follow certain guidelines. Which one of the following is the only correct understanding key tenet that Wiggins and McTighe suggest? (2)
- a) That learning objectives should be intended to have real life meaning to learners while assessment should mirror these objectives as well.
 - b) That the use science and technology effectively and critically showing responsibility towards the environment and the health of others
 - c) That learners should demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
 - d) That understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance

1.2 The meaning of 'understanding' in a classroom entails... (2)

- a) a process where a learner can regurgitate back what was taught
- b) a process where a learner can make connections by grasping core concepts of what was taught
- c) All the above
- d) None of the above

1.3 In assessment processes the moderator's role is to ensure that (2)

- a) the assessment instruments are of the required quality and standard
- b) the assessment process, including marking and feedback, is credible
- c) the learning process is effective
- d) 1 and 2

1.4 Assessment is similar to evaluation and occurs when (2)

- a) students finish a task, whereas evaluation goes beyond assessment to include the gathering of information about learners' performance
- b) information is gathered about component parts of something that is evaluated
- c) a judgement is made on a performance measured against outcomes and/or criteria
- d) 2 and 3

1.5 The Curriculum and Assessment Policy Statement (CAPS) specifically envisions teachers who are: (2)

- a) CAPS trained
- b) Registered with SACE
- c) Caring
- d) Good assessors

1.6. An EMS teacher should always be very creative and enterprising in order... (2)

- a) to stimulate learners' enthusiasm and positive attitude towards EMS
- b) to experiment new methods for variation of learning experiences
- c) to improve learners' dwindling interest caused by monotony
- d) All of the above

1.7 We assess to (2)

- a) provide all stakeholders with sufficient dependable information and feedback to inform judgements, choices and decisions about learning
- b) grade learners so that we can see who is the best, who is average and who is the worst
- c) determine how much learners know about the subject or learning area
- d) determine who fails and who passes the academic year

1.8. Continuous assessment spans the entire learning process and includes (2)

- a) baseline, diagnostic, formative and summative assessment
- b) baseline and diagnostic assessment
- c) baseline, diagnostic and formative assessment
- d) baseline, formative and summative assessment

1.9 According to Wiggins and McTighe (2011), the logic of the backward approach when designing lessons should flow as follows: (2)

- a) Plan learning experiences; Identify desired results; determine acceptable evidence
- b) Plan learning experiences; determine acceptable evidence; Identify desired results
- c) Identify desired results; plan learning experiences; determine acceptable evidence
- d) None of the above

- 1.10 What is more correct about the use of the “teacher-centered model” in teaching EMS? (2)
- a) Teacher-centered lessons are quite common in EMS teaching
 - b) The teacher commonly delegates the authority of teaching to the learners
 - c) Learner are commonly chosen by teachers to present the subject matter while others assimilate it
 - d) This model is common because it stimulates initiative, independent study and creativity
- 1.11 Which level of learning outcomes may assessment by multiple choice test questions not cover in EMS. (2)
- a) Ability to recall learning concepts
 - b) Ability to apply what is learnt
 - c) Ability to analyse information taught
 - d) Ability to organize thoughts or articulate explanations or creative ideas.
- 1.12. The following are among the criteria for ensuring that an assessment task is fair. Which one is the odd-man out? (2)
- a) Is the assessment task using appropriate language level?
 - b) Is the assessment task gender balanced?
 - c) Does the task use authentic real life activities?
 - d) None of the above
- 1.13. Big ideas in curriculum design and implementation do not necessarily entail: (2)
- a) Dealing with the most essential information that the student must know at the end of the lesson
 - b) Concepts [or] principles that facilitate the most efficient and broad acquisition of knowledge.
 - c) Capturing the big picture such that the student has the least important details of the lesson
 - d) Expectations of students to connect many separate pieces of information

1.14. What does curriculum planning entail? (2)

- a) It involves thinking about how you want your learners to achieve certain learning outcomes that you have identified from reading the policy documents and planning the learning path.
- b) It involves identifying key role players and their responsibilities at each stage of the planning process.
- c) It involves identifying your learning area/subject, and integrating this into other learning areas.
- d) It involves reflecting on the roles of the teacher and matches the teacher's characteristics with the critical and developmental outcomes.

1.15. According to the National Protocol for Assessment document and CAPS, assessment information is more relevant to: (2)

- a) teachers, parents and learners
- b) teachers, parents and the HOD
- c) teachers, parents and the Principal
- d) teachers, parents and the District

1.16. According to Howard Gardner (1983), learners who are number or logic smart are specifically associated with: (2)

- a) Learning easily through oral expression, word play, story-telling and listening
- b) Displaying an aptitude for reasoning and problem solving
- c) Preferring interaction with others and learning best through groups
- d) Thinking in pictures and drawing mental images

1.17. When planning EMS lessons, we use procedural moments as mile stones to scaffold lesson progress, which one of the following is not necessarily part of the lesson routine? (2)

- a) Introduction
- b) Construction
- c) Instruction
- d) Conclusion

- 1.18. The following are among the criteria for ensuring that an assessment task is fair. Which one is the odd-man out? (2)
- a) Is the assessment task using an appropriate language level?
 - b) Is the assessment task gender balanced?
 - c) Does the task use authentic real life activities?
 - d) None of the above
- 1.19. Which one of the following learning themes is NOT encompassed by the EMS curriculum? (2)
- a) The nature, processes and production of goods and services
 - b) The South African economy and socio-economic systems in different countries
 - c) financial management and planning skills for private, public or collective ownership
 - d) None
- 1.20. Teachers are advised to reinforce curriculum fidelity through effective assessment planning by ensuring that (2)
- a) Assessment tasks are too costly to accomplish
 - b) The assessment tasks are practical and possible
 - c) All the above
 - d) None of the above
- 1.21. When choosing an approach to teaching EMS, there are atleast eight ideal factors a teacher should consider. Some of these may include the following:
- i. Outcomes to be achieved
 - ii. Nature of the school
 - iii. Method should fit the theme
 - iv. Number of assessments
 - v. Physical facilities
 - vi. Number of computers the school has
- Which one combination of the options below is correct? (2)
- a) None of the above
 - b) All of the above

- c) (i); (iii) & (v)
- d) (i); (vi) & (iv)

1.22. A broad definition of the “curriculum” ... (2)

- a) includes only the contents to be taught.
- b) refers to the textbooks.
- c) would acknowledge both intended and unintended learning, and the influence of the contexts on the applied curriculum.
- d) refers to the sequence of learning. Which of the following is NOT a principle of critical & developmental outcomes under CAPS?

1.23. If we want a well-rounded learner we need to expose them to more than EMS content. What does teaching things like sharing, caring and empathy necessarily entail? (2)

- a) Skills and Knowledge
- b) Values and attitudes
- c) Discipline & norms
- d) All of the above

1.24. Which one of the following is not necessarily a benefit of small discussion groups as a teaching strategy, (2)

- a) The teacher saves time since he/she is the only one doing all the talking
- b) Learners exchange ideas and learn from one another
- c) Learners improve communication skills
- d) Allows the teacher freedom to give one group extra attention while the rest are actively learning

1.25. Which one of the following is not necessarily a benefit of using media in the EMS classroom? (2)

- a) Use of media in a lesson motivates learners to participate.
- b) Media usage fosters a higher rate of retention of what is taught.
- c) Media may be a source of relaxation due to its entertainment aspect which may have an effect on the lesson progress
- d) Media better provision for different learning needs of individuals.

(25 X 2) = (50)**QUESTION 2: BIG IDEAS**

"If you approach your lesson delivery by capturing the big idea or the bigger objectives of why we teach that lesson, it may help your students grasp the most important details of a lesson, and can connect specific details acquired from that lesson to the general idea that you want the student to walk away with".

Design and complete a stage 1 template on any one topic of your choice from Grade 8 EMS class. Clearly identify the following:

- 2.1 The topic and its established goals (4)
- 2.2 The big idea(s) identified (4)
- 2.3 The essential questions (4)
- 2.4 The knowledge objectives (4)
- 2.5 The skills objectives (4)

(20)**QUESTION 3: ASSESSMENT OF LEARNING**

In your grade 8 EMS promotional examination, you have decided to assess your learners on the topic of the 'Source documents'. Under the following assessment formats, design sample question items that you may use to assess:

- 3.1 Design four (TRUE/FALSE) questions to test the learners' ability to remember the basics of the Source documents topic (8)
- 3.2 Design four (SHORT ANSWER) questions to test the learners' ability to explain concepts learnt about the Source documents topic (8)
- 3.3 Design two (RESEARCH) questions to test the learners ability to apply or analyse the different concepts of the Source documents topic (6)

(20)**QUESTION 4: TEACHING METHODOLOGY**

"Successful teaching is based on the successful application of didactic principles".

Briefly explain what each of the following didactic principles entails as applied to teaching practice.

- 4.1 Principle of concretization (5)
- 4.2 Concentric principle (5)
- 4.3 Principle of actuality (5)
- 4.4 Stating the problem (5)

(20)

TOTAL: 110

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