



UNIVERSITY  
OF  
JOHANNESBURG

<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Education and Curriculum Studies
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: MOFPG3A
	: Teaching Methodology and Practicum 3A: Geography
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: SSA Supplementary July 2018

<b><u>DATE</u></b>	: 5 June 2018	<b><u>SESSION</u></b>	: 16:30-17:30
<b><u>ASSESSOR(S)</u></b>	: MS N BHAGWAN		
<b><u>MODERATOR</u></b>	: DR V MABALANE		
<b><u>DURATION</u></b>	: 1 HOUR	<b><u>MARKS</u></b>	: 50

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer BOTH QUESTIONS
2. Number your answers clearly
3. Good Luck!

**Question 1****[40]**

Read the following case study and answer the question that follows.

*Naledi is a newly qualified Geography teacher for the FET phase. She is passionate about the subject that she teaches and is keen to try out different teaching and learning strategies. However, after the first week of teaching the Climatology topic “planetary winds,” at a school on the Cape Flats, Naledi faced certain challenges. Her learners lacked interest in the topic and regarded it as irrelevant to their daily lives; most spoke Afrikaans as their home language; and, some struggled with distinguishing between planetary and local winds.*

**Design a 40 min Grade 11 Geography lesson (no more than two (2) pages) on**

how you will teach a lesson on planetary winds, based on the above contextual analysis. In your lesson plan, refer to the following:

- The CAPS aligned Geography Grade 11 topic you will be teaching
- Two lesson outcomes
- One big idea
- Two essential questions that you may use to formulate the big idea
- Explain the teaching strategy you will use during your lesson and motivate why you will use this. Refer to this for the introduction, body and conclusion of your lesson.
- Refer to one or two resources that you will use to enhance understanding of the content and justify your choice of resource/s.
- Describe how you will assess understanding of the content and why this may be effective.

**Question 2****[5 x 2 = 10]**

Answer the following questions. **Write only true or false.**

- 2.1. When teaching the topic “planetary winds,” the Geography teacher emphasising the content to be covered interprets the curriculum as a syllabus. (True / False)
- 2.2. Big ideas may be framed as debates. For example, “economic development versus environmental degradation.” (True / False)
- 2.3. Failing to acquire an understanding of the difference between rotation and revolution, the Geography teacher decides to physically demonstrate these processes during the course of her climatology Grade 11 lesson. This is an example of her *reflecting on* her lesson. (True / False)
- 2.4. Jerome Brunner was a behaviourist who studied the impact of behaviour on teaching and learning. (True / False)
- 2.5. A teacher who leads a class discussion on the impacts of cross-border migration is adopting a teacher-centred strategy of teaching and learning. (True / False)

**TOTAL = 50 marks**