



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

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

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

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

Spelling is an integral part of literacy. As a prospective classroom practitioner you have already learned about the seven strategies of teaching spelling. You also have an understanding of the various learning difficulties that children can present in the classroom which can interfere with their ability to learn. Given all that you have learned, you are required to complete the task below.

You need to read widely on spellings and learning difficulties to make it easier for you to complete this task with understanding. **Refer to the rubric for guidelines and mark allocation and to guide you in the amount of information you can include in each section.**

You are required to write your response in essay format where you address each of the aspects below for each strategy by incorporating them in distinct paragraphs that are coherent and logical.

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

1.1 Design a teaching plan that covers any 5 spelling strategies of your choice focusing on How you can teach spellings to Grade 3 learners in your class. **For each of the strategies you choose, you need to cover the following:**

- 1.1.1 State and explain what each strategy is all about.
- 1.1.2 Select and incorporate any two suitable learning materials/teaching aids that will assist the learners to improve their spelling skills and explain how you will use them.
- 1.1.3 Choose one teaching strategy and explain how you would use it and show how you will accommodate one particular learner in your class with a particular learning disability that may not be catered for by the teaching strategy of your choice. You need to mention the learning disability and then explain how you will

cater for it given that your teaching strategy may not be suitable for that particular learner. You may not use the same learning disability for more than one strategy. This means you need five different learning disabilities, one for each strategy.

- 1.1.4 Provide examples of two words that you can use for a spelling test at the end of the teaching programme. Your spellings should be in line with the particular strategy you use.
- 1.1.5 Discuss in not more than half a page any five challenges that you may come across in implementing this plan and suggest how you can deal with these challenges.
- 1.1.6 Write a reflection of 200 to 250 words on your own learning whilst designing this teaching plan. What were the challenges you came across? How would you do the task better if you were to do it again?
- 1.1.7 Include at least 5 references in proper APA referencing style. Here you will be assessed on both in text referencing and the final reference list.
- 1.1.8 Language and technicalities: make sure that you revise your work before submitting. Present your work neatly and clearly.

Use Ariel and font size 12.

You can use the different strategies as sub-headings for your sections. Your final plan should be between **2 1/2 to 3 pages** long excluding question 1.1.5 and 1.1.6. Address 1.1.1 to 1.1.4 for each strategy before doing the same for the next strategy.

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]:

Date:

RUBRIC FOR ASSESSMENT

CATEGORY	Inadequate	Partial	Satisfactory	Meritorious
Your ability to state and explain the strategies. [10]	None or one strategy used are explained accurately. (0-2)	Two strategies used are explained accurately. (3-4)	Three or four strategies used are explained accurately. (5-8)	All strategies used are explained accurately. (9-10)
Your ability to select or include or incorporate suitable learning materials/teaching aids to improve their spelling skills. [20]	Learning materials/teaching aids are mostly not related to topic and have not been properly incorporated into the teaching plan. They include no or little supporting details and/or examples. (0-4)	Learning materials/teaching aids are partially related to topic and have not been clearly incorporated into the teaching plan. They include few supporting details and/or examples. (5-8)	Learning materials/teaching aids are related to topic and have been adequately incorporated into the teaching plan. They include adequate supporting details and/or examples. 9-16)	Learning materials/teaching aids are clearly related to topic and have been excellently incorporated into the teaching plan. They include several supporting details and/or examples. (17-20)
Your ability to explain the teaching strategies that you would use and accommodating learning disabilities. [20]	None or one teaching strategy is accurately explained. None or one way of accommodating a disability is explained. (0-4)	Two or three teaching strategies are explained. Four or five ways of accommodating a disability are explained. (5-8)	Three or four teaching strategies are explained. Four or five ways of accommodating a disability are explained. (9-16)	All five teaching strategies are accurately explained. Five ways of accommodating a disability are clearly explained. (17-20)
Ability to design assessment activity. [10]	None or two spellings for assessment were appropriate and linked to a particular strategy to be used. (0-2)	Three to four appropriate spellings for assessment were selected and were linked to a particular strategy to be used. (3-4)	Five to nine spellings for assessment were appropriate and linked to a particular strategy to be used. (5-9)	All spellings were appropriate for assessment and clearly linked to a particular strategy to be used. (10)

Discussion of challenges anticipated in implementing the plan and possible solutions. [10]	None or very little has been written. It includes none or one challenge that is anticipated and none or one relevant suggestion on how to deal with the challenge. (0-2)	Partly answered. It includes two challenges that are anticipated and two relevant suggestions on how to deal with them. (3-4)	Mostly answered. It includes three to four challenges that are anticipated and relevant suggestions on how to deal with them. (5-7)	The entire discussion is critical and related to the assigned topic. It includes five challenges that are anticipated and relevant suggestions on how to deal with them. (8-10)
Your ability to critically reflect on the topic [10]	None or very little of the reflection is critical and related to the assigned topic. It addresses none or one of the aspects included in the guideline. (0-2)	Part of the reflection is critical and related to the assigned topic. It addresses two of the aspects included in the guideline. (3-4)	Most of the reflection is critical and related to the assigned topic. It addresses most of the aspects included in the guideline. (5-7)	The entire reflection is critical and related to the assigned topic. It addresses all of the aspects included in the guideline. (8-10)
Ability to reference correctly both in text and in the reference list [10]	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 [10]	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)
Total mark				100

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