



**Tutorial Letter 101/3/2018**  
**Teaching Adult Basic Education**  
**ABT1519**

**Semesters 1 and 2**

**Department of Adult Basic Education and Youth  
Development**

**IMPORTANT**

This Tutorial Letter contains important information about your module

BARCODE



Define tomorrow.

**UNISA** |   
university  
of south africa

## CONTENTS

	<i>Page</i>
1. INTRODUCTION.....	3
2. PURPOSE OF AND OUTCOMES FOR THE MODULE.....	3
2.1 Purpose.....	3
2.2 Outcomes .....	4
3. LECTURER AND CONTACT DETAILS.....	4
3.1 Lecturer.....	4
3.2 Department .....	5
3.3 University.....	5
4. MODULE-RELATED RESOURCES .....	5
4.1 Prescribed books .....	5
4.2 Recommended books .....	5
4.3 Electronic Reserves (e-Reserves).....	6
4.4 Library services and resources information .....	6
5. STUDENT SUPPORT SERVICES FOR THE MODULE .....	6
5.1 Inventory letter .....	6
5.2 Tutorials.....	7
5.3 Discussion classes and video conferencing.....	7
5.4 Study groups .....	7
5.5 <i>myUnisa</i> .....	8
5.6 Free computer and internet access .....	8
6. STUDY PLAN .....	9
7. PRACTICAL WORK AND WORK-RELATED LEARNING .....	10
8. ASSESSMENT .....	10
8.1 Assessment criteria .....	10
8.2 Assessment plan.....	10
8.3 Assignment numbers.....	12
8.3.1 General assignment numbers .....	12
8.3.2 Unique assignment numbers .....	12
8.4 Submission of assignments .....	12
8.5 Submission of assignments.....	12
8.6 The assignments.....	15
SEMESTER 1.....	15
SEMESTER 2.....	21
8.7 Other assessment methods .....	25
8.8 The examination .....	25
8.9 Demarcation or scoping of examinations and assessments .....	26
9. FREQUENTLY ASKED QUESTIONS.....	26
10. SOURCES CONSULTED .....	27
11. IN CLOSING .....	27
12. ADDENDUM .....	28

## 1. INTRODUCTION

Dear Student

Welcome to the **Teaching Adult Basic Education** module. We trust that you will find this course interesting, helpful and enjoyable. We are very glad to have you as a student in the ABET Department. We are certain that as a qualified ABET practitioner, you will have a vital contribution to make towards the development of your country.

The information in this Tutorial Letter is important. Keep it in a file or some other safe place since you will need to refer to it often during the year. Read through it carefully before you start on any work for this course to get an overview of what is required of you. Underline all the dates we give you in this Tutorial Letter and enter them on your year planner where you can see them at a glance. Keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

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.

In this Tutorial Letter ABT1519, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to 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.

We have also included certain general and administrative information about this module. Please study this section of the Tutorial Letter carefully.

Right from the start we would like to point out that you must read all the Tutorial Letters you receive during the semester immediately and carefully, as they always contain important and, sometimes, urgent information.

## 2. PURPOSE OF AND OUTCOMES FOR THE MODULE

### 2.1 Purpose

This module will be useful to people who require broad introductory knowledge, skills, and applied competence in teaching adult basic education learning areas that build on the foundation of mother-tongue basic literacy and numeracy. People credited with this module will be competent in the general teaching skills required to teach a variety of ABET learning areas at different ABET levels.

## 2.2 Outcomes

At the end of this module you will be able to:

- Apply the requirements of the relevant ABET learning area unit standards
- Provide opportunities for learners to use language communicatively and critical
- Reinforce prior mother-tongue literacy and numeracy learning
- Manage language in the learning situation
- Help learners with visual literacy.
- Help learners with critical reading comprehension
- Help learners to produce texts and assignments
- Help learners to access and manage information.

## 3. LECTURER AND CONTACT DETAILS

**Please note** that with **any** enquiry, you need to include or provide your:

- Name and surname
- Student number
- Module code
- Contact details

### 3.1 Lecturer

**Mr David Addae**  
**Lecturer**

Office 00-002, Building 10, Sunnyside Campus  
Tel: +27 (0) 12 481 2972  
E-mail: [addaed@unisa.ac.za](mailto:addaed@unisa.ac.za)

**Please note:** All queries that are **not** of a purely administrative nature but are about the content of this module should be directed to the lecturer. Please have your information, as set out in the above-mentioned column, with you when you contact the lecturer. E-mail and telephone numbers are included with the address but you might also want to write to the lecturer.

Note that sometimes the lecturer may not be available in the office due to the attendance of conferences, workshops, seminars, and other academic related duties. It is of the utmost importance for us to keep in constant communication with you. Kindly send an email and we will respond to your query as soon as possible.

Ensure that you make an appointment if you'd like to discuss matters with your lecturer.

### 3.2 Department

#### **Ms Phumza Malangeni**

##### **Administrative Officer**

Office 01-046, Building 10, Sunnyside Campus

Tel: +27 (0) 12 484 1118

E-mail: malanp@unisa.ac.za

#### **Mr George Moima**

##### **Administrative Officer**

Office 01-050, Building 10, Sunnyside Campus

Tel: +27 (0) 12 429 8528

E-mail: moimamg@unisa.ac.za

### 3.3 University

Students must address all queries relating to the **administration** of their **registration** to:

The Registrar  
University of South Africa  
PO Box 392  
UNISA  
0003

Online information: <https://my.unisa.ac.za>

E-mail: [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za)

Unisa Website: <https://unisa.ac.za>.

If you have administrative queries regarding your assignments, for e.g. you want to know whether the university has received your assignment, you can e-mail your query to the address below.

E-mail address for querying assignments: [assign@unisa.ac.za](mailto:assign@unisa.ac.za)

You can also consult the brochure *Study @ Unisa* for more information.

## 4 MODULE-RELATED RESOURCES

### 4.1 Prescribed books

There is no prescribed book for ABT1519 this means that you do not have to buy any additional books for ABT1519. You only need to study your study guide and the Tutorial Letters.

### 4.2 Recommended books

There are no recommended books for ABT1519. You only need to study your study guide and the Tutorial Letters.

### 4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for ABT1519. You only need to study your study guide and the Tutorial Letters.

### 4.4 Library services and resources information

For brief information go to: <http://www.unisa.ac.za/contents/studies/docs/myStudies-at-Unisa2016-brochure.pdf>

For more detailed information, go to the Unisa website: <http://www.unisa.ac.za/>, click on Library

For research support and services of Personal Librarians, go to: <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>

The Library has compiled numerous library guides:

- find recommended reading in the print collection and e-reserves - <http://libguides.unisa.ac.za/request/undergrad>
- request material - <http://libguides.unisa.ac.za/request/request>
- postgraduate information services - <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the Library/find us on social media/frequently asked questions: <http://libguides.unisa.ac.za/ask>

## 5. STUDENT SUPPORT SERVICES FOR THE MODULE

The Department of Despatch should supply you with the following study material for this module:

- Study Guide
- Tutorial Letter 101 for ABT1511 and other Tutorial Letters later.

E-mail address for the study material section/despatch department: [despatch@unisa.ac.za](mailto:despatch@unisa.ac.za)

If you have access to the internet, you can view the study guides and Tutorial Letters for the modules for which you are registered on the university's online campus, *myUnisa*, at <http://my.unisa.ac.za>.

### 5.1 Inventory letter

You should have received an inventory letter telling you what you have received in your study package and also showing items that are still outstanding. Also see the brochure entitled *Study @ Unisa*.

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.

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

## 5.2 Tutorials

UNISA offers student support services (tutorials) for students as additional academic support at the various UNISA regional learning centres throughout the country. 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. Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study @ Unisa*.

## 5.3 Discussion classes and video conferencing

These will take place periodically during the year when there are sufficient numbers of students. In the event where a class is arranged for this module, we recommend that you attend.

## 5.4 Study groups

Many students have found that they benefit immensely from joining a study group consisting of students that are all enrolled for the same module or modules.

If you would like to find out whether there are other students near you who are also doing this module, please contact the Department of Student Admission and Registration.

Alternatively, ask your fellow students to join your group via the *myUnisa* discussion forum.

The addresses of students in your area may be obtained by mail from the following department:

Directorate Student Administration and Registration  
PO Box 392  
UNISA  
0003

Please note, however, that students are only allowed to submit their own work for assignments. **No group assignment(s) will be accepted.**

## 5.5 *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, with other students and with the administrative departments of Unisa - all through the computer and the internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://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*.

## 5.6 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc.

Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).



## 6. STUDY PLAN

Use the table below to draft your personal plan. Don't wait until it is too late to do your work. It is important to immediately, when you receive the study guide, start writing your assignment.

Month	Task	Progress : ✓ OR ✗
<b>SEMESTER 1</b>		
<b>February</b>	<ul style="list-style-type: none"> <li>• Orientate yourself with the module.</li> <li>• Read through your tutorial letter and study guide and start preparing for assignment one.</li> </ul>	
<b>March</b>	Start preparing for Assignment 01	
	<b>23 March: due date for Assignment 01</b>	
	After submitting Assignment 01, start preparing for Assignment 02	
<b>April</b>	<b>05 April: due date for Assignment 02</b>	
<b>Due date for May/June examination</b>	<ul style="list-style-type: none"> <li>• Read through the feedback you have received from your marked assignment.</li> <li>• Correct any mistakes that you might have made in your assignment.</li> <li>• Start reading through your study guide and make notes in preparation for your examination.</li> <li>• Study for your examination.</li> </ul>	

Month	Task	Progress : ✓ OR ✗
<b>SEMESTER 2</b>		
<b>June - July</b>	<ul style="list-style-type: none"> <li>• Orientate yourself with the module.</li> <li>• Read through your tutorial letter and study guide</li> <li>• Start preparing for assignment one.</li> </ul>	
<b>August</b>	<b>15 August: Due date for Assignment 01</b>	
	After submitting Assignment 01, start preparing for Assignment 02	
	<b>22 August: Due date for Assignment 02</b>	
<b>Due date for October/November exams</b>	<ul style="list-style-type: none"> <li>• Read through the feedback you have received from your marked assignment.</li> <li>• Correct any mistakes that you might have made in your assignment.</li> <li>• Start reading through your study guide and make notes in preparation for your examination.</li> <li>• Study for your examination.</li> </ul>	

## 7. PRACTICAL WORK AND WORK-RELATED LEARNING

There is no practical work for this module.

## 8. ASSESSMENT

### 8.1 Assessment criteria

- Knowledge and skills required by learners in terms of unit standards for the learning area at a ABET level are described.
- The relevant unit standards are used to plan and facilitate learning.
- All learners are given opportunities to express themselves and practise the target language.
- Language elements (e.g. vocabulary, grammar, spelling) are taught within a meaningful, real-life context
- Use of mother-tongue languages by learners is permitted during learning event where it enhances learning and increases understanding.
- Application of reading strategies acquired in mother tongue is discussed with reference to the target language.
- Strategies for dealing with language difficulties which may affect learning are suggested.
- Relevant terminology of the learning area, including acronyms and abbreviations, is explained.
- Layout and style of visuals used in materials are explained to learners (e.g. charts, graphs, tables, diagrams, conventional uses of colour, comic bubbles)
- Learners are helped to use the different parts of a text (e.g. contents page, glossary, index, page numbers, captions, headings, boxes).
- Appropriate reading strategies are explained to learners (e.g. pre-reading, scanning, skimming, guessing from context, predicting).
- Learners are helped to structure texts (e.g. focus on subject, logical sequencing, coherence).
- Learners are shown how to store and retrieve documents from relevant filing systems.

### 8.2 Assessment plan

All assessment activities during the year will be based on the following assessment plan.

The assessment process followed in this module is based on UNISA's assessment policy, which can be accessed on the UNISA Web.

#### Purpose of assessment

The purpose of the assessment interventions (assignments and examination) is to determine students' scientific and practical competences. Student's ability to identify and analyse the role and function of adult basic education practitioners in the community is assessed.

## **Assessment method**

The assessment plan is based on **two** compulsory formative assessment interventions: Assignment 01 (multiple choice questions) and Assignment 02 (essay type assignment), and the examination (summative). The essay type assignment requires the student's individual input. You will receive the Tutorial Letter 201, which addresses what students should have done in answering assignment questions. This will be of help in the preparation for exams at the end of the year.

## **Reasons for the assessment**

The following are reasons why these assessment interventions are conducted:

- To determine whether the learning required for the achievement of learning an outcome in the field of adult basic education has taken place.
- To collect evidence of student's newly acquired knowledge of adult basic education in the community.
- To reassess students whose previous attempts were unsuccessful and who resubmitted assignments to obtain credits and admission to the examination. Reassessment will only be allowed if time allows for it.

## **Persons involved in the assessment process**

Two different assessors are involved in the assessment process, namely the student and the lecturer.

### 1. Student:

In the case of the formative interventions the student has the primary responsibility for the success of the assignments. In other words, the student is encouraged to become independent and to check (self-assess) the contents of the assignment before it is submitted for assessment.

### 2. Lecturer:

The formative and summative interventions will be assessed by appropriately qualified and trained lecturers or markers. The markers mark the assignments according to the learning outcomes and assessment criteria set out in the study material and the lecturers moderate the marked assignments.

## **Assessment time frame**

All work submitted for formative assessment (the essay-type assignment) will be returned within a reasonable time (a maximum turnover time of three weeks after the marking staff has received it).

## Assessment logistics

The student is referred to Study @ Unisa for any other information about assessment related administration, such as agreements concerning students with special needs (for example, disabled students).

## Assessment instruments

Assignments and examination will be used as the main assessment instruments during the year.

### 8.3 Assignment numbers

Assignment are numbered consecutively per module, starting from 01. Therefore, you will have two (2) assignments to complete for this module: Assignment 01 and Assignment 02.

#### 8.3.1 General assignment numbers

Please refer to point 8.4.

#### 8.3.2 Unique assignment numbers

Please refer point 8.4.

### 8.4 Submission of assignments

SEMESTER	COMPULSORY ASSIGNMENT	QUESTIONS	DUE DATES	UNIQUE NUMBERS
Semester 1	Assignment 01	Multiple choice	23 March 2018	715923
Semester 1	Assignment 02	Essay type	05 April 2018	855574

SEMESTER	COMPULSORY ASSIGNMENT	QUESTIONS	DUE DATES	UNIQUE NUMBERS
Semester 2	Assignment 01	Multiple choice	15 August 2018	874676
Semester 2	Assignment 02	Essay type	22 August 2018	782232

### 8.5 Submission of assignments

Assignments should **not** be submitted by fax or email.

You may submit written assignments either by post or electronically via *myUnisa*. For detailed information and requirements as far as assignments are concerned, see the brochure, *Study @ Unisa*, which you have received with your study material.

To submit an assignment via *myUnisa*:

1. Go to *myUnisa*
2. Log in with your student number and password
3. Select the module
4. Click on assignments in the menu on the left
5. Click on the assignment number you want to submit
6. Follow the instructions on the screen

**Written** assignments should be addressed to:

The Registrar  
PO Box 392  
UNISA  
0003

### **Plagiarism**

All academic work, written or otherwise, submitted by a student is expected to be the result of his/her own work. UNISA views acts of copyright infringement and plagiarism as a serious offence.

Plagiarism is the act of taking words, ideas and thoughts of others, including the internet, and presenting it as your own. It is a form of theft which involves a number of dishonest academic activities.

The Disciplinary Code appears in the *My Studies* brochure and is given to all students at the time of registration. Students are advised to study the Disciplinary Code, especially chapter 3 (1.19). Kindly also read the University's Policy on Copyright Infringement and Plagiarism.

### GENERAL INFORMATION FOR THE ASSIGNMENTS

#### **Assignment 01 - Multiple Choice Questions**

As previously mentioned, Assignment 01 is a multiple choice question assignment and is **compulsory**. We have, therefore, provided some hints on how you can approach these questions.

#### **Hints on answering multiple choice questions**

Each question has only **one** correct answer. Begin by answering the question for yourself without looking at the alternative from which to choose. Since all the options will often seem equally acceptable to you, try to prevent any doubt in your mind by decided on an answer on your own first and then look for the answer among the alternatives that agrees with yours. When considering the alternative answers, always read the question in full together with the given alternatives to test the correctness of the full statement.

Use the mark-reading sheet that was included in your package. If you have **not** received the mark-reading sheet, contact the university **immediately** at [despatch@unisa.ac.za](mailto:despatch@unisa.ac.za).

Study the brochure *my Studies @ Unisa* for information on how to use and complete a mark-reading sheet. A computer marks this assignment on a specific date and **no** extension of the submission date can therefore be given. Please remember to write the unique number of your assignment on the mark-reading sheet.

### **Assignment 02 - Written Assignment**

For Assignment 02, you will have to answer paragraph or essay type questions. The best way in which to approach this assignment is by doing the following:

- Read the questions carefully and underline/highlight the keywords or key points.
- Jot down an outline of what you need to address in your answer. You can make use of a diagram if you prefer this approach.
- You can refer to your study guide and look for the relevant information based on the question as well as what you have jotted down.
- Once you have this information, you can write your draft answer. When you are satisfied with your draft answer, you can complete your final answer for submission.
- Remember that when you write your answer, the key points must be clearly stated. Focus on your answer and do not include unnecessary information if it does not relate to the answer.
- Remember to always support the information from the study guide with relevant examples.

### **Commentaries and feedback on assignments**

You will receive the correct answers automatically for the multiple choice questions. For written assignments, markers will comment constructively on your work. As soon as you have received the commentaries, please check your answers.

The assignments and the commentaries 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.

### **Can I resubmit my assignment if I failed it?**

Unfortunately, you will **not** be allowed to resubmit any assignment you may have failed.

## 8.6 The assignments

### SEMESTER 1

#### ASSIGNMENT 01

##### Multiple choice questions

##### Compulsory

Due date: 23 March 2018

Unique number: 715923

Choose the correct answers

**This assignment has to be submitted in order to gain entrance to the examination.**

Contact the University immediately if you do not have the mark reading sheet.

**1. Choose the incorrect statement from the following:**

1. A period ends a sentence
2. A question mark shows that a question is being asked
3. A comma starts a sentence
4. An exclamation mark indicates strong emotion

**2. Which of the following is not a strategy for dealing with shy learners:**

1. Chat to them about their lives before and after class
2. Organise the classroom so that learners are sitting in groups
3. Ask them many questions during lessons
4. Ask them to help you with small jobs in the classroom

**3. We have learned that the curriculum framework clusters learning subjects into fundamental areas and ...?**

1. core areas
2. focus areas
3. elective areas
4. pre-requisites

**4. A unit standard tells us ...**

1. What the level of learning is
2. What the purpose of the learning is
3. What learning materials will be used
4. What critical cross-field outcomes the unit standard will achieve

- 5. Which of the following is a vocationally related learning area?**
1. Technology
  2. Arts and culture
  3. Wholesale and retail
  4. Human and social sciences
- 6. Which of the following should be included in the learner's portfolio:**
1. The learner's hobbies
  2. The aims set out by the learner at the beginning of each new level and learning area
  3. The learner's family background
  4. The learner's contact details
- 7. Which of the following is not academic learning area?**
1. Language, literacy and communication
  2. Natural science
  3. Wholesale and retail
  4. Mathematical literacy, mathematics and mathematical sciences
- 8. Which of the following should not be contained in a factual piece of writing?**
1. Introduction
  2. Structure
  3. First paragraph
  4. Conclusion
- 9. The following are stages in essay writing except?**
1. Noting how many books you are expected to read
  2. Thinking about the essay topic
  3. Gathering material for the essay
  4. Getting some ideas on paper
- 10. Which of the following explains skimming?**
1. To look quickly and choose
  2. To bring newspapers, books and magazines
  3. Reading the first and last sentences
  4. Running your eyes down the text rapidly
- 11. Skilled readers do not do one of the following:**
1. Predict what will happen next in a story using clues presented in the text
  2. Clarify parts of the text which have confused them
  3. Connect the events in the text to prior knowledge or experience
  4. Reread the text



- 12. In order for the educator to monitor learners' work, he/she must ...**
1. greet learners individually by name
  2. be strict on the learners
  3. check the learners' portfolios regularly and see whether they are making progress.
  4. consult other educators for advice
- 13. Which one of the following indicates specific outcomes?**
1. How learners will be taught.
  2. How learners will be assessed.
  3. What competence a learner should demonstrate in a particular learning area
  4. How learning should take place.
- 14. Which of the following is not a fundamental learning area?**
1. Language, literacy and communication
  2. Life orientation
  3. Wholesale and retail
  4. Mathematical literacy, mathematics and mathematical sciences
- 15. Learning outcomes that are generic to all levels and to all learning areas are collectively referred to as ...?**
1. fundamental outcomes
  2. critical cross-field outcomes
  3. specific outcomes
  4. general outcomes
- 16. Which of the following strategies should not be used by the educator when it comes to reading stories or other literature?**
1. Encourage learners to give their own responses.
  2. Ask whether they can relate the story to their own experience.
  3. Always say a word of discouragement.
  4. Encourage learners to listen to each other's responses.
- 17. The following factors should be considered by the educator when selecting print materials for adult learners except:**
1. Who are my learners?
  2. What is the purpose of the material?
  3. What should it look like?
  4. What is the name of the material?

**18. Which of the following is the ABET syllabus divided into?**

1. Qualifications
2. Unit standards
3. Courses
4. Subjects

**19. Before beginning written work with learners the educator needs to make sure of the following EXCEPT:**

1. Instructions are very clear
2. Difficult words on the topic are written on the board
3. Learners write down their ideas
4. Ask the learners to do practical tasks

**20. The Department of Education has developed a syllabus for ABET and laid down certain ...?**

1. Guidelines
2. Rules
3. Strategies
4. Steps

**(20)**

## **SEMESTER 1**

### **ASSIGNMENT 02**

#### **Essay style questions**

#### **Compulsory**

**Due date: 05 April 2018**

**Unique number:**

The assignment below is for this module and it indicates the closing date and the assignment number. The pass mark for this assignment is 50%.

#### **Before you begin writing your assignment, read the following carefully**

Academic writing will be required when responding to the questions below. Here is an assessment criterion to follow when writing an essay type of questions.

An essay/assignment should have the following features:

1. Cover page (write your name, surname, title of the assignment, module code, lectures name, assignment number and the date of submission).
  2. Table of contents (this should be written after completing the essay)
- You do not have to number your paragraphs, instead you have to arrange them in a logical order/sequence. The paragraphs should be relevant/relate to the topic.
  - Keep your ideas interesting and logical from the introduction to the conclusion. Do not confuse the reader/person marking your work.
  - Display insight into the topic (prove to the reader that you understand the topic and that you have read widely before writing your final draft).
  - Conclusion: (Summarise your essay/assignment with one concluding paragraph. Here you can highlight the main ideas of your assignments).
  - List of references: (cite/acknowledge all the authors that you have used when writing an essay/assignment).
  - Please note that you are allowed to include other points from other materials that you have read but, make sure they are relevant to the topic and the context in discussion.

**QUESTION 1**

1.1 When planning lesson plans, it is important to take into consideration certain key steps. Using relevant examples, discuss five (5) steps in the lesson planning process.

**(50)**

**QUESTION 2**

2.1. In your own words and using relevant examples, explain the following group work activities:

- (i) Discussion groups (10)
- (ii) Role play (10)
- (iii) Pair work (10)

2.2. There are two kinds of learning outcomes that concern us as practitioners. Using examples explain each of the two (2) kinds of learning outcomes. (20)

**(50)**

**ASSIGNMENT 02 TOTAL [100]**

## **SEMESTER 2**

### **ASSIGNMENT 01**

**Multiple choice questions**

**Compulsory**

**Due date: 18 August 2018**

**Unique number: 655574**

**Choose the correct answers**

**This assignment has to be submitted in order to gain entrance to the examination.**

Contact the University immediately if you do not have the mark reading sheet.

#### **Questions**

- 1. When presenting charts, graphs, maps, and diagrams:**
  1. Choose complex layouts to begin with
  2. Draw charts, etc. on the board to show how this is done
  3. Start from what is known of the topic before moving on to what is not known
  4. Show the usefulness of what is being presented
  
- 2. Which of the following is not an example of a narrative text?**
  1. Life stories
  2. Stories
  3. Narratives based on personal experience
  4. Notices
  
- 3. A linking word is also called ...**
  1. conjunction
  2. sentence
  3. punctuation
  4. interjection
  
- 4. When we do role play in the classroom, we ask learners to ...?**
  1. act a role
  2. discuss the topic
  3. recite parts of the text
  4. Play in the class

5. **One of the following should not be considered by the educator when selecting print materials for adult learners:**
1. Who are my learners?
  2. What is the purpose of the material?
  3. What should it look like?
  4. What is the name of the material?
6. **One of the following is not a strategy for dealing with shy learners:**
1. Chat to them about their lives before and after class
  2. Organise the classroom so that learners are sitting in groups
  3. Ask them many questions during lessons
  4. Ask them to help you with small jobs in the classroom
7. **Which of the following should not be ensured by the educator before beginning written work with learners?**
1. Instructions are very clear
  2. Difficult words on the topic are written on the board
  3. Learners write down their ideas
  4. Ask the learners to do practical tasks
8. **Choose the incorrect statement from the following:**
1. A period ends a sentence
  2. A question mark shows that a question is being asked
  3. A comma starts a sentence
  4. An exclamation mark indicates strong emotion
9. **Which of the following must be done by the educator in order to monitor learners' work?**
1. Greet learners individually by name
  2. Be strict on the learners
  3. Check the learners' portfolios regularly and see whether they are making progress.
  4. Consult other educators for advice
10. **The Department of Education has developed a syllabus for ABET and laid down certain ...?**
1. guidelines
  2. rules
  3. strategies
  4. steps

- 11. The ABET syllabus is divided into ...?**
1. qualifications
  2. unit standards
  3. courses
  4. subjects
- 12. The curriculum framework clusters learning subjects into fundamental areas and ...?**
1. Core areas
  2. Focus areas
  3. Elective areas
  4. Pre-requisites
- 13. Specific outcomes tell us ...?**
1. how learners will be taught.
  2. how learners will be assessed.
  3. what competence a learner should demonstrate in a particular learning area
  4. how learning should take place.
- 14. When planning your layout, you should take the following into account:**
1. Headings and sub-heading
  2. There should no be correlation of sections
  3. There should be imbalance and complexity
  4. Provide critical outcomes
- 15. Which of the following is a vocationally related learning area?**
1. Technology
  2. Arts and culture
  3. Wholesale and retail
  4. Human and social sciences
- 16. A unit standard tells us what ...**
1. the level of learning is
  2. the purpose of the learning is
  3. learning materials will be used
  4. critical cross-field outcomes the unit standard will achieve
- 17. Which of the following is a way of creating a warm atmosphere in class?**
1. Strict discipline amongst the learners
  2. Treat learners as sub-ordinates
  3. Greet learners individually by names
  4. Make learning formal

**18. The following are strategies for dealing with talkative learners in the classroom except?**

1. Shout at the learner
2. Make him a group leader responsible for encouraging others to talk
3. Speak to him quietly and suggest that he/she gives others the opportunity to express themselves
4. When moving around, intervene and suggest that his opinions are worth listening to but others must also express themselves.

**19. The following are teaching methods except?**

1. Lecture method
2. Explanation
3. Discussion method
4. Role play method

**20. Skimming means:**

1. To look quickly and choose
2. To bring newspapers, books and magazines
3. Reading the first and last sentences
4. Running your eyes down the text rapidly

**(20)**



## SEMESTER 2

### ASSIGNMENT 02

Essay type questions

Compulsory

Due date: 2018

Unique number:

**Assignment 02 is a compulsory assignment and it contributes to 10% of your final mark.**

#### 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 on the educator. In a paragraph each, discuss the following:

- |     |   |             |
|-----|---|-------------|
| 1.1 | Creating a warm atmosphere                          | (10)        |
| 1.2 | Dealing with shy learners                           | (10)        |
| 1.3 | Dealing with talkative learners                     | (10)        |
| 1.4 | Making the learning meaningful                      | (10)        |
| 1.5 | Discussing short and long-term goals with students. | (10)        |
|     |   | <b>(50)</b> |

#### QUESTION 2

In the classroom, adult learners face many difficulties. Using practical examples discuss five (5) difficulties faced by adult learners and also give reasons why such difficulties exist.

**(50)**

**ASSIGNMENT 02 TOTAL [100]**

#### 8.7 Other assessment methods

Self and peer assessments are encouraged to give students increased responsibility for assessing their own and each other's work.

#### 8.8 The examination

You will write a two-hour examination for this module. If you are registered for Semester 1, you will write the examination in **May/June 2018** and the **supplementary** examination will be written in **October/November 2018**.

If you are registered for Semester 2, you will write a two-hour examination in **October/November 2018** and the supplementary will be written in May/June 2019.

During the semester, the Examination Section will provide you with information regarding the examination in general: examination dates, examination times and venues. Please refer to the Study @ Unisa brochure for general examination guidelines and examination preparation guidelines.

**Please note:** The examination paper will contain almost similar questions in your study guide and to those in your assignments. The previous examination question papers are **not** available to students. You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the examination question papers are the sole property of the Examinations Office of the University of South Africa.

### 8.9 Demarcation or scoping of examinations and assessments

**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.

## 9. FREQUENTLY ASKED QUESTIONS

We receive many enquiries from students asking the same questions repeatedly. Therefore, we have decided to include frequently asked questions in this Tutorial Letter.

The *Study @ Unisa* brochure contain an A-Z guide of the most relevant study information.

**Where do I get important telephone numbers if I want to do enquiries for example on administration issues, study material or on examination timetable?**

Important telephone numbers are provided in Tutorial Letter 101. You can also consult Study @ Unisa

**Which part of the work is more important?**

All the sections in the study guide are equally important and are assessed in the examination.

**I have not yet received my study material or misplaced it. Could you please mail or fax me a copy?**

No, unfortunately not, the study material is kept at a different department, namely Dispatch. Please consult *Study @ Unisa*. Ask whether the specific item has been despatched. If it has been despatched and you have not received it after a reasonable period of time, ask for another copy to be despatched to you. Please do **not** contact your lecturer for despatch or administrative matters. Kindly note that you can also find your study material in electronic format on *myUnisa*.

**I would like to do some additional exercises. Could you provide me with tutorial letters from previous years?**

Due to the limited storage space at UNISA, no tutorial letters from previous years are kept and/or made available to students.

**What do I do if I experience problems with the content of the study material?**

Contact your tutor or lecturer responsible for the module. You can phone your lecturer during official office hours from Monday to Friday (not evenings) Alternatively, make an appointment to see us personally if you live close to Pretoria, or write a letter or send an e-mail.

**My assignment is late because ... can I submit it at a later date?**

It is your responsibility to ensure that your assignment reaches UNISA's main campus on/or before the due date.

**Can you give me tips for the examination?**

No tips will be given to students. A College decision has been made that lecturers are not to make specific demarcations for examination purposes to students. Examination questions will cover the entire work based on the notional hours of the module. You are advised to study the whole study guide/module (Tutorial letter 501). Where other competencies and skills are assessed differently, you will be advised through the 201 Tutorial Letter. According to the Assessment Procedure Manual (2013), paragraph 4.5.2 (e), examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

## **10. SOURCES CONSULTED**

No sources other than the study guide were consulted.

## **11. IN CLOSING**

We trust that you will enjoy this module. At the same time, we would like to take this opportunity of wishing you everything of the very best with your studies.

**Kind regards**

## Your Lecturer and the ABET Team

**12. ADDENDUM**

When preparing your assignments or for the exams, kindly note the following descriptions:

<b>Word</b>	<b>Action</b>
<b>Analyse</b>	Describe the various parts of X and explain how they work together, or whether they work together. Give points for and against.
<b>Compare</b>	Describe the major similarities between two or more ideas, topics, etc.
<b>Contrast</b>	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.
<b>Describe</b>	Give a detailed account of ...
<b>Discuss</b>	Write about the various opinions you have read on the subject. Give points for and against and draw a conclusion from the points presented.
<b>Elaborate on</b>	Write about a statement or a quotation that is part of the question.
<b>Explain</b>	Explain the statement/quotation in more detail and then state your viewpoint concerning it.
<b>Evaluate</b>	Give an opinion supported by evidence on the worth or value of something.
<b>Examine</b>	Divide into parts and describe each part critically.
<b>Explain</b>	Write out in detail; make clearer; examine reasons and causes.
<b>Give an account of</b>	Give a statement of facts in sequence.
<b>Illustrate</b>	Use a figure, a diagram, or specific examples to make the meaning clearer.
<b>Justify</b>	Give reasons for your conclusions or opinions.
<b>Outline</b>	Describe the essential parts only.
<b>Show</b>	Give reasons and causes.
<b>State</b>	Present clearly and concisely.
<b>Summarise</b>	Give the main points omitting details.