



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Teaching Studies 1A TEASTA1
<u>SEMESTER</u>	: First
<u>EXAM TYPE</u>	: June 2021 (TAKE-HOME EXAM)

<u>DUE DATE</u>	: 21 JUNE 2021	<u>SESSION</u>	: NA
<u>ASSESSOR(S)</u>	: MR D VAN DER MERWE		
<u>MODERATOR</u>	: H. VAN DER HAAR		
<u>DURATION</u>	: NA	<u>MARKS</u>	: 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL three questions.
2. Use Arial font, 12 font size and 1½ line spacing to type your take home exam.
3. Your Take-home exam must be submitted on Blackboard on the given due date.

SECTION A: LESSON DESIGN

QUESTION 1: Lesson design in the intermediate phase

(35)

Based on the knowledge you have gained about lesson design, use the DCE lesson design template to design a 4th grade Life Skills lesson on the topic: “*Personal strengths: identify, explore and appreciate own strengths*” – Life Skills CAPS document (page 20).

During the planning of your lesson, ensure that you have focussed on the following key elements:

- Do the key question, aims and objectives all speak to each other (are they linked)?
- Is the aim broad and does it relate to the key question?
- Are the objectives measurable (i.e. will you be able to see that the objectives are being met)?
- Is there constructive alignment (will the objectives be met through the various activities in the lesson)?
- Are the lesson design principles you learnt about (importance of prior knowledge; attention and thinking) appropriately infused in the lesson?
- Will the learning tasks you included in your lesson require learner engagement?
- Is the competency of *communication* infused appropriately in the learning activities/tasks?
- Did you include open-ended questions in order to support/elicit learner engagement in the lesson?

RUBRIC FOR QUESTION 1

CRITERIA	UNACCEPTABLE	SATISFACTORY	GOOD	EXCELLENT
Key question; aims and objectives	Unacceptable key question, or the key question does not relate to the aims and objectives. Aim is not broad and objectives are not	Satisfactory key question linked to lesson aims and objectives. Some objectives are not actionable and/or too many	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

	actionable. Some elements missing from design.	objectives are included.		topic. Objectives are actionable.
	0 - 1	2	3	4 - 5
Principle/s invoked	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.
	0 - 4	5 - 6	7 - 8	9 - 10
Communication competency infused	Unacceptable/poor infusion of the competency of <i>communication</i> in the lesson.	Satisfactory infusion of the competency of <i>communication</i> in the lesson.	Good infusion of the competency of <i>communication</i> in the lesson.	Excellent infusion of the competency of <i>communication</i> in the lesson.
	0 - 4	5 - 6	7 - 8	9 - 10
Learning tasks to support learner engagement and facilitate learning	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
	0 - 4	5 - 6	7 - 8	9 - 10

SECTION B: ESSAY QUESTIONS

QUESTION 2: Case study

(40)

Read the following case study and answer the question that follows:

The principal at Funda primary school recently hired Dominic Naidoo to fill a grade six mathematics post. Dominic passed matric mathematics with an 'A' and he does not cost the school much because he is employed by the school governing body. Although Dominic knows the content well, he does not have the pedagogical knowledge in order to teach the content effectively.

Drawing on what you have learned from the content and literature in this module regarding the teaching of Mathematics and Pedagogical Content Knowledge

(PCK) write a 4-page essay in which you present an argument for why you think Dominic is not suitable for this post.

[Guideline: Provide an explanation for PCK and then use this explanation as a premise for your argument in the essay]

RUBRIC FOR QUESTION 2

Rubric for Question 2			
Using knowledge of (PCK) to argue point of view. (30)	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 PCK to strengthen his/her argument.	The student presents a somewhat clear argument for why/why not this candidate is suitable for the post. However, the student vaguely draws on what they have learnt about pedagogical content knowledge (PCK).	The student presents a clear argument for why/ why not this candidate is/ is not suitable for the post. A point of view is taken and the student refers to various aspects of pedagogical content knowledge (PCK) to strengthen his/her argument.
	0 - 14	15 - 23	24 - 30
Level and coherence of overall argumentation and language use (10)	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 - 4	5 - 7	8 - 10
Total marks allocated:			

QUESTION 3: Case study

(25)

Read the attached case study titled: "Not in my school!". Put yourself in the shoes of John, the teacher in this case. Plan and type out a short essay of approximately 800-1200 words in which you argue your case/point for teaching *And Tango Makes Three* to your class.

Criteria

- You have to take a stand which is clearly expressed in the introduction to your essay. In other words you have to look at the problems that others said

they had with the book being taught to the Grade 3 class and you have to respond to each of the points raised with arguments of your own.

- You can draw on the case and other literature to help you argue your case/ point of view. Remember to include a list of references.
- Write clear paragraphs, each with one idea.
- Write a short conclusion
- Include a list of references – use the library website or another reference book to assist you with the proper style of referencing.

RUBRIC FOR QUESTION 3

Rubric for question 3			
Criteria	Not Achieved/ Partially achieved	Achieved	Exceeded
Addressing the points raised in the case (10)	Student does not make reference to the important elements raised in the case. A point of view is not taken and argument is weak/ simplistic	Student makes adequate reference to the important elements raised in the case. Point of view is taken and argument is somewhat clear. However some greater depth of discussion could enhance the argument	Student makes clear reference to the important elements raised in the case. Point of view is taken and argument is clear and contains a number of excellent components/elements for argumentation
	0 - 4	5 - 7	8 - 10
Level and coherence of overall argumentation and language use (10)	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation. Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	Vague statements, means of expression acceptable/ clear with respect to argumentation. The grammar is acceptable, but sentences and paragraphs and argument are still not coherent and cohesive	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation. The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 4	5 - 7	8 - 10
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. (Instructions for assignment layout and word count not carried out)	Some attention paid to academic conventions and document appears to have been edited for language or technical aspects although some errors persist. (Instructions for assignment layout and word count carried out satisfactorily).	Clear attention paid to academic conventions and document is edited for language and technical aspects. (Instructions for assignment layout and word count carried out accurately)
	0 - 1	2 - 3	4 - 5