



Tutorial Letter 101/0/2020

BECOMING A TEACHER

BTE2601

YEAR MODULE

Department of Curriculum and Instructional Studies

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

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1 INTRODUCTION AND WELCOME

Dear Student

It is my pleasure to welcome you as a student to the module Becoming a Teacher (BTE2601) in the BEd programme at the University of South Africa.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. You are urged to read it carefully and to keep it at hand when working through the study material; preparing the assignments and preparing for the examination.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on preparing and submitting the assignments. It also provides all the information you need on the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

This tutorial letter also includes certain general and administrative information about the module. Please study this section of the tutorial letter carefully.

Right from the start, it is important that must read all the tutorial letters you receive during the year immediately and carefully, since they always contain important and sometimes urgent information.

The information supplied for the module will include tutorial matter such as the following:

- Tutorial Letter 501 BTE2601
- Tutorial Letter 101
- Other tutorial letters that will be sent to you during the course of the year

If you have access to the internet, you can view Tutorial Letter 501 and tutorial letters for the modules for which you are registered on the University's online campus, myUnisa, at <http://my.unisa.ac.za>.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the letter, unless there is a statement like "out of stock"

or “not available”. If any item is missing, follow the instructions on the back of the inventory letter without delay. Please note: Your lecturer cannot help you with missing study material.

I hope that you will find your studies interesting and enjoyable. I also hope that your studies are successful.

2 PURPOSE AND OUTCOMES OF THE MODULE

2.1 Purpose

This module, BTE2601, is an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components: educational theory, professional studies and teaching practice, which is the most fascinating part of the professional preparation of teachers. BTE 2601 is the educational theory module for this programme. This module provides a base for other core modules. The purpose of this module is for students to acquire understanding and skills that are needed in a classroom to work with the curriculum, media and assessment for learning and managing diversity. In order to achieve this, the students will interact with pedagogical content knowledge (PCK) and application, reflective practice, curriculum theories and implications for practice. Furthermore, the module presents scenarios from diverse educational settings to prepare student teachers for the challenges of teaching in the South African context in the General Education and Training (GET) and Further Education and Training bands.

2.2 Outcomes

The outcomes envisaged in this module are as follows:

- a. Developing the art of teaching.
- b. Managing a diverse classroom.
- c. Interpreting and implementing the curriculum.
- d. Planning learning activities that are appropriate for learners.
- e. Assessing the learners.

3 LECTURER AND CONTACT DETAILS

3.1 Contact details of the lecturer

Mr. MX Majola is the lecturer who will help you with the module this year. All enquiries concerning assignments and other academic matters related to the module should be directed to her.

Mr. MX Majola
Department of Curriculum and Instructional Studies
UNISA, PO Box 392, UNISA, 0003
Telephone: 012 429 2516 (w) (08:00–16:00)
E-mail: majolmx@unisa.ac.za

Do not hesitate to contact me in good time if you have any enquiries about academic matters or if you have personal problems that may affect your study programme and academic progress. PLEASE CONTACT ME IN GOOD TIME. Always have your student number and the module code at hand when calling the University.

PLEASE NOTE: Letters to lecturers or any other department may not be enclosed with or inserted into the assignments.

3.2 Contact details of the Department of Curriculum and Instructional Studies

Senior administrative officer
Tel: 012 429 4033/429 6861
E-mail: bothajsm@unisa.ac.za

3.3 Contact details of the University

For information on the various student support systems and services available at Unisa (student counselling, tutorial classes and language support), please consult the publication Study @ Unisa, which you received with your study material. This brochure contains information on how to contact the University (to whom you can write for different queries; important telephone and fax numbers; the addresses and details of the times certain facilities are open).

E-mail: study-info@unisa.ac.za
BTE2601/101

4 RESOURCES

4.1 Prescribed books

This is the prescribed book for this module:

Name: Becoming a teacher: UNISA Custom Edition

Authors: Gravett, S, DeBeer, JJ & Du Plessis, E

Publisher and date: Pearson, 2019

ISBN 978-1-485-70973-2

4.2 E-reserves

E-reserves can be downloaded from the library catalogue. More information is available at:

<http://libguides.unisa.ac.za/request/request>

4.3 Library services and resources

The Unisa library offers a range of information services and resources:

- for detailed library information go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- for research support and services (personal librarians and literature search services) go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The library has created numerous library guides: <http://libguides.unisa.ac.za>

Recommended guides:

- Request and download recommended material:
- <http://libguides.unisa.ac.za/request/request>
- Postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- Finding and using library resources and tools:
- http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the library:
- <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities:
- <http://libguides.unisa.ac.za/disability>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (. student counselling, tutorial classes, language support), please consult the publication, *Study @ Unisa*, which you received with your study material.

5.1 Contact with fellow students

5.1.1 Study groups

It is advisable to have contact with fellow students. One way of doing this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.1.2 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, other students and the administrative departments of Unisa – all through the computer and the internet.

To go to the myUnisa website, start at the main Unisa website, www.unisa.ac.za, and then click on the "Login to myUnisa" link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa*, which you received with your study material, for more information on myUnisa.

5.1.3 Tutorials

Unisa offers tutor services to students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre

near you, please consult the Directorate Curriculum and Learning Development at telephone: +27 12 484 2869.

A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss course material. The main purpose of the tutorial services is as follows:

- to facilitate student learning by developing the students' independent learning skills
- to assist students to become motivated and independent learners
- to help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Students who are interested are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials, consult the brochure *Study @ Unisa*.

5.1.4 Additional study material

You are requested to acquire and become thoroughly acquainted with:

- the National Curriculum and Assessment Policy Statement (CAPS). (The document can be accessed at <http://www.education.gov.za> or www.thutong.org.za.)
- National Protocol for Assessment (Grade R–12)
- National Education Policy Initiative (NEPI)

6 STUDY PLAN

6.1 Tutorial Letter 501

Tutorial Letter 501 will be sent to you after registration. Tutorial Letter 501 covers a wide field to provide you with the necessary background knowledge. If you work systematically through Tutorial Letter 501 and other tutorial matter, according to a set timetable, you should have no difficulty in mastering the subject matter.

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6.2 The assignments

After you have received your study package, immediately start with Assignment 01 (admission to the examination) and submit it. Then do Assignment 02 and Assignment 03 (a year mark of 30% will be calculated on the basis of achievement in Assignments 01 and 02 and Assignment 03). When preparing for Assignments 02 and 03, it is absolutely crucial that you read through your prescribed book before you attempt to answer the questions.

6.2 General instruction and guidelines

- a. Do not waste time; start as soon as you receive your study material. You can even go to myUnisa if the delivery of your material is delayed.
- b. Include unique numbers on the cover page of your assignments.
- c. Check the due dates of each assignment carefully.
- d. Keep a copy of all your assignments.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

This module is linked to teaching practice modules in the B Ed programme.

8 ASSESSMENT

8.1 Assessment plan: assignments

8.1.1 Assignments and learning

Assignments are regarded as part of the learning material for this module. As you are doing the assignments; studying the reading texts; consulting other resources discussing the work with fellow students or tutors or doing research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

8.1.2 General remarks

You might also find information on myUnisa. To go to the myUnisa website, start at the main Unisa website, www.unisa.ac.za and click on the “Login to myUnisa” link under the myUnisa heading on the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Assignments should be addressed to: Department Assignments
PO Box 392
UNISA
0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Assignments may not be submitted by fax or e-mail.

For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

To submit an assignment via myUnisa:
Go to myUnisa

- Log in with your student number and password.
- Select the module.
- Click on **Assignments** in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

8.1.3 Feedback on assignments

You will receive the correct answers for written assignment questions. Markers will comment constructively on your written assignments. However, feedback on the compulsory assignments will be sent to all students registered for this module in follow-up tutorial letters – Tutorial Letters 201 and 202.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

8.2 General: assignments

You will be expected to do THREE compulsory assignments.

8.2.1 Unique assignment numbers

Assignments 01, 02 and 03 contain a variety of questions and give you admission to the examination. This variety of questions should be answered in the writing material you received after registration (included in the package that you received). Study the brochure *Study @ Unisa* for guidelines on how to complete your assignments.

For examination purposes, a year mark of 30% will be calculated on the basis of achievement in Assignments 01, 02 and 03. It is very important that you do all the sections in writing so that you can prepare yourself to write the examination.

The assignments are designed to guide you progressively through the study package. After the closing dates, you will receive solutions to Assignments 01, 02 and 03 which you should compare with your written answers.

8.2.2 Criteria applied in the marking of the assignments

I am enclosing the following information in order to familiarise you with one of the ways in which assignments will be assessed.

When doing an assignment of this nature, you should read extensively and study the sources we have given in detail.

For your assignments, please include the following:

- title of the assignment (Assignment 01, unique number)
- your name
- your student number
- the date (24 April 2020)

8.3 Compulsory assignments

Below are details of the nature and closing date of the assignments:

ASSIGNMENTS: NATURE AND CLOSING DATES		
Assignment number	Nature	Closing date
Assignment 01	MCQ Compulsory: admission to the examination; part of the examination mark of 10%; Unique assignment number 532417 Compulsory: calculation of the year mark	24 April 2020
Assignment 02	Written assignment Unique Number: 629125	26 June 2020
Assignment 03	Portfolio Unique number: 739066	06 August 2020

8.4 Submission of assignments

Remember that your assignments count towards your final mark for this module and it is therefore in your best interest to complete them to the best of your ability. You need to pass Assignment 01 to gain admission to the examination and you need to gain high marks in Assignments 01, 02 and 03, since these assignments will count as your year mark (30%).

Complete answers are required for all assignments. A complete list of sources (bibliography) that you have consulted has to be given at the end of the assignment. Remember that Tutorial Letter 501 should be acknowledged in the same way as any other book.

References and bibliography

Acknowledge all sources that you used to compile your assignments. Use quotation marks if you use direct quotations.

To refer to a source, please state the following:

- Name of the author
- Date of publication
- Number of the page

Should you, for example, quote from a book, your source reference would appear as follows:

“Pupils should be using their imagination, judge the facts presented and accept or reject information” (Bisschoff 1993:137).

You can also use your own words:

According to Bisschoff (1993:137), learners should be using their imagination, judging the facts presented and accepting or rejecting information.

At the end of each assignment, you should provide a bibliography with the surnames of authors listed alphabetically. The following information must be provided (pay attention to the punctuation):

- ✓ author
- ✓ initials
- ✓ date of publication
- ✓ title of source (underlined or italics)
- ✓ place of publication: publisher

Example:

Bisschoff, TC. (ed). 1993. Teaching commercial subjects. Three Rivers East: Oikospaisago.

8.5 Assignments

Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or be subjected to disciplinary proceedings by the University.

8.6 Plagiarism

Plagiarism is a serious academic misconduct and is treated as such by the University. We expect academic honesty and integrity from our students. What is plagiarism? Plagiarism entails representing the ideas, writings, works or inventions of others, including fellow students, as your own. To avoid plagiarism, you **MUST** acknowledge the author or the source of any information. Further, if you have to use the exact words from a source, you have to demarcate these using quotation marks. You also have to keep accurate records of sources of information and use referencing techniques to avoid plagiarism. Plagiarism is immoral, unethical and illegal. Copying a fellow student's assignment is plagiarism. If you plagiarise, you will get a mark of zero.

Please complete the following form for Assignments 03 and 04 and include the form with the assignment when you submit it. Assignments without the form will be cancelled and returned unmarked

STUDENT DECLARATION FORM
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA

You need to include a completed and signed copy of this form when you submit Assignment 01, 02, and 03 for this module. Assignments without the form will be cancelled and returned unmarked

The **Department of Curriculum and Instructional Studies** places specific emphasis on integrity and ethical behaviour with regard to the preparation of all written work submitted for academic assessment.

Although your lecturers can provide you with information about reference techniques and guidelines to avoid plagiarism, you also have a responsibility to fulfil in this regard. Should you at any time feel unsure about the requirements, you must consult your lecturers before you submit any assignment.

You are guilty of plagiarism when you extract information from a book, article, web page or fellow student without acknowledging the source and submit it as your own work. In truth, you are stealing someone else's property. You may not use another student's work. You may not allow anyone to copy or use your work with the intention to submit it as his/her own.

Students who are guilty of plagiarism will forfeit all credit for the work concerned. Plagiarism is a serious violation of the University's regulations and may lead to expulsion.

The under-mentioned declaration must accompany written assignments. **Your assignment will be cancelled and returned unmarked if you do not include a fully completed and signed declaration form.**

I (full names):

Student number:

Module: BTE2601

Declare that...

1. I understand what plagiarism entails and am aware of the University's policy in this regard.
2. I declare that this assignment is my own, original work. Where I used someone else's work, whether a printed source, the internet or any other source, I give the proper acknowledgement and include a complete reference list.
3. I did not use another current or previous student's work, submitting it as my own.
4. I did not allow and will not allow anyone to copy my work with the intention of submitting it as his or her own work.

Signature _____ Date: _____



COMPULSORY ASSIGNMENTS

8.5.1 Assignment 01

Answer all questions using tutorial letter 501

Due date: 24 April 2020

Unique Number: 532417

Answer all the questions.

The purpose of the question assignment is to help you to become familiar with study units 1 to 5 of Tutorial Letter 501 and the prescribed book. Remember that these assignments should be done by using the writing material included in your study package. Study the brochure *Study @ Unisa* for guidelines on how to complete a mark-reading sheet. Make sure that you use the correct unique number as well as your student number, name, address and module code on the assignment covering sheet.

Multiple-choice questions

1. Shulman (2004:227) claims that, at a minimum, good teaching combines the following knowledge bases ...
 - 1 content knowledge.
 - 2 pedagogical knowledge.
 - 3 curriculum knowledge.
 - 4 All of the above.

2. Thinking that is focused, intentional and purposeful and aims to deepen understanding and to inform further thought and action.
 - 1 contextualism
 - 2 cognitive construction
 - 3 reflection
 - 4 lateral thinking

3. A strategy that has been used long ago by teachers to change the behaviour of learners in the classroom.
- 1 question and answer method
 - 2 reinforcement
 - 3 discussion method
 - 4 lecture method
4. The theory that describes how learners understand the information they encounter in the classroom and emphasise that learners are unique.
- 1 behaviourist theory
 - 2 cognitive theory
 - 3 social theory
 - 4 Both A and C.
5. The role of the teacher in the teaching-learning experience is to ...
- 1 support learning.
 - 2 mediate learning.
 - 3 Both 1 and 2.
 - 4 None of the above.
6. The following are the phases of information processing, except one ...
- 1 positive interdependence.
 - 2 input phase.
 - 3 processing phase.
 - 4 output phase.
7. Describes how learners think, learn and take responsibility for their own learning.
- 1 metacognition
 - 2 intelligence
 - 3 communication
 - 4 None of the above.

8. The focus on the learner's making and constructing knowledge is known as ...
- 1 constructivist perspective.
 - 2 cognitive perspective.
 - 3 behaviourist perspective.
 - 4 personal perspective.
9. Dialogue between the learner and the teacher should be ...
- 1 interesting.
 - 2 interactive.
 - 3 short.
 - 4 None of the above.
10. The plan that guides all teaching is referred to as ...
- 1 syllabus.
 - 2 curriculum.
 - 3 Both 1 and 2.
 - 4 Tutorial Letter 501.
11. It is evident that the definition of curriculum is more than the stated aims and syllabus documentation. It also involves consideration of the following:
- 1 actual classroom practices and experiences
 - 2 the perspective of teachers' work
 - 3 implementation of the curriculum policy
 - 4 All of the Above.
12. The benefits of using blogs in education are that ...
- 1 blogs help with assessment of learners with learning difficulties.
 - 2 blogs enable learners to argue and explain ideas with fellow learners on a specific topic.
 - 3 blogs help learners find and analyse each other's strengths and weaknesses.
 - 4 All of the above.

13. CAPS is organised into ...
- 1 topics.
 - 2 phases.
 - 3 stages.
 - 4 levels.
14. The teacher is expected to align his or her planning to the ... to ensure that the needs of all learners are catered for.
- 1 content
 - 2 context
 - 3 syllabus
 - 4 curriculum
15. A ... tends to make a difference in learners' learning by adapting and implementing teaching and learning practices to support transformation.
- 1 transformative teacher
 - 2 self-directed teacher
 - 3 sequential teacher
 - 4 global teacher
16. Knowing learners well and understanding their different learning needs speaks of ...
- 1 information gathering skills.
 - 2 management skills.
 - 3 pedagogy of care.
 - 4 interpersonal skills.
17. A good teacher should be familiar with the school, classroom and learners that he or she teaches. This suggests that the teacher needs to ...
- 1 do situation analysis.
 - 2 proceed from the simple to the complex.
 - 3 proceed from analysis to synthesis.
 - 4 All of the above.

18. The determination of what led to the success or failure of the lesson by the teacher showed that the teacher ...
- 1 recognises existing knowledge or learning to that point.
 - 2 summarises the lesson experience.
 - 3 engages in reflective teaching.
 - 4 uses it to serve as a means to focuses activity.
19. The knowledge about teaching and learning is referred to as ...
- 1 pedagogical content knowledge.
 - 2 reflective knowledge.
 - 3 scaffolding knowledge.
 - 4 lecture knowledge.
20. One of the processes that could enhance reflective teaching.
- 1 observing your colleagues
 - 2 maintaining conflict among student
 - 3 self-reporting
 - 4 Both 1 and 3.

TOTAL: (20)

8.5.2 Assignment 02

Answer all the questions, using your textbook: becoming a teacher

Due date: 26 June 2020

Unique Number: 629125

(For examination purposes, a year mark 10% will be calculated.)

INSTRUCTIONS

- 1. All questions must be answered.**
- 2. The cover page of your assignment must have all your personal details.**
- 3. Do not forget to write the assignment unique number.**

Question 1

- 1.1 Discuss critical theory in the South African context. Your discussion should include the following:
- a. your understanding of critical theory
 - b. importance of critical theory to teachers
 - c. advantages of critical theory (10)
- 1.2 Describe five types of curricula. (10)
- 1.3 Discuss the social theory and the assumption that it holds with regard to teaching and learning (5)
- 1.4 List the different intelligences, as suggested by Howard Gardner (1943). (5)
- (30)**

Question 2

- 2.1 Describe the following concepts in your own words:
- a. pedagogical (2)
 - b. transformative teacher (2)
 - c. inclusive education (2)
 - d. reflective practice (2)
 - e. assessment rubric (2)
- (10)**

Question 3

The Grade 4 teachers of an urban school in Limpopo, South Africa have received a significant amount of money to buy books for teaching English reading. The most cost-effective books can be found in Canada. The stories are written by well-known authors and the illustrations are beautiful. The stories are about cold winters with snow and ice, dressing warmly and staying indoors.

- 3.1 When you think of **context**, what problems do you identify? (2)
- 3.2 When you think of the **CAPS**, what kinds of problems do you foresee? (2)

- 3.3 When you think of **Africanisation**, what would happen when you use these books? (2)
- 3.4 What would you suggest the teachers do? (4)
- (10)**

Question 4

- 4.1 Assessment is an integral part of teaching and learning. Outline five purposes of assessment. (5)
- 4.2 Explain the difference between assessment and evaluation in your own words. (4)
- 4.3 Differentiate between assessment of learning and assessment for learning. (5)
- 4.4 Analyse the use of formative assessment for the teacher and the learner. (6)
- 4.5 Mention five principles of assessment and demonstrate how you will apply them in your classroom. Practical examples should be provided. (10)
- (30)**

Question 5

- 5.1 Tabulate the most common intrinsic and extrinsic barriers to learning in the South African context. (10)
- 5.2 List and explain with practical examples the key elements that should be included in the learning programme. Demonstrate your answer with practical examples from the CAPS document. (10)
- (20)**

TOTAL: (100)

8.5.3 Assignment 03

This assignment requires of you to complete a series of questions on the content of the module, using your textbook **Becoming a teacher**.

(For examination purposes, a year mark of 10% will be calculated.)

Closing date: 06 August 2020

Unique number: 739066

Assignment Questions

Question 1

- 1.1 Shulman (2005:504) described classroom teaching as “perhaps the most complex, most challenging and most demanding and frightening activity our species has ever invented”. Do you agree or disagree with this statement? List five reasons and give practical examples to illustrate your answer on each statement. (10)
 - 1.2 Describe in your own words the **value of learning theories** for your teaching practice in the classroom. Indicate how the learning theories discussed can be linked to the practice of teaching and learning in your class. (10)
 - 1.3 Read the information on the competencies required of beginner teachers. (You can access the document on myUnisa under **Additional Resources**.)
 - 1.3.1 What practical skills from this list would be very important for a teacher to have? Motivate your answer and provide examples. (10)
 - 1.4 Use your knowledge about learning theories and name at least three aspects that a teacher should be knowledgeable about in order to teach effectively and monitor learners’ progress in the class. (6)
- (36)**

Question 2

This question must be answered on the blog created for students for this module.

- 2.1 Formulate your own teaching philosophy. (Write two paragraphs.) (10)
- 2.2 Go to myUnisa and post your teaching philosophy to join the blog on “Teachers teaching philosophies and how that influences their teaching”.
- 2.2.1 What did you learn on the blog? (2)
- 2.2.2 How did your teaching philosophy change; or was it influenced by the discussion online? (2)
- (14)**

Question 3

- 3.1 Use your own words to describe benefits of applying a caring pedagogy. (10)
- 3.2 During the five weeks observation as a first-year student. Use a guideline from your book and design (write) a page for your own reflective journal. (10)
- (20)**

Question 4

Plan and prepare a lesson for “The grade and topic of your choice” topic. (The topic should be the one prescribed in the CAPS document).

HINT: LESSON PLAN ASSESSMENT RUBRIC Use this lesson plan assessment rubric as a guide to compile the lesson. Do not redraw this rubric or complete the one below. It only serves as a guide to help you to plan your lesson.

Assessment rubric for lesson plan			
Components of lesson	Detailed criteria / information	Marks	Marks allocated
1. Localising details	Subject Grade Time allocation Number of learners	1 mark	

2. Learning objectives	Provide knowledge, skills and values	3 marks	
3. Curriculum topic	Topic from the CAPS document	1 mark	
4. Lesson theme (curriculum sub- theme)	A curriculum sub-theme or lesson content theme	2 marks	
5. Introduction	Linking learners' background knowledge with the new content	4 marks	
6. Teacher activities	What will the teacher be doing	3 marks	
7. Learners' activities	What will learners be doing	3 marks	
8. Method(s), teaching support aids and learning material	a) Motivate your choice of teaching methods/techniques/strategies b) Teaching aids	2 marks 2 marks	
9. Place of the lesson in the curriculum	a) Indicate where theme fits into the curriculum b) Lesson content	2 marks 2 marks	
10. Lesson preparation	Explain how you would prepare and facilitate the lesson.	2 marks	
11. Assessment	Provide types of assessment activities (including homework).	3 marks	
	TOTAL MARKS	30 marks	

TOTAL: (100)

9 EXAMINATIONS

9.1 Admission to the examination

Admission to the examination will be handled automatically by the computer. **A student will only be admitted to the examination if he or she has completed and submitted the compulsory Assignment 01 in time.**

9.2 The examination paper

The duration of the examination paper is two hours and counts 100 marks. There will be four questions of which you will have to answer three. One question will be compulsory. The questions may be divided into subsections.

9.3 Examination period

This module is a year module in 2020. This means that you will write the examination in October/November 2020. The examination section will provide supplementary examination dates. During the year, the Examination Section will provide you with information on the examination in general, examination venues, examination dates and examination times.

GENERAL

1. The duration of the examination paper is two hours.
2. You will be required to answer three questions as follows:
 - a) Question 1 is COMPULSORY (short and paragraph-type questions). (40 marks)
 - b) Answer TWO questions chosen from questions 2, 3 and 4. (30 marks for each of the questions)
 - c) The total number of marks is 100.

NATURE OF THE QUESTIONS

1. The examination questions will be similar to those set as assignment questions.
2. You will be required to illustrate your answers, where possible, with practical examples taken from accounting.
3. Marks will be allocated in a similar manner as for the assignments.

CONTENTS TO BE STUDIED FOR EXAMINATION PURPOSES

The following learning content should be prepared for the examination (October 2020 and January 2021):

- ♦ All the assignments (very important)
- ♦ Tutorial letter 501 and the textbook
- ♦ the questions in Tutorial Letter 501 following each study unit

9.4 Previous examination papers

There are NO previous examination papers available on myUnisa. You may, however, accept that examination questions will be similar to the questions asked in the activities in Tutorial Letter 501 and in the assignments.

10 FREQUENTLY ASKED QUESTIONS

I refer you to the brochure *Study @ Unisa* which contains an A–Z guide of the most relevant study information.

11 PLAGIARISM

Unisa's Policy for Copyright Infringement and Plagiarism states emphatically that plagiarism is unacceptable.

This means that your work, including your research outline, must be the result of your own skill and labour. Copying from another person's work without giving due acknowledgement by means of references to the author or reproducing / adapting another's work (or parts thereof) without clear acknowledgement and details of the publication concerned is plagiarism.

Your application for admission to Unisa will be declined immediately if any of the following is detected:

- You fail to clearly indicate (with quotation marks, indenting or through using of different fonts) phrases or passages taken verbatim (word for word) from a published or unpublished text without acknowledging the original author and text.
- You paraphrase an article, book or electronic text without acknowledging the source(s) and the author of the work. This amounts to reproducing a text in

different words than the author; changing the word order of the text or changing the sentence type / style of the author.

- You use more than a substantial part of the work of any author, even if you acknowledge the source and the author.
- You use a patch-writing method (cut-and-paste), which means that you take pieces of another person's work, including those from the internet, and blend it with your own words and phrases without acknowledging the author and the source of the work.

12 CONCLUSION

I hope you have enjoyed this module. For me to improve the module, please share your experience by answering the following questions. You can submit this questionnaire with Assignment 03.

a. Which part of the module did you find challenging?

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b. Which part of the module did you find interesting?

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c. What can be done to improve the module?

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d. Have the instructions been clearly defined? If not, cite examples of questions that were confusing.

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e. Which parts of the module did you find irrelevant. Motivate your answer.

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f. What would you like to see included in the module?

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Your feedback matters!

All of the best for 2020.

Your lecturer

Mr. MX Majola