



<b>FACULTY</b>	: Education
<b>DEPARTMENT</b>	: Childhood Education
<b>CAMPUS</b>	: SWC
<b>MODULE NAME</b>	: Culture and the Natural Environment 3A
<b>MODULE CODE</b>	: CNE10A3
<b>SEMESTER</b>	: First
<b>EXAM TYPE</b>	: June Examination 2021

<b>DUE DATE</b>	2021	<b>SESSION</b>	N/A
<b>ASSESSOR</b>	Mrs H. Van der Haar		
<b>MODERATORS</b>	Dr. E. Jansen van Vuuren		
<b>DURATION</b>	N/A	<b>MARKS</b>	100

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**NUMBER OF PAGES: 4 PAGES**

**INSTRUCTIONS:**

1. Answer ALL THE QUESTIONS.
2. Your examination must be typed up.
3. Use Arial 12 font size and 1½ line spacing to type your take home exam.
4. Your take-home examination needs to be submitted as a PDF on Blackboard on the given due date and within the given time frame.
5. You will label your submission as:

***Name\_Surname\_StudentNumber\_CNE10A3\_JUNEEXAM2020***

**QUESTION 1**

Read the statement below and answer the question which follows:

***‘The lack of knowledge with regard to various teaching models, knowledge and training are some of the reasons why Foundation Phase teachers are unsuccessful at teaching Natural Science in the subject of Life Skills.’***

1.1 Based on what you know from the literature and content of this module, write a 2-page essay in which you critically reflect on the statement above. Please include in text referencing and at least 3 academic references. (25)

<b>Evidence of critical thinking (engagement) (10)</b>	There is no evidence of critical reflection in the students' writing. The student makes no reference to the readings and content. Very little/No in text referencing.	There is some evidence of critical thinking/reflection in the students' writing. The student makes adequate reference to their readings and content. Some in text referencing.	The students' response shows evidence of critical reflection on the given topic. The student refers to their content and their readings. In text referencing present
	0-4	5-7	8-10
<b>Argument (10)</b>	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation.	Vague statements, means of expression acceptable/ clear with respect to argumentation.	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation.
	0-4	5-7	8-10
<b>Language use (5)</b>	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

1.2 In your opinion, which of the teaching models do you think aligns best to the teaching of Life Skills in the Foundation Phase? Write a 200-word paragraph in which you justify your answer. (10)

Criteria	Outstanding	Good	Fair	Poor
	Excellent <b>identification, description, and justification</b> for teaching model selection	Adequate <b>identification, description, and justification</b> for teaching model selection	Limited <b>identification, description, and justification</b> for teaching model selection	Inadequate <b>identification, description, and justification</b> for teaching model selection.
Total Mark	10-8	7-5	4-3	2-1

(35)

**QUESTION 2**

Read the case study below and then answer the questions that follows:

***Mrs Motsaledi has recently attended a departmental workshop on the teaching of Technology to Foundation Phase learners. Mrs Motsaledi confides in you and tells you that she is having great difficulty with understanding the necessity for teaching technology to learners in grades***

***1-3.***

2.1 Write a 2-2½ page essay in which you carefully define the concept of technology education for Mrs Motsaledi and argue for the importance of technological literacy in the lives of Foundation Phase learners. **(30)**

### RUBRIC FOR QUESTION 2

<b>Technology as a concept (10)</b>	The student presents a limited definition of technology education and refers to a few concepts of technology.	The student presents a somewhat clear definition of technology education and refers to some concepts of technology.	The student presents a clear definition of technology education and refers to various concepts of technology.
	0-4	5-7	8-10
<b>Argument (15)</b>	The text is not coherent, and the argument does not flow logically.	The text is somewhat coherent, and the argument flows somewhat logically.	The text is coherent, and the argument flows logically.
	0-6	7-10	11-15
<b>Language use (5)</b>	Many grammar, syntax and discourse errors.	The grammar is acceptable, with discourse illustrating some understanding.	The discourse clearly illustrates an understanding of the conventions of academic writing
	0-1	2-3	4-5

### QUESTION 3

Using your knowledge of lesson design and the DCE lesson design template, design a grade 3 Life Skills lesson on Space. Please focus on the following essentials when planning your lesson:

- Inclusion of competencies for a changing world
- Alignment of aims, objectives and key question
- Lesson design principles
- Modelling, questioning and explaining as strategies

**(35)**

CRITERIA	UNACCEPTABLE	SATISFACTORY	GOOD	EXCELLENT
<b>Key question; aims and objectives</b>	Unacceptable key question, or the key question does not relate to the aims and objectives. Aim is not broad, and objectives are not actionable. Some elements missing from design.	Satisfactory key question linked to lesson aims and objectives. Some objectives are not actionable and/or too many objectives are included.	Good key question linked to the lesson aims and objectives. Aim is broad and most objectives are actionable.	Excellent key question linked to the lesson aims and objectives. Aim is broad and speaks to the topic. Objectives are actionable.
	<b>0 - 1</b>	<b>2</b>	<b>3</b>	<b>4 - 5</b>

<b>Principle/s invoked</b>	Unacceptable/poor design of the principle/s in the lesson. It is evident that the principle/s have been invoked with little/no regard for how they will impact learning.	Satisfactory design of the principle/s in the lesson. It is evident that the principle/s have been invoked to improve learning to a limited extent.	Good design of the principle/s in the lesson. It is evident that the principles have been invoked to improve learning.	Excellent design of the principle/s in the lesson. It is evident that the principles have been invoked to improve learning to a great extent.
	<b>0 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Infusion of competencies</b>	Unacceptable/poor infusion of the competencies in the lesson.	Satisfactory infusion of the competencies in the lesson.	Good infusion of the competencies in the lesson.	Excellent infusion of the competencies in the lesson.
	<b>0 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Learning tasks to support learner engagement and facilitate learning</b>	Unacceptable/poor design of learning tasks to support learning engagement and facilitate learning	Satisfactory design of learning tasks to support learning engagement and facilitate learning	Good design of learning tasks to support learning engagement and facilitate learning	Excellent design of learning tasks to support learning engagement and facilitate learning
	<b>0 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>

**TOTAL FOR EXAMINATION: 100 Marks**