



<b><u>FACULTY</u></b>	<b>: Education</b>
<b><u>DEPARTMENT</u></b>	<b>: Childhood Education (CALT)</b>
<b><u>CAMPUS</u></b>	<b>: SWC</b>
<b><u>MODULE</u></b>	<b>: SZI 3BB3 isiZulu Methodology and Practicum</b>
<b><u>SEMESTER</u></b>	<b>: Second</b>
<b><u>EXAM</u></b>	<b>: Final Examination Paper</b>

<b><u>DATE</u></b>	<b>: November 2020</b>	<b><u>SESSION</u></b>	<b>:</b>
<b><u>ASSESSOR(S)</u></b>	<b>: Ms F. Simelane</b>		
<b><u>MODERATOR</u></b>	<b>: Mr X Khohliso</b>		
<b><u>DURATION</u></b>	<b>: Take home exam</b>	<b><u>MARKS</u></b>	<b>: 100</b>

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NUMBER OF PAGES: 4 PAGES

**Umyalelo:**

1. Fundisisa imibuzo kahle.
2. Leli phepha lina makhasi (4) nemibuzo eyi-4.
3. Phendula yonke imibuzo.
4. Landela yonke imigomo ebikiwe mayelana naleliphepha

## **Umbuzo 1**

### **Ukufunda ngokuqonda**

1.1 Ucwangingo lubonisa ukuthi uma othisha bangafundisa ngokucacile babuye babonise kahle amasu okufunda ngokuqonda lokhu kungakhulisa uthando lokufunda kwezingane ngoba bangaqonda lokho abakufundayo.

Xoxa kabanzi ngamasu ongawasebenzisa ukuthuthukisa ikhono lokufunda ngokuqonda ezinganeni ezenza ibanga lesine ukuya kwelesithupha. **(25)**

## **Umbuzo 2**

### **Ukubhala**

2.2 Sebenzisa lesi sithombe ukuhlela isifunjwana lapho uzobe usebenzisa indlela yokubhala ngokuzimela usebenzisa imigomo yokubhala. **Ukubhala umbiko wendaba osuselwe esahlakalweni esenzekile.**



**Total (25)**

### **Umbuzo 3**

#### **Ukulalela nokukhuluma**

**3.1** Ukulalela nokukhuluma kuyinsika yokufunda kuzo zonke izifundo. Ngokulalela nokukhuluma okuyimpumelelo, abafundi baqoqa ulwazi, baluhlanganise, bazakhele imiqondo, baxazulule izinkinga, baveze imibono. Amakhono okulalela ngokucophelela asiza abafundi ukuthola okungamagugu nendlela yokubuka izinto eziqukethwe embhalweni. Xoxa kabanzi ngalokhu usebenzise lamaphuzu alandelayo

- a) Ukuphimiswa kwemisindo
- b) Izakhi zamagama
- c) Ulwazi lwamagama wolimi
- d) Imisho (syntax)
- e) Ukusetshenziswa kolimi ngendlela efanele (*pragmatics*) **(25)**

### **Umbuzo 4**

**4.1** Ukukhangisa kuyindlela yokuheha abantu ngento ethile ethengiswayo ngenhloso yokuthi bagcine sebeyithengile yize bebengenanhloso yokuthenga. Imvamisa yabosomabhizinisi basebenzisa izikhangisi ezinhlobonhlobo ukuchukuluza imizwa yabathengi. Isikhali esikhulu sezikhangisi ukuphindaphindwa kwemibiko kanye nokusebenzisa amazwi ayengayo. Ngaphandle kwezikhangisi zezinto ezithengiswayo kukhona izikhangisi zemisebenzi, zemicimbi, zabashonile, zabashadayo, kanye nokunye.

Qamba esakho isikhangisi lapho khona ozobe ukhangisa ngesikolo sakho esikhiqiza imiphumele emihle minyaka yonke, isikole sakho sifuna izingane ezizoqala kwamanye amabanga ngonyaka ozayo. Isikhangisi sakho kwamele sibe nesikhuzelo, izithombe ezibonisa okukhangisayo, ngamanye amagama

injongo yezikhangisi kwamele icace, faka nokunye okudingekayo kulesikhuzelo. Bese uyasisebenzisa futhi uhlele isifundo usebenzisa le sikhangisi njengensizakufunda ukufundisa izingane ngalesu lokukhangisa. **(25)**

Student teaching evaluation rubric	Not achieved	Partially Achieved	Exceeded Expectations/Excellent	Mark awarded
<b>A. Lesson design criteria</b>	0-1	2	3	
<b>A1. Alignment of lesson aims, objectives, assessment activities and learning tasks as per CAPS policy requirements</b>	The aims, objectives, assessment activities and learning tasks are not aligned. Lesson aims and objectives are not conceptualized, not well written or do not relate to the curriculum.	The aims, objectives, assessment activities and learning tasks are partially aligned. Lesson aims and objectives are relevant but lack clarity.	The aims, objectives, assessment activities and learning tasks are relevant and well written. It provides a clear indication of what the lesson will achieve and how it aligns with the CAPS curriculum.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>A2. Teaching and learning method. Teacher and learner actions</b>	The teaching and learning methods are not aligned and incomprehensible. This suggests that the student does not have the requisite subject knowledge to teach the content.	The teaching and learning methods are partially aligned and slightly comprehensible.	The teaching and learning methods are well-written and are easily understood, innovative and conducive to learning. It also suggests that the student has a good understanding of the content being taught.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>B. Lesson presentation</b>				
<b>B1. Invitation phase (Introduction to the lesson)</b>	The invitation phase was rushed and did not introduce the learners to the topic of the lesson. Learner interest was not elicited nor was their prior knowledge on the topic prompted.	The invitation phase introduced the topic of the lesson to a partial extent, and also lacked in defining key concepts relevant to the topic. The learners' interest, reflection and prior knowledge was prompted/elicited to a limited extent.	The invitation phase was well presented and defined the topic of the lesson accurately. The learner's interest and reflection on prior knowledge was elicited beyond expectations.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>B2. Implementation phase (Lesson progression and suitability of the content)</b>	There was no evidence of lesson progression from the invitation phase to teaching the main concept/s and conclusion.	There are some aspects linking the introduction to the main concept of the lesson with hints to the lesson conclusion.	There are clear links from the invitation phase to teaching the main concept leading up to the conclusion of the lesson.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>B3. Pedagogic content knowledge (PCK)</b>	The students lack the necessary PCK to teach the content of the lesson effectively.	The student displayed some knowledge of PCK, but it was evident that his/her	The student had a detailed understanding of the PCK needed to teach the lesson effectively.	

		understanding lacked depth and critical insight.	The level of insight was exceptional.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>B4. Suitability of the content taught</b>	The content was not appropriate.	The content was appropriate, but the student lacked the insight required to structure the teaching episode effectively.	The content of the lesson was relevant, innovative and an enriching experience for the learners.	
	<b>0-1</b>	<b>2</b>	<b>3</b>	
<b>B6. Teaching level: Learner interest, curriculum differentiation and language adjustment</b>	The learners were not engaged with the content being taught. The student did not adjust the teaching level and language usage to suit the diverse needs of learners.	The learners were partially engaged with the content being taught. The teaching level and language had been suitably adjusted to for the diverse needs of learners.	The learners were fully engaged with the content being taught. There was clear evidence throughout the lesson that the teaching level and language was adjusted to suit diverse needs of learners	
	<b>0-1</b>	<b>2-3</b>	<b>4</b>	
<b>B7. Summary of the lesson (Conclusion)</b>	The conclusion of the lesson did not involve a summation or reflection on what has been learnt. There was also no integration of what learners learnt from the lesson that could be of value in their own lives. Thus the lesson was conceptually inconsistent and lacked cohesion.	The conclusion of the lesson involved a partial summation or reflection on what has been learned. There was also limited integration of what learners learnt from the lesson that could be of value in their own lives. Thus, the various phases of the lesson were aligned, but the lesson was rushed with the various phases needlessly and artificially separated.	The conclusion of the lesson included a summation or reflection on what has been learned. There was strong integration of what learners learnt from the lesson that could be of value in their own lives. Thus the student presented a cohesive lesson that was implemented as a seamless whole. The various phases are well integrated and there was no artificial separation of one from the other	

**Total: 25**