



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Curriculum studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Methodology and practicum: FET Geography 3A (MOFPGA3)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: Supplementary Exam July 2020

<u>ASSESSOR(S)</u>	: Ms N.D Nkosi		
<u>MODERATOR</u>	: Ms N Bhagwan		
<u>DURATION</u>	: TAKEHOME EXAM	<u>MARKS</u>	: 50

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer **ALL THE QUESTIONS**.
 2. Number your answers clearly.
 3. Answer according to the mark allocation
 4. **Additional resources** (rubric and article/s) for question 3 are attached
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QUESTION 1

- 1.1. Why is CAPs for geography important in lesson planing? (3)
- 1.2. What implications can the lack of the teacher's understanding of CAPs for geography have on the teaching and learning process? (4)
- 1.3 "The purpose of the assessment tasks is to assess the learner's ability to apply in an integrated way, knowledge, skills and a range of competencies" (DoE, CAPs for Geography Grade 10-12, 2011)
- 1.3.1 How would you integrate technology and map skills when teaching plate tectonics in grade 10? (4)
- 1.3.2 Discuss the implications for learning that can emanate from the lack of integration in geography, considering that geography is an interdisciplinary subject. (4)
- [15]

QUESTION 2

2.1 Study the cartoon and answer the following questions:



- 2.1. What misconception does the learner have? (2)
- 2.2. Discuss how you would address this misconception in your grade 10 Map Work lesson?
- 2.3. Outline how you would prepare a mapwork lesson using the Understanding by Design (UbD) framework (5)
- (8)

QUESTION 3

3.1 Critically discuss how you would use the Understanding by Design (UbD) framework to teach the 'impact of volcanoes on people and the environment' in your Grade 10 Geography classroom.

- Use 2 or more academic sources (Journal articles, books etc.).
- Words: 500-800
- Line spacing: 1.5
- Font: Calibri Light or Ariel 12

(20)

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Rubric

	Excellent	Good	Average	Poor
Introduction (1-2 paragraphs)	The explanation of the UbD and its value in planning teaching and learning activities is exceptional. The student provides critical insights of the implementation of UbD in a geography classroom.	The explanation of the UbD and its value in planning teaching and learning activities is good. The student provides critical insights of the implementation of UbD in a geography classroom.	The explanation of the UbD and its value in planning teaching and learning activities is vague. The work lacks critical insights regarding implementation of the UbD framework	There is no explanation of the UbD framework. The importance of this framework is not discussed/explained. The work lacks critical insights regarding implementation of the UbD framework
Student learning:	The plan requires students to interpret, evaluate, theorize and or synthesize information. Targeted enduring objectives are clearly defined. Well-articulated and supported by essential questions. All enduring objectives clearly align with the standards outlined by CAPs, learning plan and the assessment. The plan has well-defined accommodations to support a diversity of learners.	The plan requires students to interpret, evaluate, theorize and or synthesize information. Targeted enduring objectives are clearly defined. Well-articulated and supported by essential questions. All enduring objectives clearly align with the standards outlined by CAPs, learning plan and the assessment. The plan has good accommodations to support a diversity of learners.	The plan requires students to analyze and apply information, solve problems, and or make conclusions. Targeted enduring objectives are defined and moderately supported by the essential questions. Some enduring objectives align with the CAPs standards and learning plan. Plan offers minimal accommodations to support a diversity of learners	Plan requires students to define, identify, describe and summarise. Very little higher order thinking is required to complete the learning objectives. Targeted learning objectives are vague and not clearly supported by essential questions. Relationship between enduring objectives and CAPs standards is unclear. Essential questions are vague. Plan does not accommodate a diversity of learners.
Implementation:	The plan is a well-developed guideline for implementation. The plan can be easily modified and implemented in a variety of geography classrooms.	The plan is a well-developed guideline for implementation. The plan is fixed and inflexible so it will be hard to be implemented in different grade 10 geography classrooms.	Plan is an adequate guide for implementation, but some areas are unclear. Plan might be applicable to other geography classrooms.	Plan lacks clarity and is not an effective guide for implementation. Plan is limited to one classroom implementation.

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student assessment and evaluation:	Instrument/s for authentic assessment of all targeted objectives are included. A clear relationship is evident between learning objective and assessment of student learning. Assessment tools are diverse and include performance as well as self-assessments.	Instrument for authentic assessment of all targeted objectives are included. A clear relationship is evident between learning objective and assessment of student learning. Assessment tools are not diverse hence they only serve one learning style.	Instrument/s for assessment of most targeted objectives are included. Some relationship is evident between learning objectives and assessment. Assessment tools contain some topic-specific criteria but may be unclear to students and are structured as a checklist without establishing a clear continuum of expectations that would be found in a rubric	instrument/s for assessment of targeted objective are not included or the assessment does not match the targeted objectives. Relationship between objectives and assessment tools is unclear. Assessment tools contain only general criteria
Integration of technology:	Proposed technology use is engaging, age appropriate, beneficial to student learning and supportive to higher order thinking skills. Technology is integral to the success of the plan. A clear relationship the use of technology and student learning is exhibited by the student samples.	Proposed technology use is engaging, age appropriate, beneficial to student learning and supportive to higher order thinking skills. Technology is integral to the success of the plan. The relationship between technology and student learning is vague	Proposed technology use is engaging, age appropriate but it is unclear as how it enhances student learning. Technology is important but not an integral to the plan. A limited relationship between the use of technology and student learning is exhibited by the student's samples	Proposed technology is not age appropriate nor engaging and does not enhance student learning. Importance of technology to the unit plan is unclear. No relationship between the use of technology and student learning is exhibited by the student's samples.
Style	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Writing is clear and sentences have varied structure, Diction is consistent.	Writing is clear, but could use a little more sentence variety to make the writing more interesting.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences
Grammar	The discussion is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	The discussion has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	The discussion has spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.