



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: MPSOSB2 Teaching Methodology and Practicum 2B: Social Science
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November Take-Home Exam 2020

<u>DATE</u>	: 6 November 2020	:
<u>ASSESSOR(S)</u>	: Ms. T Bennett	
<u>MODERATOR</u>	: Dr S. Ramsaroop	
<u>DURATION</u>	: 48 Hours	<u>MARKS</u> : 100

NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

Read the following instructions carefully before answering the questions.

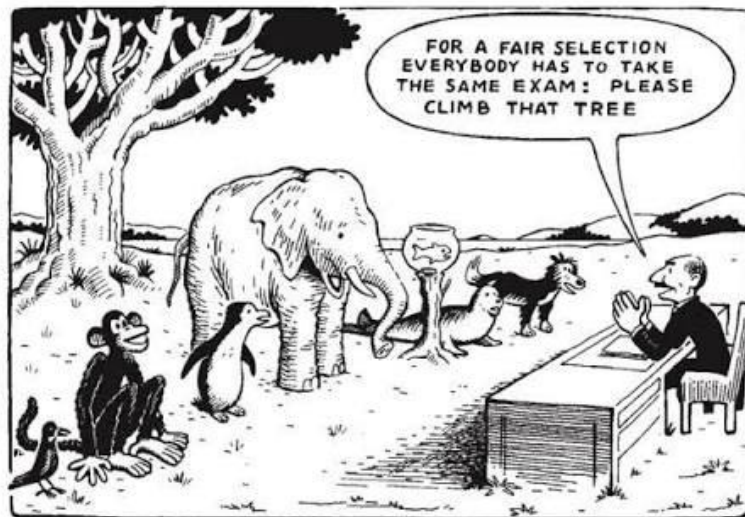
1. This question paper consists of 4 questions. Please answer all questions. Number your answers according to the question paper.
 2. You may not cooperate or communicate with other students about this examination paper. Your essays will be screened for plagiarism and any evidence of copying directly from other sources (including other students and your own earlier assignments) will result in you failing the examination, as well as further severe disciplinary action.
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QUESTION 1

- 1.1 Authentic understanding in history comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues. Critically discuss the four key concepts or big ideas in history. (4x3=12)
- 1.2 Explain which teaching strategies you would use to teach a lesson on the topic of the effects of weather in South Africa to a grade 5 class? (8)
- 1.3 Why is it important for a teacher to reflect 'in' and 'on' action? (10)
- [30]

QUESTION 2

Analyse the cartoon below, and answer the question that follows:



In a 2- page essay, critically analyse the picture and respond to whether all animals can climb a tree. Discuss how you would apply different learning styles of multiple intelligences to accommodate all learners. Use examples from the cartoon to substantiate your answer. [25]

2/...

Question 2 Rubric:

	Outstanding	Good	Satisfactory	Not acceptable
Analysis and discussion on teaching strategies. (15)	Essay uses relevant information on teaching strategies to effectively defend the argument. (12-15)	Essay supports argument with some relevant information on teaching strategies but has limited depth of analysis. (8-11)	Essay has limited amount of supporting information on teaching strategies for an argument and contains only generalizations. (4-7)	Contains no analysis or supporting information of the cartoon and teaching strategies chosen. (0-3)
The use of examples to substantiate argument (10)	Essay is clearly organized with a logical examples that supports the evaluation of the cartoon. (9-10)	Essay is organized but the examples are not consistent in the evaluation of the cartoon. (6-8)	Essay is not well organized and the examples only weakly supports the evaluation of the cartoon (3-5)	Essay has no organizational examples evaluating the cartoon. (0-2)

QUESTION 3

- 3.1 In an essay of 1 page, differentiate between practical work and field work in Social Science. Give examples of each and discuss the benefits of each to the learning process.

(14)

Question 3.1 Essay Rubric:

	Outstanding	Good	Satisfactory	Not acceptable
Analysis and discussion on teaching strategies. (14)	Essay uses relevant information and examples to differentiate between practical work and field work and effectively. (12-14)	Essay supports argument with some relevant information and examples to differentiate between practical work and field work but has limited depth in discussion. (8-11)	Essay has limited amount of supporting information and examples to differentiate between practical work and field work and contains generalizations. (4-7)	Contains no discussion or supporting information and examples to differentiate between practical work and field work and effectively. (0-3)

3.2 Discuss how you will implement differentiated classroom strategies in the grade 6 Social Science classroom that is made up of learners with the following barriers:

- a) Language problem (2x1)
- b) Poor socio-economic background (2x1)
- c) Visual impairments (2x1)

3.3. The subject of Social Science is based on a pedagogy that uses inquiry thinking. Discuss five ways in which you will encourage Grade 5 learners to develop this skill. (5)

(25)

QUESTION 4

Below is a grade 6 Social Science lesson plan on Indigenous Medicine in South Africa. Analyse the teaching episode and redo the lesson plan. Your revised lesson plan should reflect what you would change in the planning of the lesson, and how you would teach the same topic.

[20]



UNIVERSITY OF JOHANNESBURG - FACULTY OF EDUCATION - DEPARTMENT OF CHILDHOOD EDUCATION					
LESSON PLAN TEMPLATE					
Name of school	Sunshine Primary School		Name of class teacher	Ms. Bennett	
Title of the lesson	Indigenous Medicine in South Africa				
Subject	Social Science	Content area	History		
Grade	6	Date	29 October 2018	Duration of lesson	30 min
Student number	256975214	Student initial and surname	W. Crow		
PART 1: GUIDING QUESTIONS					
WHO	<i>Who are the participants in the lesson?</i>	Grade 6 learners and teacher			
WHAT FOR	<i>What are the aims and objectives of the lesson?</i>	Aims	The ability to understand the topic.		
		Objectives	Explain what indigenous medicine is. Know how to use indigenous medicine.		
WHEN	<i>When will the lesson take place? How much can be learned in the time available?</i>	During their SS period			

WHERE	<i>Where will the learning take place? (facilities, etc.)</i>	In the Social Science Classroom
WHAT	<i>What is the content of the lesson? Refer to CAPS</i>	Indigenous Medicine in South Africa
HOW	<i>How will the lesson be taught?</i> <i>[Teaching methods and resources]</i>	I will use the chalk board and talk to the learners. Textbooks are required as learners will read from them.

PART 2: PHASES OF THE LESSON		
Phases of the lesson	The role of the teacher (teacher activities) <i>(In this section please state clearly what the teacher is expected to do)</i>	The role of the learner (learner activities) <i>(In this section please state clearly what the learner is expected to do)</i>
Invitation phase (introduction to the lesson) <i>In this phase learners are invited to reflect on their own experiences in relation to the learning content. Learners' pre- knowledge plays an important role in learning. The purpose of this phase is also to invite learner interest and attention.</i>	<p>I will write the topic on the board.</p> <p>I will tell learners that this is today's topic.</p> <p>I will instruct learners to take out their textbooks and open to the section of Indigenous Medicine in South Africa.</p> <p>I will tell the learners to read the page alone in silence</p>	<p>The learners will enter the class and focus on the board.</p> <p>The learners will see what today's topic is about.</p> <p>Learners will take out their textbooks and open to the relevant page.</p> <p>Learners will read the first page of Indigenous Medicine in South Africa, alone in silence</p>

<p>Body of the lesson (engaging with the new content)</p> <p><i>This is also known as the input and implementation phase, as activities are used to present the new content, perhaps via a presentation, or taught lesson and learners are expected to actively engage with the content. In this section you will also indicate which teaching method/s you will make use of.</i></p>	<p>I will ask the learners if they are done.</p> <p>I will then tell the learners:</p> <p>There are TWO main types of traditional healers: the diviner or sangoma and the herbalist or inyanga. These healers are highly revered and respected. It is estimated that there are as many as 200 000 traditional healers in South Africa. Traditional healers are consulted by around 60% of the population, usually in conjunction with modern biomedical services.</p>	<p>Learners will listen to the teacher attentively after reading.</p> <p>Learners should make notes on what the teacher is saying.</p> <p>The learners will agree and understand the new work taught by the teacher.</p>
<p>Summary and intergration (conclusion of the lesson)</p> <p><i>Summary activities involve a summation or reflection on what has been learned. Integration activities can require learners to integrate what they have learned, to address a problem, to apply what they have learned to their own lives.</i></p>	<p>I will instruct learners to do the activity on Sangoma's in the textbook.</p> <p>Once they are done, i will take their books in to mark and they can lay on their arms till the period is over.</p>	<p>Learners will complete the textbook activity in their workbooks.</p> <p>Learners will hand their books in once they are done and lay on their arms till the period is over</p>

PART 3: Teaching resources/aids

Please indicate what teaching aids/resources you will use for this lesson. Also clearly explain why these resources were selected.

I used textbooks.

TOTAL: 100

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