UNIVERSITY
OF
JOHANNESBURG

FACULTY	Education
DEPARTMENT	Childhood Education
CAMPUS	SWC
MODULE	Teaching Studies 2B (IP) TEASTB2
SEMESTER	Second
EXAM	November examination 2020

DATE	November 2020	**SESSION**	: 08:00-10:00
ASSESSORS	Miss Ndabezitha		
MODERATOR	Mrs. H. Van der Haar-Lockie		
DURATION	2 HOURS	**MARKS**	: 100

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Number your answers clearly

Question 1

1.1 Triangulation is a process by which a teacher collects evidence about student learning. In a 1-page essay, highlight the importance of triangulation and suggest measures, which teachers might employ for collecting evidence regarding student learning. **(15)**

Rubric			
Using knowledge gained about triangulation to argue point of view. (10)	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of triangulation to strengthen his/her argument.	The student vaguely draws on what they have learnt about the triangulation.	A point of view is taken and the student refers to various aspects of various categories of triangulation to strengthen his/her argument.
	0 - 4	4-6	7-10
Level and coherence of overall argumentation and language use (5)	Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 1	2-3	4-5
Total marks allocated			

1. 2   Read the following case study and answer the questions that follow:

Thimbu is a 2nd year B. Ed Intermediate Phase student in the Faculty of Education at the University of Johannesburg. During a lecture debate on assessment, Thimbu argued that there is no distinct difference in the types of assessment. Her main point was that the purpose of assessment is for learners to learn.

1.2.1   In a 1½page essay, response, argue against Thimbu's preconceived misconceptions about assessment and the main point she has raised in her debate. Your argument must be substantiated with examples from at least 1 literature source, and 3 practical classroom examples.

(20)

Rubric			
Using knowledge gained about assessment to argue point of view. (10)	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of assessment to strengthen his/her argument.	The student vaguely draws on what they have learnt about assessment.	A point of view is taken and the student refers to various aspects of various categories of assessment to strengthen his/her argument.
	0 - 4	4-6	7-10
Level and coherence of overall argumentation and language use (5)	Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 1	2-3	4-5
Technical aspects and editing (5)	Little/no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects	Some attention paid to academic conventions and document appear to have been edited for language or technical	Clear attention paid to academic conventions and document is edited for language or technical aspects

		aspects although some errors persist	
	0-1	2-3	4-5
Total marks allocated			

[35]

Question 2

2.1 One of the many tasks of a teacher is to create appropriate assessment tools that could be used to assess learning. Apply what you have learned during this module to create the following three assessment tools, which could be used by an Intermediate Phase English Home Language teacher.

2.1.1 A 10 point checklist for a Grade 4 Mathematics skill (10)

2.1.2 A rating scale for a Grade 4 Home Language skill (10)

2.1.3 A holistic rubric for Grade 4 Home Language Writing assessment.

(10)

2.2

2.2.1 The *National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grades R-12)* (DoE, 21 October 2005), specifies the minimum number of formal assessments that should take place in each grade. In one paragraph, share your opinion, on this issue and whether or not you agree/disagree. Justify your answer with at least one literature source.

(10)

[40]

Question 3

3.1 Write a paragraph in which you describe how you would ensure that there is constructive alignment in assessment. **(10)**

3.2 Fink's Taxonomy (2003) presents a non-hierarchical taxonomy, which focusses on aspects of metacognition and affective aspects. Write a 1-page essay in

which you discuss whether such a taxonomy could/could not be applied successfully in the assessment practices of South African teachers.

(15)

[25]

Rubric			
Using knowledge gained about Fink's Taxonomy to argue point of view. (10)	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of Fink's Taxonomy to strengthen his/her argument.	The student vaguely draws on what they have learnt about the Fink's Taxonomy.	A point of view is taken and the student refers to various aspects of various categories of Fink's Taxonomy to strengthen his/her argument.
	0 - 4	4-6	7-10
Level and coherence of overall argumentation and language use (5)	Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 1	2-3	4-5
Total marks allocated			

[Total: 100]