



<b><u>FACULTY</u></b>	<b>: EDUCATION</b>
<b><u>DEPARTMENT</u></b>	<b>: DEPARTMENT OF CHILDHOOD EDUCATION</b>
<b><u>CAMPUS</u></b>	<b>: SWC</b>
<b><u>MODULE</u></b>	<b>: MPENGB3 ENGLISH METHODOLOGY</b>
<b><u>SEMESTER</u></b>	<b>: SECOND</b>
<b><u>EXAM</u></b>	<b>: DECEMBER 2019 – Supplementary Exam</b>

<b><u>DATE</u></b>	<b>: December 2019</b>	<b><u>SESSION</u></b>	<b>:8:30-10:30</b>
<b><u>ASSESSOR(S)</u></b>	<b>: Mrs.C.F. Allison</b>		
<b><u>MODERATOR</u></b>	<b>: Mrs K Fonseca</b>		
<b><u>DURATION</u></b>	<b>: 2 HOURS</b>	<b><u>MARKS</u></b>	<b>: 100</b>

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**NUMBER OF PAGES: 4 PAGES**

**INSTRUCTIONS:**

1. Answer all 5 questions.
2. Number your answers clearly.
3. You will be penalized for incorrectly spelt words and grammatical errors.
4. All essay type questions will be marked using the rubric attached at the end of the exam paper and the mark will be adjusted according to the value assigned to each essay.

## QUESTION 1: CHARACTERISTICS OF EFFECTIVE QUESTIONING

Design a detailed mind map to illustrate the 5 strategies of effective questioning. You need to provide a description for each strategy as well as an indication as to how you can apply each strategy. [15]

## QUESTION 2 - LITERACY IN THE INTERMEDIATE PHASE

[40]

Literacy, specifically reading literacy, forms the foundation of scholastic success at primary, secondary and tertiary level (Pretorius and Machet 2004). Pretorius (2002) confirms that learners who are good readers tend to excel academically.

From the studies of the literacy levels indicated by the recent ANA and PIRLS assessments, reviewed this semester, we are of the opinion, that it is crucial to improve reading literacy in primary schools.

Do you think that the CAPS Curriculum Statement will sufficiently address the acquisition of reading skills across the intermediate phase?

Your response must take the form of a carefully structured 1 ½ page essay. Make reference to reading time allocated for each grade, the range of texts and the readers that are recommended.

## QUESTION 3: DESIGNING ASPECTS OF A LESSON

Use the guidelines that we worked on during lectures to complete the sections listed below for a proposed Grade 4 lesson on the poem below.

### My Shadow – Poem by Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-  
Not at all like proper children, which is always very slow

He sometimes shoots up taller like an India-rubber ball,  
And he sometimes goes so little that there's none of him at all.



He hasn't got a notion of how children ought to play,  
 And can only make a fool of me in every sort of way.  
 He stays so close behind me, he's a coward you can see;  
 I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
 I rose and found the shining dew on every buttercup;  
 But my lazy little shadow, like an arrant sleepy-head,  
 Had stayed at home behind me and was fast asleep in bed.

- a) One **lesson aim** (2)
- b) One SMART **lesson objective** (2)
- c) In two lines indicate how would you establish **prior knowledge**? (4)
- d) Think of an innovative way to **introduce this lesson**. (3-4 sentences only) (4)
- e) Expanded learning opportunities. How can you use the content from the poem to extend your learners? (4)
- f) How would you draw this lesson to a close? Remember that the goal for your **conclusion** is to consolidate learning. (4)

[20]

#### QUESTION 4: BEST PRACTICES

Tabulate 5 of the best practices outlined by Lloyd et al (1997) and provide a short description for each practice.

[10]

#### QUESTION 5: REFLECTIVE TEACHING

5.1 Make use of the work done by Schon (1983) to differentiate between reflection 'in and on action' when planning and executing lessons. (8)

5.2 What do you think is the purpose and benefits associated with the reflective/critical process? (7)

[15]

**TOTAL 100 marks**

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### Argumentative Essay Rubric

Criteria	R (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)	Total
<b>Knowledge</b> • Knowledge of (ideas, concepts, themes)	<input type="checkbox"/> Lack of factual knowledge	<input type="checkbox"/> Limited knowledge of the facts.	<input type="checkbox"/> Some knowledge of the facts.	<input type="checkbox"/> Shows considerable knowledge of the facts	<input type="checkbox"/> Shows thorough and insightful knowledge of the facts	/10
<b>Thinking</b> • Analysis/ ability to use relevant factual evidence as arguments	<input type="checkbox"/> Lacks ability to use relevant factual evidence	<input type="checkbox"/> Limited ability to use relevant factual evidence	<input type="checkbox"/> Some ability to use relevant factual evidence	<input type="checkbox"/> Considerable ability to use relevant factual evidence	<input type="checkbox"/> Excellent ability to use relevant factual evidence	/10
<b>Communication</b> • Use of essay structure <ul style="list-style-type: none"> <li>➤ Introduction               <ul style="list-style-type: none"> <li>• Thesis</li> </ul> </li> <li>➤ Body paragraphs               <ul style="list-style-type: none"> <li>• Transitions</li> </ul> </li> <li>➤ Conclusion</li> </ul> • Expression of ideas	<input type="checkbox"/> Lacks command of the essay structure, including thesis; organization; conclusion  <input type="checkbox"/> Lacks clear expression of ideas	<input type="checkbox"/> Limited command of the essay structure, including thesis; organization; conclusion  <input type="checkbox"/> Limited evidence of clear expression of ideas	<input type="checkbox"/> Some command of the essay structure, including thesis; organization; conclusion  <input type="checkbox"/> Some evidence of clear expression of ideas	<input type="checkbox"/> Considerable command of the essay structure, including clear, thesis; effective organization; logical conclusion  <input type="checkbox"/> Considerable evidence of clear expression of ideas	<input type="checkbox"/> Extensive command of the essay structure, including clear thesis and highly effective organization; strong conclusion  <input type="checkbox"/> Thorough evidence of clear and logical expression of ideas	/5
• Language conventions	<input type="checkbox"/> Lack of accuracy in usage, spelling, and punctuation	<input type="checkbox"/> Applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness	<input type="checkbox"/> Applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness	<input type="checkbox"/> Applies grammar, usage, spelling, and punctuation with considerable accuracy and effectiveness	<input type="checkbox"/> Applies grammar, usage, spelling, and punctuation with a high degree of accuracy and effectiveness	/5
<b>Application</b> • Essay writing process	<input type="checkbox"/> Lack of use of writing process	<input type="checkbox"/> Limited use of the writing process	<input type="checkbox"/> Some use of the steps of the writing process	<input type="checkbox"/> Considerable use of the steps of the writing process	<input type="checkbox"/> Extensive use of the writing process	/5

