



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
July 2016 Supplementary Examination

PROGRAMME: B Ed Intermediate Phase

MODULE: Teaching Studies 1A

CODE: TEASTA1

TIME: 2 hours

MARKS: 100

EXAMINERS: Mr D van der Merwe

Ms L Ndabezitha

MODERATOR: Prof N Petersen

(This paper consists of four pages)

INSTRUCTIONS:

1. Please answer all FOUR questions.
2. Answer the questions in the order in which they appear in the examination paper.
3. Write down the question numbers exactly as they appear in the examination paper.
4. Start each new question on a new page in your examination booklet.

Question 1

- 1.1 **Metaphors are useful in a discipline like education to help one think through how one understands a concept.**
 - 1.1.1 Explain how the following metaphors help you to understand the act of teaching:
Teaching as gardening
Teaching as coaching (4)
 - 1.1.2 Write down your own metaphor that captures your current idea of the role of an intermediate phase teacher. (2)
 - 1.1.3 In two sentences explain why you have chosen this particular metaphor. (3)
 - 1.1.4 Common metaphors used to describe teaching in the primary school, especially the lower grades are: 'babysitting', childcare, women's work'. In two sentences explain the implications of these metaphors for the way in which primary school teaching is viewed. (4)
- 1.2 The faculty of Education conceptual framework states the following: *(We) are committed to the preparation of caring, accountable and critically-reflective*

educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

Draw the table below in your answer book.

- 1.2.1 Explain the meaning of each of the 4 values/concepts from the faculty conceptual framework (4)
- 1.2.2 Identify one action for each of the concepts/values that you as a first year student/ student-teacher can adopt/ perform to show that you are 'living' these values. (8)

	Value/concept	Meaning of concept/ value	Action for student-teacher associated with the value
1.	Care/ caring		
2.	Accountable		
3.	Critical		
4.	Reflective		

/25 marks/

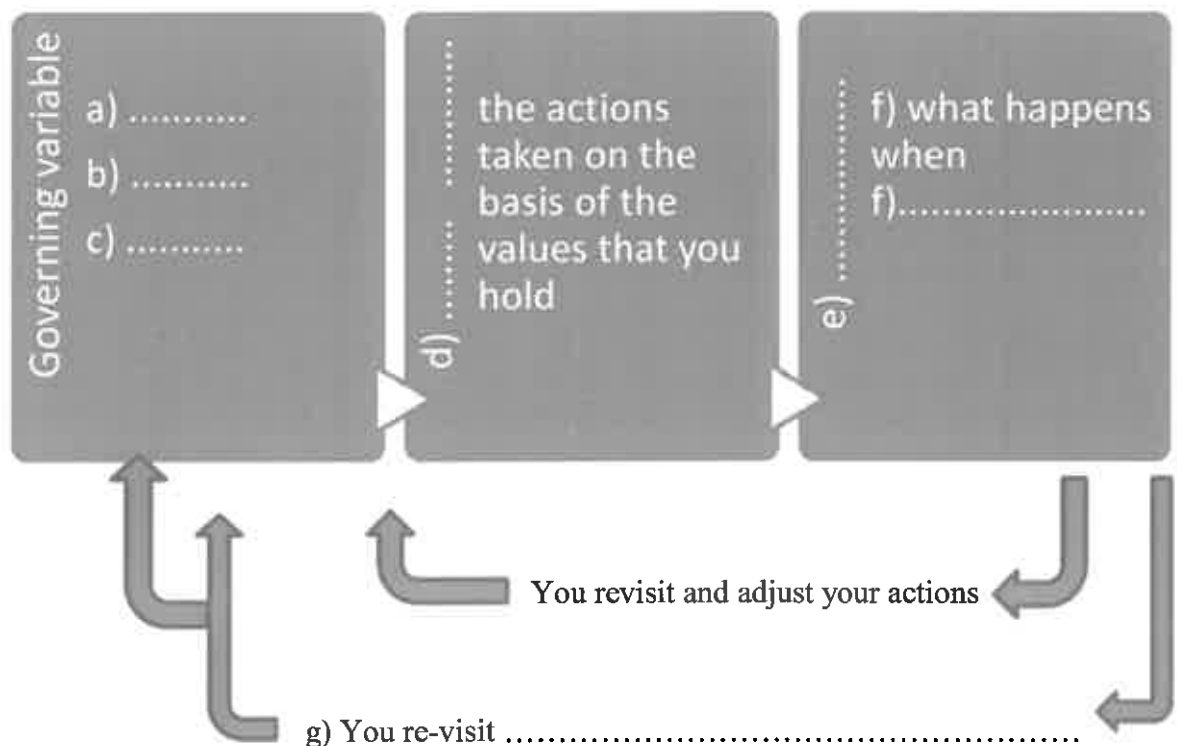
Question 2

- 2.1 According to du Plessis (2010) there are four different aspects to the curriculum.
- 2.1.1 Name and describe each of the four curriculum models. (8)
- 2.2 Write two sentences in which you differentiate between formative and summative assessment. (4)
- 2.3 In no more than three sentences describe how '*learning from experience*' influences the development of PCK. (3)
- 2.4 In no more than three sentences describe how '*disciplinary knowledge*' influences the development of PCK. (3)
- 2.5 List two negative effects a teacher without good subject/ content knowledge might have on his/her learners. (2)

/20 marks/

Question 3

- 3.1 There are three broad ways in which the idea of 'reflection' is captured in the literature on teacher education: *i) Reflection as instrumental mediation of action, ii) reflection as deliberating among competing views of teaching, and, iii) reflection as reconstructing experience.*
- 3.1.1 Explain what you understand by each one and describe the value of each one for the student-teacher's practice. (3)
- 3.2 Describe the following two models of reflection you have been exposed to in Teaching Studies 1A and explain how they are useful for student-teachers:
- 3.2.1 DATA process model. (4)
- 3.2.2 Critical incident reflections. (4)
- 3.3 Study the diagramme below and answer the following questions:
- 3.3.1 Provide a heading for the diagramme. (2)
- 3.3.2 Provide labels for the following: a, b, c, d, e, f, g. (7)



- 3.4 Read the following case study and answer the questions that follow:

*Today my lecturer conducted observation in my class. It was scary because it was the first time that I was being evaluated by my lecturer and I knew I would be assessed on the success of my lesson. It was a lesson on using shoe-string approaches in science so the learners were mostly involved in groups in building solar cookers out of cardboard, string and tin foil. As the teacher in charge I mostly gave directions at the beginning and then moved from group to group observing and answering technical questions. **Nonetheless it went well.** The lesson drew ideas directly from the learners and got them actively involved. It was a way of making science exciting and fun. **I was really satisfied.** I had planned well and provided written instructions for learners provided all the materials they needed and set up the area in which we would be working outside. The learners seemed to be actively involved and no one was goofing off; they were all engaged in the group activity. This was really satisfying. It shows that being prepared is a very important aspect of teaching. It also shows that learners learn better when they are actively engaged.*

- 3.4.1 Identify the cognitive elements of Jade's reflections. (1)
- 3.4.2 Identify the emotional elements of Jade's reflections. (1)
- 3.4.3 Examine the two highlighted sentences. Write one sentence explaining why these sentences are vague. (1)
- 3.4.4 Name at least 4 indicators (words/ phrases) from the case study that show that this is a student-teacher reflecting on a lesson? (2)

/25 marks/

Question 4

- 4.1 Read the following case study and answer the question that follows:

The Grade 6 Mathematics teacher at Maponya Primary School resigned suddenly and left before a replacement teacher could be found. The principal is desperate to find a replacement teacher and considers hiring Madgie Dhlamini, an unemployed matriculant who passed Mathematical Literacy with an 'A'. Madgie will not cost the school much as she is not a qualified teacher and she can start immediately. .

Write an essay (1½ -2 pages) in which you provide advice for the school principal about hiring a suitably qualified candidate for the post. Draw on what you have learned in this course from the literature on pedagogical content knowledge (PCK) to support your advice. (20)

[Guideline: provide an explanation for PCK and then use this explanation as a premise (foundation) for your argument in the essay]

- 4.2 Name five of the seven roles of teachers and write a sentence on each in which you describe what each of them expects of teachers. (10)

/30 marks/