



FACULTY	Education
DEPARTMENT	Department of Childhood Education
CAMPUS	SWC
MODULE	Teaching Studies 2A TEASTA2
SEMESTER	First
EXAM	June Main Examination 2021

DATE	10 June 2021	SESSION	16:30-18:30
ASSESSOR	Mrs. H. Van der Haar-Lockie		
MODERATOR	Dr S.Ramsaroop		
DURATION	2 HOURS	MARKS	100marks

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer all the questions
 2. Upload your typed exam in PDF format in the link provided in the Blackboard TEASTA2 module.
 3. Please upload your Student Declaration for the June 2020 Main Examination
 4. Please add your mobile number in the Comment Box.
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QUESTION 1

Read the statement below and answer the questions that follow

Wlodkowski and Ginsberg (cited in Jones & Jones, 1998: 180) hold that learner motivation is improved when the learning environment is based on creating certain optimal classroom conditions.

1.1 Write a 1-page essay in which you discuss how you would create such optimal classroom conditions. (25)

Criteria	Superior (10-8 points)	Sufficient (7-5 points)	Minimal (4-2 points)	Unacceptable (1-0 points)
Knowledge ___/10	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
	Superior (5-4 points)	Sufficient (3-2 points)	Minimal (1 points)	Unacceptable (0 points)
Structure ___/5	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Excellent referencing with at least 3 references.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. 2 references included	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Only 1 reference.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. No reference list included.
	Superior (10-8 points)	Sufficient (7-5 points)	Minimal (4-2 points)	Unacceptable (1-0 points)
Evidence and Practice ___/10	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

1.2 Read the statement below and answer the questions which follow:

Rogers (1998:11) distinguishes between three types of discipline and also defines discipline as a “teacher directed activity that seeks to lead, guide, direct,

manage or confront a learner about behaviour that disrupts the rights of other learners”.

1.2.1 Clarify the types of discipline which Rogers (1998) refers to and provide tangible examples of how you would use each type in your teaching practice. **(10)**

Criteria	Outstanding	Good	Fair	Poor
	Excellent identification, description, and examples of types of discipline	Adequate identification, description, and examples of types of discipline	Limited identification, description, and examples of types of discipline	Inadequate identification, description, and examples of types of discipline
Total Mark	10-8	7-5	4-3	2-0

QUESTION 2

Read the comment below and answer the question that follows:

As classroom managers, teachers are expected to explore innovative pedagogies that are relevant to learners, changing classroom environments and the current educational climate. 21st Century competencies must be systemically developed, and pedagogies must be designed with specific learning principles in mind to achieve those competencies. Enquiry based learning and co-operative learning are two such pedagogies.

2.1 In a 2-page essay analyse the learning principles and 21st century competencies which a classroom manager might evoke, by using gamification, blended learning, and embodied learning as innovative pedagogies in the classroom. **(30)**

Criteria	Superior (15-12 points)	Sufficient (11-7points)	Minimal (6-1 points)	Unacceptable (0 points)
Knowledge ____/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
	Superior (5-4 points)	Sufficient (3-2 points)	Minimal (1 points)	Unacceptable (0 points)

Structure ____/5	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Excellent referencing with at least 3 references.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. 2 references included	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Only 1 reference.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. No reference list included.
	Superior (10-8 points)	Sufficient (7-5 points)	Minimal (4-1 points)	Unacceptable (0 points)
Evidence and Practice ____/10	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

QUESTION 3

Read the scenario below and answer the question that follows

For your Work Integrated Learning, you have been assigned to a Grade 6 class at a local primary school. Within the first few days of WIL, you realise that your mentor teacher really has no control of the discipline in his class. The learners are very disruptive in class and this has had a very negative effect on the classroom atmosphere, teaching and learning in the class. When you mention this to the teacher, he responds:

“Do you have a better alternative to how I can manage the behaviour?”

3.1 Write a 3-page comprehensive essay in which you recommend one behaviour management theory that you think would best suit the teacher and his learners.

Your essay must include the following elements:

- A detailed description of the theory
- The relevance and applicability of the selected theory to the South African classroom context
- A critique of the theory
- Your personal accounts of how you have seen the theory enacted in other South African classrooms
- Achievable pre-requisite for maintaining good classroom discipline.
- 2 academic sources as reference

Item	Inadequate	Emergent/developing novice scholarship	Novice scholarship
Knowledge (15)	The essay presented a limited amount of the focus area dealt with in the module. There is limited evidence that student has integrated the course work knowledge into the analysis. The essay was not clear and lacked consistent focus. Includes essential information about the topic but there are factual errors. The student relied too heavily on short bullet points and didn't provide sufficient supporting information.	The essay presented adequate focus of the content dealt with in the module. There is evidence that student has integrated the course work knowledge into the essay. The essay was clear and had consistent focus. Includes essential information about the topic. The student provided adequate supporting information.	The essay presented an excellent focus of the content dealt with in the module. There is abundant evidence that student has integrated the course work knowledge into the essay. The essay was clear and had consistent focus. Includes essential information about the topic. The student provided excellent supporting information.
	0-8	7-12	13-15
Conventions (10)	There were several errors in grammar, spelling, or usage. Text was not as readable as it could have been.	There were a few errors in grammar, spelling, or usage, but they did not detract from the content. Text was clear and easily readable.	The presentation was easy to read; text was free of grammar, spelling, or usage errors.
	0-3	4-7	8-10
Sources (10)	Some sources are not accurately documented.	All sources are accurately documented, but one is not in the desired format.	All sources are accurately documented in the desired format.
	0-3	4-7	8-10