



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Education and Curriculum Studies
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: GEOGRAPHY PGCE: METHODOLOGY & PRACTICUM MPFGEY1
<b><u>SEMESTER</u></b>	: Year
<b><u>EXAM</u></b>	: Main Exam November 2020

<b><u>ASSESSOR(S)</u></b>	: NADYA BHAGWAN		
<b><u>MODERATOR</u></b>	: GAVIN HEATH (UKZN)		
<b><u>DURATION</u></b>	: TAKE HOME EXAM	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 5

INSTRUCTIONS:

1. This is a **take-home exam**. The exam will be made available three days prior to submission, which will be on the scheduled exam date. This means that you will have three days in which to complete and submit your exam. You may download from Blackboard, complete offline and then submit on Blackboard.
  2. Answer **BOTH Questions**
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## QUESTION 1

**1.1. Develop a 40-minute geography Grade 12 lesson plan on the integration of climatology in Mapwork**

You may choose to do this in a table format or not. Make sure to include all the elements of a good lesson plan. Be creative with your lesson plan. Make sure to cover the PCK as well as a justification of why you have chosen the teaching and learning strategy, or strategies, methods and resources. **[40]**

**1.2. Both teaching and assessment are important parts of the teaching and learning process. Design an assessment on the integration of climatology in Mapwork for your Grade 12 learners to do in their own time. Next, design the assessment tool that you will use to mark it.**

The assessment must include a detailed set of instructions at the beginning. You must indicate, up front, the Geography topic and grade, assessment aims and objectives, big ideas and essential questions. The assessment tool must detail exactly what your expectations of the assignment/project are and what learners should consider and include. The assessment should attempt to meet a range of knowledge, skills and values for Grade 12 and should enhance understanding of chosen topic. Think about the 4Cs that are emphasised for 21<sup>st</sup> Century Learning. You may use the CAPS document and any other reference to help you.

**[20]**

**Rubric for exam question 1.1 and 1.2**

1.1. The aims of the lesson are relevant and based on CAPS; clear and simply stated. The lesson outcomes are well constructed using appropriate active verbs, a cognitive, affective and psychomotor. The big ideas are clear and concise statements; the essential questions relate directly to the big ideas. (10)	<b>Excellent</b> <b>(9-10)</b>	<b>Good</b> <b>(7-8)</b>	<b>Fair</b> <b>(5-6)</b>	<b>Poor</b> <b>(0-4)</b>
1.1. The resources used are well justified and clearly aligned to the different phases of the lesson. The resources are creative, incorporate technology and have the ability to enhance teaching and learning. (10)	<b>Excellent</b> <b>(9-10)</b>	<b>Good</b> <b>(7-8)</b>	<b>Fair</b> <b>(5-6)</b>	<b>Poor</b> <b>(0-4)</b>
1.1. Sufficient background information is provided in the situation analysis; factors that directly affect the lesson are clearly explained and intervention strategies provided. Sufficient detail is provided for each phase of the lesson. The pedagogy (teaching and learning methods) adopted is described and justified clearly and aligned effectively to the content covered and the resources used. The pedagogy adopted is creative and promotes innovation in teaching and learning. The lesson plan is indicative of teaching and learning in the 21st century. It may be used to build skills in critical thinking, creativity, collaboration and communication. The content knowledge displayed is accurate and sound. Differentiation opportunities are clearly explained. (20)	<b>Excellent</b> <b>(17-20)</b>	<b>Good</b> <b>(14-16)</b>	<b>Fair</b> <b>(11-13)</b>	<b>Poor</b> <b>(0-10)</b>
1.2. The assessment task is well constructed, using good grammar and flow. It displays creativity and is fair and valid. It is authentic and incorporates an understanding of the real world. It addresses a variety of cognitive skills. It addresses a range of knowledge, skills and values for Grade 12 and may be used to enhance understanding of chosen topic. There is a clear attempt to integrate the 4Cs into the assessment. There is good alignment between the question/s and the mark allocation. The questions asked are unambiguous and well-articulated. (10)	<b>Excellent</b> <b>(9-10)</b>	<b>Good</b> <b>(7-8)</b>	<b>Fair</b> <b>(5-6)</b>	<b>Poor</b> <b>(0-4)</b>
1.2. The assessment tool (rubric/memo) is attached, is accurate in terms of content understanding, is clear and provides sufficient information on what is expected from the learners from the assessment. The assessment fairly and accurately reflects the content being assessed. There are clear criteria and descriptives provided. (10)	<b>Excellent</b> <b>(9-10)</b>	<b>Good</b> <b>(7-8)</b>	<b>Fair</b> <b>(5-6)</b>	<b>Poor</b> <b>(0-4)</b>

- 1.3.** Now, write a detailed **reflection** (2 pages) on why you have chosen to develop the assessment as you have, above, and its value for the teaching and learning process.

In your reflection include the following:

- Describe the assessment type.
- Explain the assessment principles and criteria that you have used to set the assessment.
- Motivate what you are trying to achieve by giving learners this particular assessment, in other words the value of the assessment. Think about the questions you are asking, the levels of Bloom's Taxonomy used, the knowledge, skills and values that learners may gain and the relevance of the assessment in terms of making the teaching and learning process real, engaging and interesting.
- Explain the assessment tool that you have used to mark the assessment and its appropriateness and effectiveness.
- Explain the mark allocation and breakdown.

[20]

### Rubric for question 1.3

Reflection criteria TOTAL = 20 marks	Excellent (9-10)	Good (7-8)	Fair (5-6)	Poor (0-4)
The first part of the reflection report is well-written using very good grammar and vocabulary. It provides a very good description of the actual assessment provided. The assessment principles and criteria are laid down. The motivation for using the particular assessment is clear, well-articulated and convincingly outlines its value in developing the knowledge, skills and values that it seeks to develop. The report explains in insightful terms of explaining how the assessment engages learners, encouraging critical thinking and creativity. (15 marks)				
The second part of the reflection report is about justifying the tool used to mark the assessment. It is well written in terms of grammar, spelling and flow. There is a clear attempt to integrate the 4Cs into the assessment tool. There is good alignment between the question/s and the mark allocation. The questions asked are unambiguous and provides sufficient information on what is expected from the learners. (15 marks)				

**QUESTION 2**

- 2.1. Distinguish between Geography “as a subject” and “being a Geographer” using real life examples. (4)
- 2.2. Differentiate between a big idea and an essential question. Use a Geography topic example of each, for any grade and topic. (4)
- 2.3. List four key themes around which big ideas organized in Geography. (4)
- 2.4. Explain the notion of a “diverse classroom environment.” (4)
- 2.5. Define the concept “differentiated instruction” and provide an example of how you would use two differentiated teaching and learning strategies to teach gradient in Mapwork. (4)

**[20]****TOTAL: 100**