



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Teaching Methodology and Practicum 2A (FSM10A2)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: Supplementary Exam 2021

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<u>DURATION</u>	: 48 HOURS / SUBMISSION	<u>MARKS</u> : 50

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer All the questions
2. Number your answers clearly.

QUESTION 1

1.1 Critically discuss how the hidden curriculum help transfer the principles of moral order in the everyday educational practises. Justify your answer and provide examples. (1 page) (10)

1.1 According to Hoadley (2017), the current CAPs is a subject based curriculum.

Critically discuss the attributes that qualifies the CAPs to be subject-based curriculum. (1 page) (10)

QUESTION 2

The FET Phase Teacher

Ms Ntuli is a newly qualified Foundation Phase teacher. Due to the lack of teaching posts in her province, Gauteng, she accepted a post in the rural KwaZulu -Natal School. On her first day, not only was she shocked by state of the school building and the fact that there was no tap water but she was told that she will be teaching Economics in grade 10. She received a warm welcome from the other teachers and the principal. The Deputy Principal accompanied her to her class, and introduced her to the learners. The grade 10 class had learners who varied between 17 and 18 years and she had completed her practical teaching at the Primary school. So, when she got to class, she panicked and got concerned on how to connect with the senior learners as she was used to foundation phase learners. After being introduced, she asked the learners to introduce themselves and indicate why they chose Economics as a subject. In that way she was able to engage the learners for the entire period as they were eager to tell her how they want to start their businesses, others wanted to be Actuaries, Accountants and Ministers of Finance. The lesson ended up as a career guidance session but it helped Ms Ntuli to get to know the learners and have an idea of who she will be dealing with moving forward. After the lesson, she went back to the staff room to look for the Head of Department to ask for all the materials she needed to start preparing for her new subject.

2.1 Comment on Ms Ntuli's PCK and the implication for teaching and learning. (5)

2.1.1 Explain how Ms Ntuli's situation will impact her on comprehension and transformation of the subject content. (5)

2.2 Ms Marsha is novice grade 10 English teacher. She begins her lesson by introducing herself and setting classroom rules. She then starts asking learners about adverbs and spend some time on them, later proceeds to teaching adjectives. Thereafter she asks learners questions based on the introduction of the content and she gets no response. She continues with the lesson and at the end gives learners the summative assessment.

Based on your understanding of features of good introductions. Evaluate Ms Marsh's lesson introduction and provide examples from the case study. Justify your answers. (5)

(15)

QUESTION 3

Reflection is one of the key elements of lesson planning and teaching. Teachers must continuously reflect on their practice to improve and be effective.

Based on the statement, design a critical reflection plan using the technology-integrated reflection approach. (1 1/2 – 2 pages) **(15)**