UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2016

PROGRAMME:	B. Ed Foundation Phase Programme
MODULE:	Teaching Methodology and Practicum 3B (3rd Year)
CODE:	MPR20B3
TIME:	2 hours
MARKS:	100 marks
EXAMINER:	Mrs. H. Van der Haar-Lockie and Mr. D. Van der Merwe
MODERATOR:	Dr. P Naidoo

(This paper consists of 3 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of three (3) questions and three (3) pages.
2. Please answer **ALL** the questions.
3. Please write in black ink.

QUESTION 1

Practical classroom applications in Mathematics

1.1 What are the important foci and skills for teaching Measurement in F. Phase Mathematics? (5)

1.2 The learners' concept of measurement in F. Phase is developed by working practically. Please propose five (5) practical classroom activities that would encourage this development. (5)

1.3 In your own words, explain and provide three (3) examples of perceptual counting activities. (5)

1.4 In a short essay, prioritise the aims for teaching Space and Shape in the F. Phase and select teaching activities that would realize these aims, specifically those related to teaching 2-D and 3-D shapes. (8)

1.7 What would you recommend, as effective guidelines for a teacher to follow when teaching the concept of 'time' in the F. Phase? (8)

1.9 Write an essay in which you clearly detail the processes and procedures for teaching data handling. (14)

TOTAL FOR QUESTION 1: 45 marks

QUESTION 2

Assessment in Mathematics

2.1 How would you distinguish between ***assessment for learning*** and ***assessment of learning*** in Mathematics? (10)

2.2 As a teacher in Foundation Phase you are expected to plan assessment activities. What would you consider to be the important principles of assessment to remember when planning these activities? (6)

2.3 In your opinion as a teacher-in-training, what is the purpose of assessment? (10)

TOTAL FOR QUESTION 2: 26 marks

QUESTION 3

Problem solving in Foundation Phase

3.1 Schroeder and Lester (1989) identified three (3) types of problem solving. What are the key features of these three (3) types of problems? (9)

Teaching Aids in a Mathematics class

3.2.1 Read the citation below and then answer the questions that follows:

Teaching aids/materials are an integral component in any classroom. The many benefits of teaching aids include... illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also

engage students' other senses since there are no limits in what aids can be utilized for when supplementing a lesson. (Roberson-date-unknown).

Make a selection of two (2) Mathematics teaching aids that you would use to teach two (2) Mathematics skills in Grade 2. Justify your choice of teaching aids by clarifying in which of the skills areas you would use the two (2) teaching aids.

3.2.2 How would you utilize each of the two (2) teaching aids when teaching the skills you have selected? (10)

Lesson Planning

3.3 Briefly indicate the ten steps you would integrate in a lesson to ensure that the three phases of lesson development is completed. (10)

TOTAL FOR QUESTION 2: 29 marks

TOTAL FOR EXAMINATION: 100 Marks