



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Curriculum
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Methodology & Practicum: FET Geography 3B (MOFPGB3)
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: October/November 2020

<u>ASSESSOR(S)</u>	: Ms. ND Nkosi		
<u>MODERATOR</u>	: Ms. Bhagwan (University of Johannesburg)		
<u>DURATION</u>	: 2 days	<u>MARKS</u>	: 50

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THREE QUESTIONS.
 2. Number your answers clearly.
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QUESTION 1

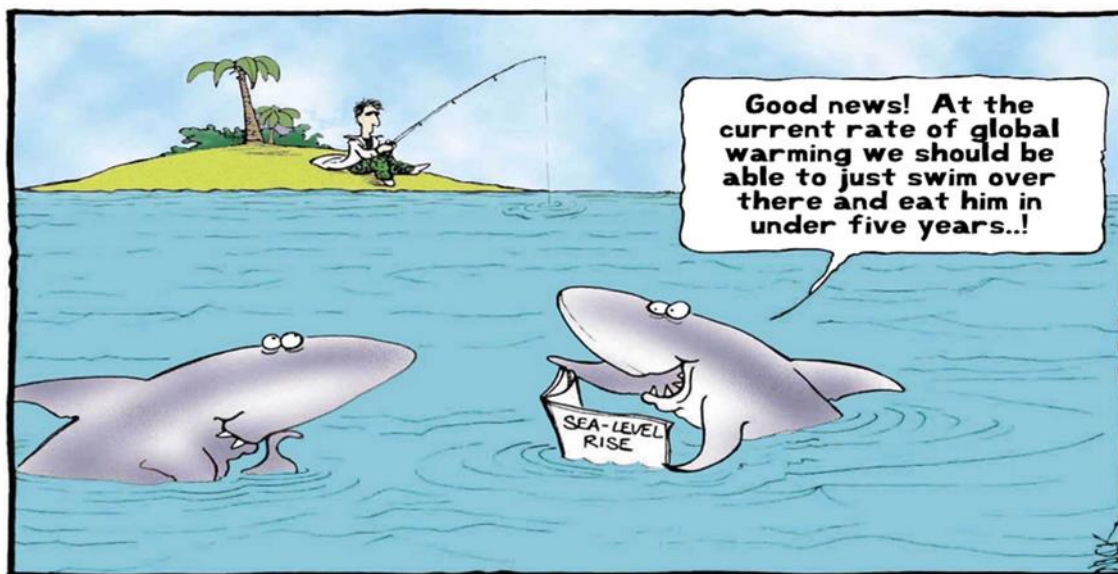
Read the case study below and answer the following questions:

Case study:

Ms. Allan is a grade 10 teacher at Zenani High, with 2 years teaching experience. Her classroom consists of 38 learners from diverse backgrounds with different learning needs and experiences. About 30% of Ms. Allan's learners come from the nearest town while the rest of the learners come from rural areas and townships. Ms. Allan uses tasks such individual presentations, homework and tasks that require learners to work independently. One of the reasons why she prefers her learners to work independently is because she believes that they will be able to think independently, make their own decisions, improve their performance, and become aware of their academic weaknesses and strengths. However, Ms. Allan realized that 60% of her learners are performing poorly in such tasks. She is concerned because this approach worked for her at her previous school located elsewhere.

- 1.1. Give one reason that is causing 60% of learners to perform poorly in these tasks. (1)
- 1.2. How would you advise Ms. Allan to differentiate the curriculum to accommodate the 60% of learners that are failing? Explain your answer (4)

[5]

QUESTION 2

- 2.1. Which global issue is portrayed by this cartoon? (1)
- 2.2. Identify the satire that the cartoon is trying to display. (2)
- 2.3. Mention one geographical topic and another from a different subject that you would integrate when teaching the topic portrayed in the cartoon. (2)
- 2.4. Justify your integration of the above two topics (mentioned in 2.3) when teaching this topic. (4)
- 2.5. Design three questions that may be used in a classroom discussion to teach the content depicted in the cartoon. Remember that these questions must promote engagement amongst learners and with the teacher. (6)

[15]

QUESTION 3

Read the passage below and answer the following questions:

Ms. Smith is planning a 2-day fieldtrip for her grade 11 learners. However, she does not know what goes into planning for a geography fieldtrip.

3.1 Explain to Ms. Smith how a fieldtrip is different from practical activities in geography.

(5)

3.2. As a geography teacher who is well-acquainted with geography fieldtrips, prepare a fieldtrip plan for Ms. Smith with all the necessary information, documents, and schedules. **(25)**

Rubric:

Fieldtrip	Excellent 5	Good 4	Fair 3	Poor 0-2
Activities before fieldtrip (5)	The student explained the geographical content covered by learners before the fieldtrip. Tasks provided to learners before the activity are outlined. The consent form to parents and the 2-day itinerary are designed. The purpose of the fieldtrip is clearly explained.	The student explained the geographical content covered by learners before the fieldtrip. Tasks provided to learners before the activity are outlined. The consent form to parents and the 2-day itinerary are designed. The purpose of the fieldtrip is explained but is not clear.	The student explained the geographical content covered by learners before the fieldtrip. Tasks provided to learners before the activity are not outlined. Although the purpose of the fieldtrip is not clear, the consent form to parents and the 2-day itinerary are designed.	The student did not explain the geography topic that was covered before the fieldtrip. Tasks are not outlined nor mentioned. The purpose of the fieldtrip is not explained. The consent forms consist of irrelevant information. The itinerary was not designed
Activities during (5)	The student has outlined all the learner's activities that will take place during the fieldtrip. This itinerary consists of all the key information: timeframe, learner's activities, and the role of the teacher in these activities. The itinerary	The student has outlined all the learner's activities that will take place during the 2-day fieldtrip. This itinerary consists of all the key information: timeframe, learner's activities, and the role of the teacher in these activities. However,	The student has outlined few learning activities that will take place during the 2-day fieldtrip. This itinerary consists of all the key information: timeframe, learner's activities, and the role of the teacher in	The student has outlined only one or two activities for the 2-day fieldtrip. These learning activities are not aligned with the purpose of the fieldtrip nor the geographical landform, process,

	also indicate timeframe for meals, and breaks.	there are other important activities that are not included.	these activities. However, the learning activities are not aligned with the purpose of the fieldtrip nor the geographical landform, process, phenomena etc. that they observed and other activities are omitted.	phenomena etc. that they observed and other activities are omitted.
Activities After (5)	The student thoroughly explained the activities that will be done by learners after this fieldtrip. The purpose of the activity is clear, and the role of the teacher is explained.	The student explained the activities that will be done by learners after this fieldtrip. The purpose of the activity is clear, and the role of the teacher is explained.	The student explained the activities that will be done by learners after this fieldtrip. However, the purpose of the activity is not clear, but the role of the teacher is explained.	Student did not outline any activity/activities for the learners.
Creativity (5)	The student work exceptionally unique, detailed, and interesting fieldtrip design. Explores several learning activities and take many creative risks	The student work unique, detailed and interesting fieldtrip design. Explores several learning activities and take many creative risks	The student work occasionally unique, detailed and interesting fieldtrip design. Explores several learning activities and take many creative risks	The student's work is not unique, detailed or interesting fieldtrip design. Shows no originality and the activities are passive and boring.
Grammar (5)	There is no spelling, punctuation, or grammatical errors.	There are few spelling, punctuation, or grammatical errors.	There are a number of spelling, punctuation, or grammatical errors.	There are so many spelling, punctuation, or grammatical errors.

[30]

TOTAL: 50