



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Teaching Studies 1A TEASTA1
<u>SEMESTER</u>	: First
<u>EXAM TYPE</u>	: June 2019

<u>DATE</u>	: 11 June 2019	<u>SESSION</u>	: Afternoon
<u>ASSESSOR(S)</u>	: Mr D van der Merwe		
<u>MODERATOR</u>	: Ms L Ndabezitha		
<u>DURATION</u>	: 2 Hours	<u>MARKS</u>	: 100

NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS on the answer script provided.
2. Hand in the answer script and question paper at the end of the session.

SECTION A: Short questions

QUESTION 1: Multiple Choice

(10)

1. Answer the following questions. On your answer sheet, write only the number and the letter of the correct answer, for example 1.1. A.
- 1.1 Petersen (2014) cites several reasons for the general predominance of women teaching in the foundation phase. Which of the following is not one of the reasons that is cited?
 - A) The position of women in society
 - B) Cultural definitions of masculinity
 - C) Issues of economic development
 - D) Material benefits, e.g. 13th cheque (1)
- 1.2 What, according to Petersen (2014), discourages men from teaching in the foundation phase in the South African context?
 - A) Issues of economic development
 - B) Travel opportunities
 - C) Men's role in society
 - D) Teacher's poor salary (1)
- 1.3 What will inform your personal teaching philosophy?
 - A) Theory and practice
 - B) Educational theory
 - C) CAPS curriculum
 - D) Classroom experiences (1)
- 1.4 Which educational theorist created a model for early childhood education?
 - A) Pestalozzi
 - B) Illich
 - C) Montessori

- D) Piaget (1)
- 1.5 Which educational theorist advocated for the idea of competition in schools?
- A) Spencer
 - B) Locke
 - C) Rousseau
 - D) Dewey (1)
- 1.6 What was Froebel's contribution to education?
- A) Denounced traditional schooling
 - B) Emphasised early childhood education
 - C) Emphasised that people are born as blank slates
 - D) Proposed school's should be eliminated (1)
- 1.7 What was Piaget's contribution to education?
- A) Pragmatics of the connection between school and society
 - B) Naturalistic education
 - C) Sequential development of children's thought
 - D) Promoted the idea that people are corrupted by their environments (1)
- 1.8 What does the 'affective domain' for which we write objectives (Lesson Planning) refer to?
- A) Persistence and cooperation
 - B) Manipulative skills
 - C) Minds-on objectives
 - D) Hands-on objectives (1)
- 1.9 Referring to the 'Levels in Blooms Taxonomy', what does *comprehension* refer to?
- A) Breaking down of facts
 - B) Recall of facts
 - C) Understanding of facts
 - D) Application of facts (1)

1.10 What does the S in **SMART** objectives stand for?

- A) Specific
- B) Special
- C) Social
- D) Subsequent

(1)

QUESTION 2: Match Column A with Column B

(10)

2. Match the term in Column A with the correct definition in Column B. On your answer script, write only the number and the correct answer, for example 2.1. A.

Column A	Column B
2.1 Self-reflection as a life philosophy	A. Transforms practice
2.2 Reflection as instrumental mediation of action	B. The active, persistent, and careful consideration of any belief
2.3 Critical incident reflections	C. Centres on the student-teachers way of being in the world
2.4 Self-reflection as ontological phenomenon	D. Directs practice
2.5 Critical thinking	E. Will make you stop and think about what happened and why it happened
2.6 Reflection as reconstructing experience	F. Includes description, analysing feelings, evaluating, analysing, concluding and planning for new action
2.7 Reflection as deliberating among competing views of teaching	G. Focuses on the actions of student-teachers in their educational worlds with children
2.8 Staged reflective model	H. Informs practice
2.9 Reflective journals	I. Focuses on taking time to review what has happened or what the experience means to you
2.10 Reflective observation	J. A useful way of chronicling your own journey through a course or programme

QUESTION 3: Give one word for the definition

(10)

3. Give one word for the following definitions. In your answer script, write only the number and the correct word.
- 3.1 Falls within the comparisons group of figures of speech and is a comparison of one thing with another.
- 3.2 This type of learning refers to the history of education and its foundations.
- 3.3 Recombining parts of knowledge into a whole.
- 3.4 Intentionally considering situations from multiple perspectives.
- 3.5 The act or process of growing, or progressing.

(5x2=10)

[30]

SECTION B

QUESTION 4: Metaphors for teaching

(10)

4. Metaphors are useful in a discipline like education to help one think through how one understands a concept.
- 4.1 Explain what a metaphor is. (2)
- 4.2 Common metaphors used to describe teaching in the primary school, especially the lower grades are: 'babysitting, childcare, and women's work'.

In a paragraph (half a page) explain the implications of these metaphors for the way in which primary school teaching is viewed. (8)

QUESTION 5: The teacher as a reflective practitioner

(10)

- 5.1 Define the term 'reflection'. (2)
- 5.2 There are 3 types of *reflection*. Name and briefly explain each type. (6)

- 5.3 With the use of examples, explain the difference between *espoused theory* and *theory in use*. (2)

QUESTION 6: Lesson planning in the intermediate phase (10)

- 6.1 How would you explain the difference between *lesson aims* and *lesson objectives* to a fellow first year student? (2)
- 6.2 Achievable objectives are said to comply with the *SMART* acronym. Explain this acronym by writing what each letter stands for. (2)
- 6.3 Analyse the following objectives using the SMART acronym and state if the objectives qualify as achievable objectives. If they do not qualify as achievable objectives in your view, rewrite them so that that they do.

By the end of the lesson, learners should be able to:

- 6.3.1 Articulate their knowledge of the different types of land transport.
- 6.3.2 Know the difference between land and water transport.
- 6.3.3 Understand how trains are used for transporting goods. (6)

QUESTION 7: Domains of teacher knowledge (10)

- 7.1 During the Teaching Studies 1A module you learnt about four different types of curriculums. Name and briefly describe each type. (8)
- 7.2 Write two sentences in which you differentiate between formative and summative assessment. (2)

[40]

SECTION C: Essay question

QUESTION 8: Case study

(30)

Read the following case study and answer the questions that follow:

The principal at Jabulani primary school recently hired Dominic Naidoo to fill a grade six mathematics post. Dominic passed matric mathematics with an 'A' and he does not cost the school much because he is employed by the school governing body. Although Dominic knows the content well, he does not have the pedagogical knowledge in order to teach the content effectively.

- 8.1 Drawing on what you have learned in this course from the literature on pedagogical content knowledge (PCK) write an essay (1½ -2 pages) in which you present an argument for why Dominic is not suitable for this post. (20)

[Guideline: provide an explanation for PCK and then use this explanation as a premise (foundation) for your argument in the essay]

Apart from struggling to teach the content effectively, Dominic also struggles with fulfilling some of the other roles a teacher has.

- 8.2 In two paragraphs (3/4 page) describe at least five teacher roles as specified in the National Qualifications Framework (2011) that Dominic might struggle with. Clearly state each role and explain why Dominic might have difficulty fulfilling these roles. (10)

[30]

GRAND TOTAL: 100