



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: EDUCATION STUDIES. (EDS10A3)
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: June 2020

<b><u>ASSESSOR(S)</u></b>	: DR L MUNONGI		
<b><u>MODERATOR</u></b>	: DR VM DWARIKA (UJ)		
<b><u>DURATION</u></b>	: 72 HOURS / SUBMISSION	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer **ALL THE QUESTIONS**.
  2. Please read through all the questions before answering.
  3. Number your answers clearly.
  4. Type and present your work neatly using **Ariel font size 12**.
  5. Submit your exam via the link on Blackboard as instructed.
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**QUESTION 1**

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

*Miss Tanya teaches Grade 3 in a rural school. Her class is very diverse in terms of learners' backgrounds, learning abilities and learning disabilities. She has briefly learnt about new theories of language development namely the Brain Based Theory and the Behavioural and Social Learning Theories and she wants to apply what they say in teaching her class. She is also concerned about how she can accommodate all her learners given the diversity of her class.*

Your task is to help Miss Tanya to plan for a full lesson which applies the concepts of these theories for her Grade 3 class by answering the questions below. You will be assessed on your ability to analyse the important issues in the case study, applying what you have learnt in your coursework to respond to the requirements of the questions in an integrated discussion and providing appropriate examples from any lesson/topic of your choice to illustrate your response.

In your response, you need to refer to relevant literature to support what you are saying. Make sure that you reference correctly using the APA referencing style. Write your response in the form of a discussion essay with sub headings.

**Check the rubric for guidelines and mark allocation for different sections.**

**Please submit your exam together with the signed plagiarism form on the Blackboard link. Make sure your document is converted to PDF.**

1.1 Using what you have learnt about the Brain Based Theory and the Behavioural and Social Learning Theories, use the guidelines below, to discuss with and advise Miss Tanya on how she can plan a brain friendly lesson drawing ideas from these theories. For every suggestion that you give you need to justify and explain to Miss Tanya the reasons why she should plan or present her lesson in that way.

1.1.1 Discuss with Miss Tanya what these theories entail.

1.1.2 Describe and discuss with Miss Tanya how and why she should

incorporate or do the following in her lesson:

- 1.1.2.1 Setting goals.
- 1.1.2.2 Promote linked learning.
- 1.1.2.3 Three ways that she can cognitively challenge the children's brains.
- 1.1.2.4 Keeping the children's brains active and making links to what is being learnt.
- 1.1.2.5 Appealing to three different learning styles the learners may present.
- 1.1.2.6 One way she can make sure the lesson is fun.
- 1.1.2.7 One way she can use to keep learners on task.
- 1.1.2.8 Two things that she can improvise for learning and teaching materials.
- 1.1.2.9 One way she can apply each of the two types of reinforcement.
- 1.1.3 Critically discuss with Miss Tanya how any two of her learners' differences can impact either positively or negatively on the teaching and learning process.
- 1.1.4 Explain how Miss Tanya can accommodate the two differences that you have mentioned in 1.1.3 above in her teaching so that no learners are left out or disadvantaged.

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**TOTAL: 100**

Complete and sign the plagiarism document.

**Plagiarism declaration:**

I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies. I did not make use of another students work for submission as my own. I did not allow another student to copy my work with the intention of presenting it as their own. I ALSO DID NOT DISCUSS THIS EXAMINATION ASSIGNMENT WITH ANY OTHER STUDENT. I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Signature [Type your name]:

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Date:

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**RUBRIC FOR ASSESSMENT**

<b>CATEGORY</b>	<b>Inadequate</b>	<b>Partial</b>	<b>Satisfactory</b>	<b>Meritorious</b>
Your ability to discuss the theories. <b>[20]</b>	None or a few aspects of the theories are included. In most cases it is just narration and no discussion of the theories.  (0-5)	One of the theories or both theories are partially discussed with some details excluded. Mostly it is just narration and no discussion.  (6-10)	Both theories are discussed with most of the important aspects included.  (11-15)	The theories are clearly discussed in detail.  (16-20)
Your ability to discuss and illustrate how to plan the lesson and incorporate various aspects <b>[30]</b>	None or two aspects are explained accurately.  (0-8)	Three to five aspects are explained accurately.  (9-17)	Six to eight aspects are discussed explained accurately.  (18-24)	Nine to ten aspects are explained and discussed accurately.  (25-30)
Your ability to critically discuss any two of the learners' differences and how they can impact either positively or negatively on the teaching and learning process. <b>[20]</b>	None or one learner difference has been discussed and both positive and negative impact has not been clearly illustrated.  (0-5)	Two learner differences have been partially discussed and both positive and negative impact has been partially illustrated.  (6-10)	Two learner differences have been critically discussed and both positive and negative impact has been illustrated with a few satisfactory rigour.  (11-15)	Two learner differences have been critically discussed and both positive and negative impact has been clearly illustrated.  (16-20)
Your ability to explain how to accommodate different learners' differences in the teaching process.	No or very little attempt to explain how to accommodate different learners' differences in the teaching process has been done with limited or no	An attempt to explain how to accommodate different learners' differences in the teaching process has been demonstrated with	Ability to explain how to accommodate different learners' differences in the teaching process has been demonstrated with some	Excellent ability to explain how to accommodate different learners' differences in the teaching process has been demonstrated with

<b>[10]</b>	examples and justification.  (0-2)	limited examples and justification.  (3-4)	examples and justification to a large extent.  (5-7)	clear examples and justification.  (8-10)
Ability to reference correctly both in text and in the reference list <b>[10]</b>	None or one sources are accurately referenced in text and in the reference list.  (0-2)	Two or more sources are accurately referenced, but many are not in the desired format.  (3-4)	All sources are accurately referenced, but one or two are not in the desired format.  (5-7)	All sources are accurately referenced in the desired format.  (8-10)
Language and technicalities <b>[10]</b>	Many grammatical, spelling, or punctuation errors. Work has not been thoroughly revised. Presentation is not neat and there are no paragraphs. Sub-headings are not relevant. Correct font size and type has not been used throughout (0-2)	A few grammatical spelling, or punctuation errors. Work has some evidence of revision but with some errors. Presentation is in paragraphs but with some lapses Correct font size and type has been used. (3-4)	Almost no grammatical, spelling or punctuation errors. Work has evidence of revision. Presentation is in neat and in reasonable paragraphs with relevant sub-headings. Correct font size and type has been used throughout (5-7)	No grammatical, spelling or punctuation errors. Work has evidence of thorough revision. Presentation is in neat and distinct paragraphs with relevant sub-headings. Correct font size and type has been used throughout (8-10)
<b>Total mark</b>				<b>100</b>

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