



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE MAIN EXAMINATION 2017

PROGRAMME: B. Ed Foundation Phase Programme
MODULE: Teaching Methodology and Practicum 1A
CODE: MPR10A1
TIME: 2 hours
MARKS: 100 marks
EXAMINER: Mrs. H. Van der Haar-Lockie (University of Johannesburg)
MODERATOR: Prof. N. Petersen

(This paper consists of 3 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of three questions and three pages.
2. Please answer **ALL** the questions.

QUESTION 1

1.1 Create a graphic organizer to visually represent your understanding of how to effectively implement the guiding principle of holistic development in a Grade R class. The graphic organizer should be accompanied by a short explanation of the organizer. **(15)**

1.2 Elizabeth Wood (2009) defines Pedagogy of Play as:

'The ways in which early childhood professionals make provision for play and playful approaches to learning and teaching, how they design play/learning environments, and all the pedagogical decisions techniques and strategies they use to enhance learning and teaching through play.'

1.2.1 Draw a diagramme that clearly illustrates the concept of a pedagogy of play. Be sure to include the four strands which informs this pedagogy. **(10)**

1.3 How would you respond to a Grade 1 teacher who thinks that there are no justified aims for Grade R learners' engaging in Free Play? **(10)**

1. 4 Match Column A, to Column B in the table below:

(10)

COLUMN A		COLUMN B
1.4.1 Pedagogical Content Knowledge	A	Affects planning, task setting, questioning, explaining, giving feedback and assessment
1.4.2 Content Knowledge	B	Principles and strategies of classroom management and organisation
1.4.3 Knowledge of Educational Contexts	C	Learner that is particularly good at visualization and relies heavily on the sense of sight to make meaning.
1.4.4 General Pedagogical Knowledge	D	Experiences in the classroom and governance and finance
1.4.5 Spatial Intelligence	E	Requires teachers to “ transform ” their subject matter knowledge for the purpose of teaching
1.4.6 Curriculum Knowledge	F	Everything that happens in a school day, whether planned or unplanned, prepared or not prepared
1.4.7 Curriculum	G	Learner works with math games, manipulatives, mathematical concepts, science experiments, deductive reasoning and problem solving.
1.4.8 Knowledge of learners and their characteristics	H	Knowledge of age, gender, race and culture of learners.
1.4.9 Mathematical Intelligence	I	Understanding the materials and programmes including understanding the ‘tools of the teaching trade’
1.4.10 Musical Intelligence	J	Learner that compose and sing songs, make his/her own instruments, and learns in rhythmical ways.

QUESTION 2

2.1 Read the case study below and answer the questions that follow:

Susan is a newly-qualified Grade R teacher. Whilst visiting her class, her HOD noticed that the learners were engaged in pen and paper assessments that were clearly inappropriate for the grade. When questioned about this, Susan tells her HOD that she is not very confident when planning and delivering assessments for Grade R. Susan also informs her HOD that she is unclear about what is expected of her as the teacher when it comes to assessment.

2.1.1 How would you explain the purpose of assessment in Grade R to Susan? (3)

2.1.2 Describe to Susan, the assessment principles that are specific to Grade R. (7)

2.1.3 Discuss Susan’s role as the teacher in the assessment cycle. (11)

2.1.4 Using as a guideline, the four elements of a traditional apprenticeship as suggested by Brown, Collins and Holum (1991), explain to the HOD how she could assist Susan in improving her assessment practices in Grade R. In your suggestions,

explain what each of the elements (terms) mean and provide suitable examples to make the model clear for the HOD. (10)

QUESTION 3

3.1 Name the four art forms Foundation Phase learners are exposed to in the subject of Life Skills. (4)

3.2 Grade R teachers are expected to plan outdoor activities that would encourage the gross motor development of learners in Grade R. Create a list of some of the suitable materials and equipment that would encourage such development in learners. (10)

3.3 Create a list of 10 general ideal conditions for outdoor play in Grade R. (10)

[TOTAL:100]