



<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>	: July 2020 ( <b>SUPPLEMENTARY TAKE-HOME EXAM</b> )

<b><u>DUE DATE</u></b>	: July 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 Supplementary Take-home exam needs to be submitted on Blackboard on the given due date

**SECTION A: Short questions**

**QUESTION 1: Metaphors for teaching**

**(10)**

1. Common metaphors used to describe teaching in the primary school, especially the lower grades are: 'babysitting, childcare, and women's work'.
- 1.1 Explain the implications of these metaphors for the way in which primary school teaching is viewed. (10)

**QUESTION 2: Pioneers in education**

**(10)**

2. In the article entitled: "Crisis and Challenge" by Hartshorne, K. (1992), the author describes the structural changes and the impact these changes had on the secondary school system (South Africa).
- 2.1 In a short paragraph (1/2 page) describe what the impact of the structural changes on the secondary school system were. How do you see that contributing to the situation of many township and rural schools for learners today? (7)
- 2.2 During the period, "the collapse of black secondary schools" (Hartshorne, 1992), one of the teaching methods teachers resorted to was the 'chalk-and-talk' method. This method is no longer regarded as the best way to facilitate active learning. Drawing on what you have learned from a study of the pioneers in education, which teaching method/s do you think are needed to teach intermediate phase children in the 21st century? Write three sentences. (3)

### **QUESTION 3: Lesson planning**

**(20)**

- 3.1 Formulate your own aim and three objectives for the theme of ‘*Children’s rights and Responsibilities*’ for a Grade 4 lesson plan. (4)
- 3.2 Describe how you would introduce the topic of ‘Children’s rights and responsibilities’ to a group of Grade 4 learners following a constructivist approach. (5)
- 3.3 Describe three activities that you could utilise during a lesson on ‘Children’s rights and responsibilities’ (6)
- 3.4 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 that they do.

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

- 3.4.1 Discuss two ways in which they can be responsible at home.
- 3.4.2 Know the difference between rights and responsibilities.
- 3.4.3 Understand how rights impact them. (5)

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

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

**(30)**

Read the case study ‘I’m not a bad person’ and write a response to the following questions:

- 4.1 Did Suzanne and Mrs Mathosa address Anton’s case in the appropriate manner? Substantiate your answer.
- 4.2 During the class conversation with the principal, one girl mentioned that Anton had a nickname for her, ‘Sweet Cheeks’, and that she received special treatment from him in the classroom. Was this a case of a teacher putting effort into knowing his learners as individuals, or did he cross the line of professional behaviour?

- 4.3 Did Anton's pedagogy contribute to the learners' disruptive behaviour in class? Substantiate.
- 4.4 Are there conditions in a school that prevent teachers from asking for help? What do you suggest could be done in schools to ensure that teachers obtain the appropriate assistance before they have a personal or professional breakdown?
- 4.5 Which behaviours do you believe Anton would need to change in order to reap the 'intrinsic rewards' of the teaching profession, which his mother spoke of?

(30)

<b>QUESTION 4: Case study rubric</b>				
<b>24 - 30</b>	<b>20 - 23</b>	<b>18 - 20</b>	<b>15 - 18</b>	<b>0 - 14</b>
Excellent understanding of the case study. Coherently written. Proper quotations and references used.	Good understanding of the case study. Proper quotations and references used.	Moderate Understanding of the case study. Writing incoherent in some places (I have to read twice). Improper use of quotes and referencing.	Some Understanding of the case study, does not draw adequately from the case study.	Very little understanding of the case study. Incoherent writing.

## **QUESTION 5: Case study**

**(30)**

5.1 Read the following case study and answer the questions that follow:

Jabulani High is a township school that offers classes in isiZulu and English. There is a lot of alcohol and drug abuse in the community and over weekends, there are often reports of domestic and gang violence in the area. Many of the learners come from single parent families and parents are generally not involved in their children's schooling.

The school building is in a general state of disrepair. Classrooms are overcrowded and have few visual and audio aids. In some classroom 3-4 learners share a desk. Learners at Jabulani High have limited access to resources such as books and computer and internet facilities.

The principal is increasingly concerned about learners' progress; many are failing all of their subjects. The learners' reading levels are low and most of them seem disengaged from the content. The principal is also concerned because many of the teachers are unmotivated and some are unqualified teachers; as a result they struggle with getting the content across to the learners. Most teachers in the school complain about learners' behavioral problems and state that learners are uncooperative, rebellious and their homework is often incomplete. The principal is also concerned about the influence that the physical and social conditions of the school and community has on learners.

Write a short essay (1 ½ - 2 pages) in which you discuss how a learner's a) home circumstances, b) school context and, c) community and/or social context influences his/her learning. In your discussion draw on excerpts or examples from the case to provide evidence for the points you argue. Make sure that you address elements a, b and c in your essay. **(30)**

<b>Rubric for Question 5.1</b>			
<b>Addressing the points raised in the case (20)</b>	Student does not make reference to the important elements raised in the case or only focuses on 1 of the elements raised in the case. The students' use of excerpts or examples from the case is limited and therefore the discussion is weak/simplistic.	Student makes adequate reference to elements a, b and c raised in the case/ or the student only makes reference to 2 of the elements raised in the case. The argument is somewhat clear and only contains a few excerpts or examples to strengthen the discussion.	Student makes clear reference to elements a, b and c raised in the case. The argument is clear and contains a number of excellent excerpts or examples from the case to provide evidence for the points argued.
	0 - 9	10 - 15	16 - 20
<b>Level and coherence of overall argumentation and language use (5)</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 - 1	2 - 3	4 - 5
<b>Language and spelling (5)</b>	The essay does not appear to have been edited for language. The essay contains several spelling errors.	The essay appears to have been edited for language. The essay contains some spelling errors.	There is evidence of the essay being edited for language. The essay contains few spelling errors.
	0 - 1	2 - 3	4 - 5
<b>Total marks allocated</b>			

**GRAND TOTAL: 100**