

Tutorial letter 201/2/2018

TEACHING ADULT BASIC EDUCATION

ABT1519

Semester 2

Department of Adult Basic Education and Youth Development

IMPORTANT INFORMATION:

This tutorial letter contains feedback on assignments
and examination guidelines.

Dear Student

Welcome once again to the course **Teaching Adult Basic Education, ABT1519**. I hope you have enjoyed the module and are now preparing yourself to write the examinations. In this tutorial letter, I give you general feedback on what was required in Assignment 01 and 02 of semester 1 and give some general information about ABT1519 examinations.

This tutorial letter is divided into two sections. In the first section we provide general feedback to assignments 01 and 02 of Semester 2 of 2018. There are many different ways of responding to the questions, but you should find it helpful to compare the sample answers with your own answers. Section B consists of guidelines that you need to use to prepare for the coming examination. Note that the study guide is there to serve as the basis for your responses. You are advised to go out and look for references that will help you beef up the answers in your study guide.

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1. SECTION A**Feedback****ASSIGNMENT 01****Multiple Choice: Unique No. 874676**

Here are the possible answers to assignment 01. Please compare your answers to those provided below. For you to learn from the exercise, try to think carefully about the rationale behind each choice of answer. Work on why each option is correct, and not just which option is correct.

Question	Answers
1	1
2	4
3	1
4	1
5	5
6	3
7	4
8	3
9	1
10	1
11	2
12	3
13	3
14	3
15	3
16	1
17	3
18	1
19	2
20	4

[20]

2. SEMESTER 2

ASSIGNMENT 02
Essay Question
Unique No.: 782232
Tips for assignment 02

Please keep the following **suggestions** and **guidelines** in mind when working on future assignments:

- * Read the question carefully. **Pay close attention to what you are asked to do**, e.g., *describe*, *discuss*, *compare*, and so on. If and when you do not understand a question, do not hesitate to contact us.
- * Use **practical examples** to illustrate your answers.
- * Please pay attention to the **marks allocated** for each question. It is a useful indication of how broad or focused your answer should be. Make sure your answers are not too long or too condensed.

QUESTION 1

The educator's task is to make the atmosphere comfortable for learning. The classroom may be under a tree or in a school but how learners respond and whether they continue to come to class will depend on the manner of the educator. In a paragraph each, discuss the following:

1.1 Creating a warm atmosphere

(10)

You were expected to read Page 17 of your Study Guide and develop your responses from there. Some of the issues to remember include:

- Respecting your learners
- Treating them as your equals
- Greeting them individually by their names
- Listening to their interests
- Making learning fun, and
- Respecting their ideas.

1.2 Dealing with shy learners

(10)

You were expected to draw from Page 17 of your Study Guide and develop your response to the questions from there. These are some of the issues that you were expected to touch on:

- Chat to them after the lesson,
- Consider pair work, and
- Consider seating learners in groups.

1.3 Dealing with talkative learners**(10)**

You were expected to draw and base your responses on Page 18 of your Study Guide. Some of the important issues that you had to remember include the following:

- Give the talkative learner the role of a group leader,
- Suggest the learner gives others a chance to say something as well in a humane manner, and
- Intervene as educator in a polite manner.

1.4 Making the learning meaningful**(10)**

Your response was expected to develop from Page 18 of your Study Guide. However, you were not expected to reproduce the Study Guide.

- Learning to be relevant to learners' lives,
- Learning to be contextual, and
- Learning to be learners' problems based (leading to possible solutions)

1.5 Discussing short and long-term goals with students.**(10)**

Your response was expected to demonstrate your understanding of Section 2.5 on Page 19 of your Study Guide. We consider short term goals as those running up to three months and long term goals running up to six months and beyond.

(50)**QUESTION 2**

In the classroom, adult learners face many difficulties. Using practical examples discuss **FIVE** difficulties faced by adult learners and also give reasons why such difficulties exist.

You were expected to demonstrate your understanding of the entire Study Guide. The Study Guide is in reality designed to help you deal with the learners' difficulties as they work with you in achieving their goals. You only had to dwell on five difficulties. You will get good marks if you relate your responses to your own experiences as an educator. We discourage the reproduction of the Study Guide. Additional marks are given when you refer to your own life-experience based examples.

- Dealing with language difficulties,
- Reading challenges,
- Difficulties using a calculator,
- Challenges with communication among learners,
- Learners' challenges with expressing critical viewpoints and opinions, and so on.

(50)**Total Marks: [100]**

SECTION B

EXAM TECHNIQUE

Answers must meet the requirements of the question. Although we do not require you to show your planning, **you need to think carefully about the precise wording of the question.** Questions and instructions are often complex, and need to be answered step by step. For multiple questions try to compare alternatives given and select the best answer that is appropriate to the question. You will be tested partly on your ability to comprehend and give best answers to specific questions.

When it comes to essay writing, pay special attention to your **paragraphing**. Essays should include: **Introduction**, (it must be interesting and address the topic). Highlight the main points, which you will discuss in your essay.

Body of essay- this should be divided in paragraphs. Each paragraph should discuss one main idea. You are also advised to use connecting words to make your essay flow. Do not leave your ideas hanging but provide examples to support your arguments.

Conclusion: summarize your essay by highlighting the main ideas of your essay.

If you need to do some rough work, use the back pages of your answer book and rule a line through it so we can see it is not to be marked. However, be sure that you have enough time to finish all the answers that we must mark.

Plan your time carefully to ensure that you respond to all questions. On the other hand, you should not rush so much that you do not use all of the time available to you.

FINALLY

The examination paper will contain questions some of which may be similar to those you have written for your assignments. Answer simpler questions first and then move to more challenging ones later. The feedback above should be used as part of your exam preparations. We hope this will benefit you in your studies.

When answering the questions, please bear the following key guidelines in mind regarding what is required of you from the various questions:

Analyse: Describe the various parts of X and explain how they work together, or whether they work together. Give points for and against.

Compare: Describe the major similarities between two or more ideas, topics, etc.

Contrast: Describe the major differences between two or more ideas, topics, etc.

Define: Write a brief paragraph explaining the meaning of If there is more than one thing to define, explain any similarities or differences.

Describe: Give a detailed account of ...

Discuss: Write about the various opinions you have read on the subject. Give points for and against and draw a conclusion from the points presented.

Elaborate on: Write about a statement or a quotation that is part of the question. Explain the statement/quotation in more detail and then state your viewpoint concerning it.

Evaluate: Give an opinion supported by evidence on the worth or value of something.

Examine: Divide into parts and describe each part critically.

Explain: Write out in detail; make clearer; examine reasons and causes.

Give an account of: Give a statement of facts in sequence.

Illustrate: Use a figure, a diagram, or specific examples to make the meaning clearer.

Justify: Give reasons for your conclusions or opinions.

Outline: Describe the essential parts only.

Show: Give reasons and causes.

State: Present clearly and concisely.

Summarize: Give the main points omitting details.

NOTE: Pay attention to the note below:

Demarcation or scoping of examinations and assessment

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes. Examination questions should be based on the entire work covering the notional hours of the modules. You are encouraged to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201

According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

The ABET team wishes you all the best for your examination.

Regards

Mr KC Mbanjwa and the ABET TEAM

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