



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
SUPPLEMENTARY EXAMINATION 2016

PROGRAMME: PGCE
MODULE: EDUCATION AND TEACHING STUDIES
CODE: ETSY001
TIME: 3 HOURS
MARKS: 100 MARKS
EXAMINER: Dr K Steenekamp
 Dr MP van der Merwe
 Ms Aygul Mehmedova
 Prof P du Plessis

INTERNAL

MODERATOR: Prof GF van der Westhuizen (UJ)

EXTERNAL

MODERATOR: Me TL Bekker (WITS)

(This paper consists of **four (4)** pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions:

1. Keep in mind that this is an open-book examination. Thus, you must write well-structured essays in order to formulate answers to the questions asked.
2. Plan your time effectively.
3. Complete each question in a different book – you will submit three books in total.
4. Enjoy the assessment. It is part of your learning!

QUESTION 1:

ASSESSMENT FOR LEARNING

- a) Reflect on your SL experiences this year. In no more than one page describe one situation and the context that contributed to your learning to become a teacher. (10)
- b) Consider the abovementioned situation and plan, design and prepare a 10 minute formative assessment task which could assist you to gather

information to improve the situation. Include the following in your planning and design.

- I. Use the Assessment for learning strategy and justify why this is the most appropriate strategy to use for this assessment task. (5)
 - II. Clarify and argue the purpose of the assessment task. (5)
 - III. Explain which assessment method is selected for the task and motivate why this is the most appropriate method to assess. (5)
 - IV. Describe and discuss the assessment tool you will use during this assessment task. (5)
 - V. Briefly explain the feedback strategy you would use as part of your Assessment for Learning strategy for this specific task. (5)
 - VI. Prepare the actual 10 minute assessment task and write it in your exam book. (15)
- [50]**

Assessment criteria:

The following assessment criteria will be used to assess your learning product.

- Reflection clearly described the situation as well as the context and its contribution to learning to become a teacher.
- Assessment strategy is presented clearly and argued according to the assessment task presented.
- The purpose of the assessment task is argued based on its fit for purpose.
- The appropriate method to use for assessment is clearly argued and evident in the assessment task presented.
- An appropriate assessment tool is argued, based on the assessment task presented.
- An appropriate feedback strategy is selected and argued to contribute to learning.
- The actual assessment task is presented and all aspects discussed in the planning are evidenced in the task.

QUESTION 2

Use the case study and *assessment criteria* placed on Blackboard titled: 'But Ma'am, can't we do it our way first?' written by U Ramnarain and answer the following questions.

1.1 State your view on Dr Smith's criticism of Mrs Mendes's teaching with reference to the following:

1.1.1 Argue your view using your knowledge on teaching approaches and strategies from a constructivist approach to teaching and learning. (15)

1.1.2 Do you think Mrs. Mendes succeeded in creating a learning environment which facilitated mediated learning and mastery of the learning goals? Motivate your answer with examples from the case study. (10)

[25]

QUESTION 3

A total of 800 learners attend a specific school situated in the North-West province, of which 420 are Tswana mother tongue speakers, and 380 English mother tongue speakers. The Tswana learners have formed an association called, "Viva Tswana". And it was not long before the leader of the group approached the principal from the association. The letter reads as follows:

Dear school principal

Since the Sepedi learners in the school are in the majority, we have decided to stand up for our democratic rights. We demand the school's language is changed to Tswana. We demand that all Tswana learners will receive education in Tswana, write exams in Tswana, and have all learning material translated into Tswana.

You know that you are constitutionally obliged to do this, and we trust that you will soon start the arrangements.

Yours sincerely

Viva Tswana

The principal reacted to the letter by banning the association from the school, and made it known that teaching and learning would continue as before at the school.

3.1 Critically discuss the scope of the learners' rights to receiving education in their mother tongue, with clear reference to the applicable sections from the SA

Constitution. Critically evaluate the fairness of the learners' demands in this case. (15)

3.2 Taking the position of teacher who will have to teach in this context at this school, evaluate the principal's reaction to the demands made by the Tswana learners by

3.2.1 indicating the possible impact of his reaction for teaching in the classroom (5)

3.2.2 proposing alternative ways for handling similar situations in South African schools. (5)

[25]

TOTAL: 100

----oOo----