



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**SSA EXAMINATION 2018**

**PROGRAMME:** B Ed  
**MODULE:** Teaching Methodology and Practicum 3A  
**CODE:** MPBIPA2  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Ms R. Lang  
**MODERATOR:** Dr S. Ramsaroop

(This paper consists of 8 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. This question paper consists of 2 questions and 2 case studies.
2. Please answer all questions.
3. Number your answers according to the question paper.
4. Write neatly and legibly.

**Question 1**

**Case study 1 – A Lesson Plan**

Refer to the lesson plan of an English lesson in a Grade 5 classroom prepared by a first year Intermediate Phase student and assist her in improving the quality of the lesson plan. Answer the questions that follow.

**UNIVERSITY OF JOHANNESBURG - FACULTY OF EDUCATION - DEPARTMENT OF CHILDHOOD  
EDUCATION**

**LESSON PLAN TEMPLATE**

<b>Name of school</b>	FundaUjabule	<b>Name of class teacher</b>	Ms. Cable
<b>Title of the lesson</b>	Persuasive and descriptive language through advertisements		
<b>Subject</b>	English Home Language	<b>Content area</b>	Language structure and conventions
<b>Grade</b>	5A	<b>Date</b>	5 March 2018
		<b>Duration of lesson</b>	45 minutes
<b>Student number</b>	201700777	<b>Student initial and surname</b>	K. Marsh

**PART 1: GUIDING QUESTIONS**

<b>WHO</b>	<i>Who are the participants in the lesson?</i>	Students	
<b>WHAT FOR</b>	<i>What are the aims and objectives of the lesson?</i>	<b>Aims</b>	See the importance of advertisements in our everyday life.
		<b>Objectives</b>	By the end of the lesson learners should be able to : <ul style="list-style-type: none"> <li>• Know the difference between persuasive and descriptive language.</li> <li>• Know how persuasive and descriptive language is used in advertisements.</li> <li>• Understand why persuasive and descriptive language is used.</li> <li>• Understand how to use persuasive and descriptive language.</li> </ul>
<b>WHEN</b>	<i>When will the lesson take place? How much can be learned in the time available?</i>	Lesson will take place during the 3rd period. Learners can learn how to read the advertisements and write their own advertisements and show them to the rest of the class.	
<b>WHERE</b>	<i>Where will the learning take place? (facilities, etc.)</i>	It will take place in the classroom.	
<b>WHAT</b>	<i>What is the content of the lesson? Refer to CAPS</i>	Reading and viewing: Language conventions	
<b>HOW</b>	<i>How will the lesson be taught?</i>	<ul style="list-style-type: none"> <li>• Learner to teacher interaction.</li> </ul>	

	<i>[Teaching methods and resources]</i>	<ul style="list-style-type: none"> <li>• Pictures of advertisements.</li> </ul>
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<b>PART 2: PHASES OF THE LESSON</b>		
<b>Phases of the lesson</b>	<b>The role of the teacher (teacher activities)</b> <i>(In this section please state clearly what the teacher is expected to do)</i>	<b>The role of the learner (learner activities)</b> <i>(In this section please state clearly what the learner is expected to do)</i>
<b>Invitation phase (introduction to the lesson)</b>  <i>In this phase learners are invited to reflect on their own experiences in relation to the learning content. Learners' pre- knowledge plays an important role in learning. The purpose of this phase is also to invite learner interest and attention.</i>	<ul style="list-style-type: none"> <li>• Teacher will paste pictures on the board and ask the learners what they see.</li> <li>• I will then explain that we call these advertisements and explain the importance of advertisements.</li> <li>• I will then tell the class that they are going to learn about the use of persuasive and descriptive language in advertisements.</li> </ul>	Learners will answer the questions and pay attention.
<b>Body of the lesson (engaging with the new content)</b>  <i>This is also known as the input and implementation phase, as activities are used to present the new content, perhaps via a presentation, or taught lesson and learners are expected to actively engage with the content. In this section you will also indicate which teaching method/s you will make use of.</i>	<ul style="list-style-type: none"> <li>• In the body of the lesson I will explain to the learners the difference between persuasive and descriptive language.</li> <li>• I will ask learners whether they understand and then move on.</li> <li>• I will show them which words in the advertisements are examples of persuasive language and which words are examples of descriptive language.</li> <li>• I will have many examples of advertisements so that they can understand what I am trying to teach them.</li> <li>• I will ask learners whether they understand and then'</li> <li>• Explain to them the purpose of using descriptive and persuasive language in advertising.</li> </ul>	Learners will listen and pay attention.

<b>Summary and intergration (conclusion of the lesson)</b>  <i>Summary activities involve a summation or reflection on what has been learned. Integration activities can require learners to integrate what they have learned, to address a problem, to apply what they have learned to their own lives.</i>	To summarise or conclude the lesson I will tell the learners to complete the activity in their Platinum textbook. They will also have to go home and find other examples of advertisements.	<ul style="list-style-type: none"> <li>Learners will sit quietly and complete the activity in their classwork books</li> </ul>
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<b>PART 3: Teaching resources/aids</b> <i>Please indicate what teaching aids/resources you will use for this lesson. Also clearly explain why these resources were selected.</i>
<ul style="list-style-type: none"> <li>Pictures of advertisements.</li> <li>Platinum English Home Inaguage textbook.</li> <li>Workbooks</li> </ul>

<b>PART 4: ASSESSMENT</b> <i>Please adhere to the CAPS (Curriculum &amp; Assessment Policy Statements) guidelines when planning assessments and homework activities</i>
<b>FORMATIVE ASSESSMENT</b> <b>(Formative assessment is about assessment <u>for</u> learning. It is assessment that can range from the very informal to the very formal in its design but the key thing is that it gives feedback to learners so that they can move forward in their learning</b> <i>(Provide a clear description of the formative assessment task/s you will expect the learners to complete)</i> <ul style="list-style-type: none"> <li>The formative assessment will be the inclusion of advertisement in the examination.</li> </ul>
<b>SUMMATIVE ASSESSMENT (Summative assessment is the final evaluation/assessment. An example of this is the final examination)</b> <i>(Provide a clear description of the summative assessment opportunity you will expect the learners to complete)</i> <ul style="list-style-type: none"> <li>The summative assessment will be the classwork given to learners where they have to complete the activity and the homework given.</li> </ul>

1.1 In order for Refilwe to develop a well-structured lesson plan she needs to have a good understanding of the written curriculum. **Support** this statement by **explaining** why the written curriculum will help Refilwe to plan appropriately. (4)

1.2 Koketso is unsure about his lesson aim and objectives. **Evaluate** the effectiveness of the aim and objectives and provide reasons for your evaluations. (4)

- 1.3 *In 1986, Lee Shulman introduced the three domains of teacher knowledge. Pedagogical Content Knowledge (PCK) is one of the domains. **Discuss** your understanding of PCK.* (2)
- 1.4 *With reference to the six critical questions to lesson planning adopted by Gravett (2007), **analyse** the effectiveness of Koketso's planning.*
- 1.4.1 Who? (2)
  - 1.4.2 What for? (2)
  - 1.4.3 When? (2)
  - 1.4.4 Where? (2)
  - 1.4.5 What? (2)
  - 1.4.6 How? (2)
- 1.5 **Rewrite** the lesson's aim and objectives in order to align them more closely with the lesson topic. (4)
- 1.6 Reflection enables a good teacher to continuously improve in lesson planning. **Identify six** guiding questions adopted from Korthagen (2001) that are helpful in the reflection process. (6)
- 1.7.1 **Differentiate** between formative and summative assessment (4)
  - 1.7.2 **Evaluate** Koketso's formative and summative assessment based on your differentiation in 1.7.1 above. (4)
- 1.8 **List** the essential characteristics or criteria of a good lesson plan. (10)

*It is critical that Intermediate Phase teachers have a sound understanding of teaching literacy because "8 of 10 (78%) South African children in grade 4 cannot read for meaning" (PIRLS or Progress In International Reading Literacy 2016).*

1.9.1 **Reading strategies** are ways of solving reading concerns that learners may encounter while reading. **Discuss five** reading strategies Refilwe can utilise in preparing lessons. (10)

1.9.2 There are five components to teaching reading identified in the table below. **Complete** the table by **describing** each component. (10)

<b>Name of component</b>	<b>Description</b>
Phonemic Awareness	
Word recognition	
Comprehension	
Vocabulary	
Fluency	

**(Question 1 Total = 70)**

**Question 2 follows on page 7....**

## Question 2

### Case study 2 - Professional Development Assessment

Ms. Smith is a first year intermediate phase teacher. She is teaching at Smart primary school. At this primary school, all teachers are class teachers, meaning they teach all the subjects to their class of learners. It is policy at Smart primary school for the Head of Department of the intermediate phase, Mr. Flack to evaluate first year teachers' teaching practice. The reason for this is to identify whether teachers need professional development in various areas such as classroom and discipline management, time management and effective teaching methods. The purpose of the evaluation is thus for developmental purposes and not only to critiques.

**Mr. Flack observed and evaluated three of Ms. Smith's lessons. These lessons were as follows:**

**Social sciences: social, political and economic structures**

**Natural sciences: Vertebrates and invertebrates**

**Mathematics: Data Handling cycle: Collect, organize, represent and interpret data.**

Ms. Smith received excellent comments from Mr. Flack concerning classroom management and discipline but she needs to work on her teaching methods. Mr. Flack commented that Ms. Smith's teaching approach is very teacher-centred, lessons are dominated by teacher talk/telling and learners passive listeners. Mr. Flack recommended a series of workshops on different teaching methods, which will allow for more learner participation.

- 2.1 *Teacher's should have a repertoire of teaching methods to engage teaching and learning such as whole class discussion, question and answer, De Bono's six thinking hats, the round robin method, practical work and experiments, field work and excursions and research projects.*

**Recommend any five** of the above methods to Ms. Smith in order to enhance learner engagement in her classroom and provide a reason for each recommendation. (10)

- 2.2 Successful student engagement requires a classroom culture that invites mutual inquiry, gives permission to investigate open-ended and suggestive questions (Levy 1996; Van Tassel-Baska 2003).

**Provide** Ms. Smith with **procedures** and **guidelines** in order to improve the effectiveness of her questioning technique. **Refer** to practical examples in the discussion. (10)

- 2.3 Differentiated teaching/ instruction, based on current research into the working brain, avoids the "one-size-fits-all" and supports the importance of multiple intelligence and learning styles within 21<sup>st</sup> century classrooms. With reference to this statement, **write** a ½ **page** discussion of the **implications** of lesson planning and teaching in South African schools. (5)

- 2.4 *Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Carol Ann Tomlinson, 2005).*

Write an **argument for** how Ms. Ball can use multiple intelligence to decrease teacher talk and improve learner participation. (5)

**(Question Total = 30)**

**TOTAL: 100**

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