



UNIVERSITY
OF
JOHANNESBURG

<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: MOSPEA3 Methodology and Practicum: Economics and Management Sciences (EMS) 3A
<u>SEMESTER</u>	: First
<u>EXAM</u>	: Supplementary Exam June 2021

ASSESOR: MS N. BHAGWAN

MODERATOR: MS A. MALULEKE

DURATION: TAKEHOME EXAM

MARKS: 50 MARKS

NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Answer **BOTH** questions 1 and 2.
 2. Marking guides are provided after each question.
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QUESTION 1**[20]**

- 1.1. Using the cartoon below, your knowledge of the Economic and Management Sciences (EMS) curriculum, and your knowledge of the structure and purpose of big ideas, explain and justify two big ideas and two associated essential questions for each of these big ideas that may emerge through the use of this cartoon. (16)
- 1.2. Explain one advantage and one disadvantage of using the cartoon below as a teaching aid for a relevant EMS topic. (4)



QUESTION 2**[30]**

Develop a 40 minute Economic and Management Sciences (EMS) Grade 9 lesson plan, on a topic of your choice, using any teacher-centred teaching strategy.

Use the lesson plan template that you have been given in your EMS methodology class. Be sure to include all of the components of a good lesson plan, listed below. You DO NOT need to include the actual assessment and a reflection. Be creative with your lesson plan. Demonstrate your understanding of teacher-centred approaches to teaching and learning and how these may be used in a differentiated teaching and learning environment. Justify your chosen teaching and learning methods, the resources you have used and the formative, informal activity you have incorporated into the lesson to reiterate the big ideas and check for understanding.

Your lesson plan should consist of the following elements:

- Lesson topic
- Brief situational analysis
- One CAPS aim
- Two lesson objectives
- Two Big ideas
- The three phases of the lesson (as well as an explanation and justification of the learner-centred teaching methods and resources adopted)
- The formative, informal assessment integrated into the lesson to emphasise the big ideas and enhance understanding of the topic.

Marking Criteria for Question 2**[30 marks]****One CAPS aim and two lesson objectives (3)**

- CAPS aim clearly stated and relevant to the lesson content
- Two measurable learning objectives appropriate to the aim, identified

Two big ideas (2)

- Are precise and authentic and reflective of what big ideas are and should do.

Brief situational analysis (5)

- Outlines the main contextual factors that will directly affect teaching and learning in the lesson
- Briefly explains the intervention strategy(s) that you will use to address these contextual factors.

The Lesson Phases (15)

In each phase of the lesson identify the main content to be covered, explain and justify the teaching and learning pedagogies (methodologies) to be used as part of your teacher-centred approach, as well as the resources to be adopted.

a) Introduction

- Captures learner interest, be innovative and creative
- Elicits learner prior knowledge
- Explanation of teaching and learning pedagogy is clearly outlined

b) Engagement with content/Body

- Key content themes are listed as outlined in CAPS
- Is differentiated in terms of the teaching strategies and resources used
- Is creative and innovative
- Promotes higher order thinking amongst learners
- Builds on the big ideas identified and indicate the associated essential questions

c) Conclusion

- Is creative
- Pulls together the big ideas
- Provide opportunities for learners to reflect on what is learned

Formative Assessment Activity (5)

Here you explain the formative, informal activity that you will include in your lesson (as part of either the introduction, body or conclusion) and justify what you have used this assessment and how it enhances understanding and the big ideas.

TOTAL: 50 marks