



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Childhood Education
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: Teaching Studies 1A TEASTA1
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM TYPE</u></b>	: June 2020 ( <b>TAKE-HOME EXAM</b> )

<b><u>DUE DATE</u></b>	: 22 June 2020	<b><u>SESSION</u></b>	: NA
<b><u>ASSESSOR(S)</u></b>	: MR D VAN DER MERWE		
<b><u>MODERATOR</u></b>	: MS L NDABEZITHA		
<b><u>DURATION</u></b>	: NA	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Use Arial font, 12 font size and 1½ line spacing to type your take home exam.
3. Your Take-home exam needs to be submitted on Blackboard on the given due date

**SECTION A: Short questions**

**QUESTION 1: Metaphors for teaching**

**(20)**

1. Metaphors are useful in a discipline like education to help one think through how one understands a concept.
- 1.1 Explain what a metaphor is. (2)
- 1.2 Write down a metaphor that captures your current idea of what a teacher is. (2)
- 1.3 Describe the metaphor shortly and provide a good reason why you have chosen this particular metaphor. (4)
- 1.4 Common metaphors used to describe teaching in the primary school, especially the lower grades are: 'babysitting, childcare, and women's work'.  
  
Explain the implications of these metaphors for the way in which primary school teaching is viewed. (12)

**QUESTION 2: Lesson planning**

**(20)**

- 2.1 Formulate your own aim and three objectives for the theme of '*Dietary habits of children*' for a Grade 4 lesson plan. (4)
- 2.2 Describe how you would introduce the topic of 'Dietary habits of children' to a group of Grade 4 learners following a constructivist approach. (5)
- 2.3 Describe three activities that you could utilise during a lesson on 'Dietary habits of children' (6)
- 2.4 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 they do.

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

- 2.4.1 Articulate their knowledge of the different types of land transport.
- 2.4.2 Know the difference between land and water transport.
- 2.4.3 Understand how trains are used for transporting goods. (5)

### **SECTION B: Essay questions**

#### **QUESTION 3: Case study** (30)

Read the following case study and answer the question that follows:

*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.*

- 3.1 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. (30)

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

Rubric for Question 3.1			
<b>Using knowledge of (PCK) to argue point of view. (20)</b>	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of PCK to strengthen his/her argument.	The student presents a somewhat clear argument for why/why not this candidate is suitable for the post. However, the student vaguely draws on what they have learnt about pedagogical content knowledge (PCK).	The student presents a clear argument for why/ why not this candidate is/ is not suitable for the post. A point of view is taken and the student refers to various aspects of pedagogical content knowledge (PCK) to strengthen his/her argument.
	0 - 9	10 - 15	16 - 20
<b>Level and coherence of overall argumentation and language use (10)</b>	Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 4	5 - 7	8 - 10
<b>Total marks allocated</b>			

#### **QUESTION 4: Case study**

**(30)**

4.1 Read the case study titled: "Not in my school!". Put yourself in the shoes of John, the teacher in this case. Plan and type out a short essay of approximately 800-1200 words in which you argue your case/point for teaching *And Tango Makes Three* to your class.

#### **Criteria**

- Create a mind map showing the various points of your argument. Put this on an A4 page.
- You have to take a stand which is clearly expressed in the introduction to your essay. In other words you have to look at the problems that others said they had with the book being taught to the Grade 3 class and you have to respond to each of the points raised with arguments of your own.

- You can draw on the case and other literature to help you argue your case/ point of view. Remember to include a list of references.
- Write clear paragraphs, each with one idea.
- Write a short conclusion
- Include a list of references – use the library website or another reference book to assist you with the proper style of referencing.

(30)

Rubric for question 4.1			
Criteria	Not Achieved/ Partially achieved	Achieved	Exceeded
<b>Mind map (5)</b>	Mind map not included.	Mind map skimpy/ vague.	Well defined mind map.
	<b>0 - 1</b>	<b>2 - 3</b>	<b>4 - 5</b>
<b>Addressing the points raised in the case (10)</b>	Student does not make reference to the important elements raised in the case. A point of view is not taken and argument is weak/ simplistic	Student makes adequate reference to the important elements raised in the case. Point of view is taken and argument is somewhat clear. However some greater depth of discussion could enhance the argument	Student makes clear reference to the important elements raised in the case. Point of view is taken and argument is clear and contains a number of excellent components/elements for argumentation
	<b>0 - 4</b>	<b>5 - 7</b>	<b>8 - 10</b>
<b>Level and coherence of overall argumentation and language use (10)</b>	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation. Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	Vague statements, means of expression acceptable/ clear with respect to argumentation. The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation. The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	<b>0 - 4</b>	<b>5 - 7</b>	<b>8 - 10</b>
<b>Technical aspects and editing (5)</b>	Little/ no attention paid to academic conventions and document does not appear to have been edited for language or	Some attention paid to academic conventions and document appears to have been edited for language or technical aspects although some	Clear attention paid to academic conventions and document is edited

	technical aspects. (Instructions for assignment layout and word count not carried out)	errors persist. (Instructions for assignment layout and word count carried out satisfactorily).	for language and technical aspects.  (Instructions for assignment layout and word count carried out accurately)
	<b>0 - 1</b>	<b>2 - 3</b>	<b>4 - 5</b>

**GRAND TOTAL: 100**