

NOVEMBER EXAM: MPSBMY1



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: PGCE Methodology & Practicum: Senior Phase: EMS MPSBMY1
<u>SEMESTER</u>	: Year
<u>EXAM</u>	: Supplementary Examination 2020

ASSESSOR(S) : N. Bhagwan

MODERATOR : S.M. Maistry (UKZN)

DURATION : TAKE HOME EXAM **MARKS** : 100

NUMBER OF PAGES: 5 PAGES

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 it off Blackboard, complete offline and then submit online.
2. Answer **BOTH** Questions

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QUESTION 1

A teacher's ability to select effective teaching strategies is necessary in preventing students from becoming passive learners or mere recipients of teachers' knowledge. A flexible mixture of strategies will keep students actively engaged in learning and have greater input into what they learn, how they learn it, and when they learn it. **Describe and critically evaluate** the following teaching and learning strategies and methods. In your critical evaluation, use examples of EMS topics that may be taught using each of these strategies and methods.

- 1.1. Problem based strategy (8)
- 1.2. Flipped classroom strategy (8)
- 1.3. Cooperative learning strategy (8)
- 1.4. Demonstration method (8)
- 1.5. Think-Pair-Share method (8)

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QUESTION 2

2.1. Both teaching and assessment are important parts of the teaching and learning process. **Design an assignment/project on the topic “The Informal Sector”** that you will give to your Grade 9 learners to do in their own time. Next, design the **assessment tool** that you will use to assess it. The rubric for this exam question is below.

The assessment must include a detailed set of instructions at the beginning. You must indicate, up front, the EMS topic, 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. Remember that your project/assignment should attempt to meet a range of knowledge, skills and values for Grade 9. Should you need to, use CAPS as a guide to familiarise yourself with these and think about the 4Cs that are emphasised for 21st Century learning.

(30)

Assessment criteria TOTAL = 30 marks	Excellent (9-10)	Good (7-8)	Fair (5-6)	Poor (0-4)
The assessment instructions are clear, topic is applicable to Entrepreneurship” or “Economic Development from CAPS for grade 9 Geography. The appropriate CAPS aims are identified and the objectives of the assessment and associated big ideas are provided (10 marks)				
The assessment 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 9 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 marks)				
The assessment tool 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 marks)				

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2.2. Now write a detailed **reflection** (2 pages) on why you have chosen to develop the above assessment and its value for teaching and learning. The rubric for this exam question is on the next page.

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 assignment, in other words the value of the assessment. Think about the questions you are asking, the levels of Blooms 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. (30)

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Rubric for question 2.2

Reflection criteria	Excellent	Good	Fair	Poor
TOTAL = 30 marks	(13-15)	(11-12)	(9-10)	(0-8)
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)				

TOTAL: 100