UNIVERSITY OF FORT HARE
.XAMINATION QUESTION PAPER COVER

.RY EXAMINATIONS

.\S: 100

. SUBJECT CODE: MEX 313E

PAPER DESCRIPTION :

5. INTERNAL EXAMINERS: Dr N. Ngibe
   Ms Z. Qwesha

6. EXTERNAL EXAMINERS: N/A

7. INSTRUCTIONS TO CANDIDATES: Instructions on exam cover page.

8. EXAMINERS SIGNATURE: .... (IN ORDER) YES

9. H.O.D's SIGNATURE: .... (IN ORDER) YES

10. PRINT NAME / SIGNATURE OF PERSON SUBMITTING Q/P's: (IN ORDER) YES

Dr Yolanda Mpu ....

EXAMINATIONS CONTROL NUMBER:

....

EXAMINATION QUESTION PAPER

RECEIVED FROM: Dr Yolanda Mpu
SUBJECT CODE: MEX 313E
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INSTRUCTIONS

1. Please read the instructions carefully.
2. Answer all the questions. You can use the last page for your rough work, and please mark it rough work.
3. This is a bilingual (IsiXhosa-English) module. Therefore, you can use any of the two languages to answer the questions, but use one language for a question, unless instructed to use both languages in one question.

University of Fort Hare
Together in Excellence

BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING (GET BAND)

COURSE CODE: 50045

MAIN EXAMINATION

Subject: Mathematic Education 3 - IsiXhosa- English

Time: 3hrs

Date: June 2023

Marks: 100

This paper consists of 13 pages including the cover page

Internal Examiner

Dr N. Ngibe

Internal Examiner

Ms Z. Qwesha

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QUESTION 1 [20]

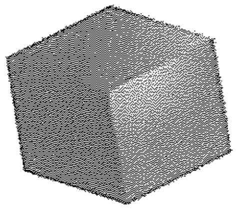
1. Say whether the following statements are true or false.

- Write T for True and F for False.
- Give reason for your answer.

Bhala ukuba into ebhalwe kumbuzo ngamnye olapha ngasezantsi iyinyaniso na nokokuba ayiyonyaniso.

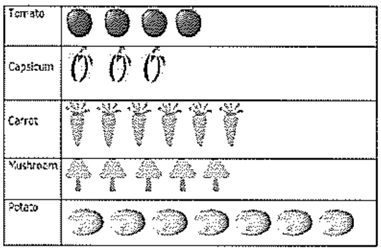
- **Bhala u T xa iyinyaniso okanye u F xa ingeyonyaniso**
- **Nika isizathu sempendulo nganye oyibhalileyo**

1.1. The shape below is a 2D shape



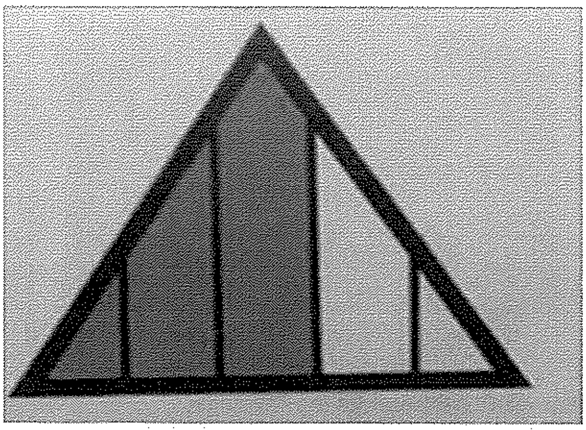
1.2. Perimeter is the distance around the circle.

1.3. The graph below is a bar graph



1.4. A fraction is same as a whole number

1.5. The following shape is divided into fifths.



1.6. Dividing circles into parts is a good way to illustrate to children the concept of fractions.

1.7. $3 + 5 < 9 - 1$

1.8. 2 000 300 20 1 = 2 000 + 300 + 20 + 1

1.9. The Place Value for 3 in 8 399 is 300.

1.10. The lowest common multiple for 2, 4, and 6 is 2

QUESTION 2 [30]

2.1. What is the value of 5 in each of these numbers? Write the answer in numbers. (2)

Lithini ixabiso lika- 5 kwinani ngalinye elingasezantsi?

2.1.1 154 289

2.1.2. 5 834 974

2.2. The learners were given the following mathematics problem to solve: 36 +86.

One of the learners wrote:

$$\begin{array}{r} 36\ + \\ \underline{86} \\ 1112 \end{array}$$

2.2.1. Find the correct answer. (1)

Fumana impendulo echanekileyo

2.2.2. Briefly explain what common mistake did the learner do and why? (2)

Ngokufutshane chaza impazamo eyenziwe ngumfundi unike nesizathu.

2.3. Ungamfundisa njani umfundi webanga lesithathu ukubala ezi zibalo zilandelayo?

2.3.1. 3 519 + 518 (5)

2.3.2. 3 218 - 518 (5)

2.3.3. Write the number names of the answers in 5.3.1 and 5.3.2. in isiXhosa. (2)

Bhala amanani owafumeneyo xa uphendula imibuzo 2.3.1. kunye no 2.3.2. ngesiXhosa.

2.3.4. Write the place value (ixabiso lendawo) of each digit in the answers in 2.3.1. and 2.3. 2. (2)

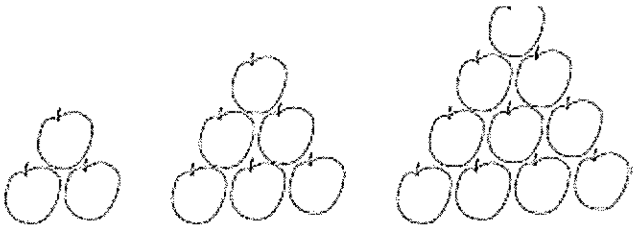
Bhala ixabiso lendawo lenani ngalinye kwimpendulo zakho kwimibuzo 2.3.1 no 2.3. 2.

2.4. What is the content area for this lesson? (1)

Ngowuphi ummandla womxholo

2.5. Complete the following pattern. (3)

Gqibezela le pattern ilandelayo.



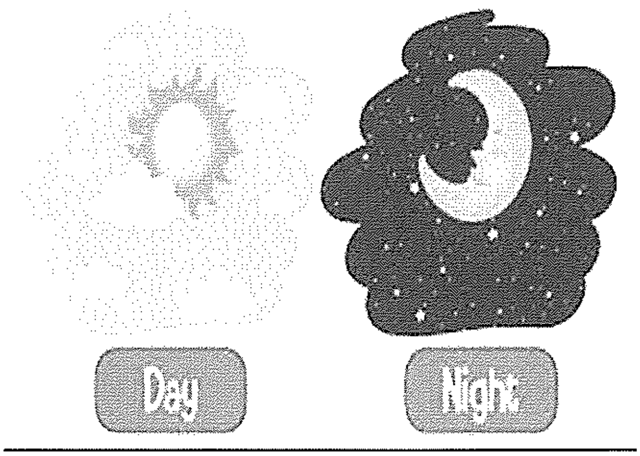
....

1 2 3 4 8 10

2.6. Refer to the figure to answer the questions that follow.

Sebenzisa umfanekiso ukuphendula imibuzo elandelayo.

<u>FIGURE 1: DAY AND NIGHT</u>



2.6.1. Name the content area in which the above figure is aligned to. (1)

Biza ummandla womxholo owoyamaniswa nalo mfanekiso ungasentla.

2.6.2. Under which topic will you teach about day and night? (1)

Sesiphi isihloko okufundiswa kuso ngemini nobusuku?

2.6.3. Write down the activity that you will do with your learners using the poster in figure 1.

Bhala umsebenzi oza kuwenza nabantwana.

2.6.3. 1. What will the teacher do? (5)

Uza kwenza ntoni umfundisi ntsapho?

2.6.3.2. What will the learners do? (3)

Baza kwenza ntoni abafundi?

2.6.4. What is the aim of the lesson? (2)

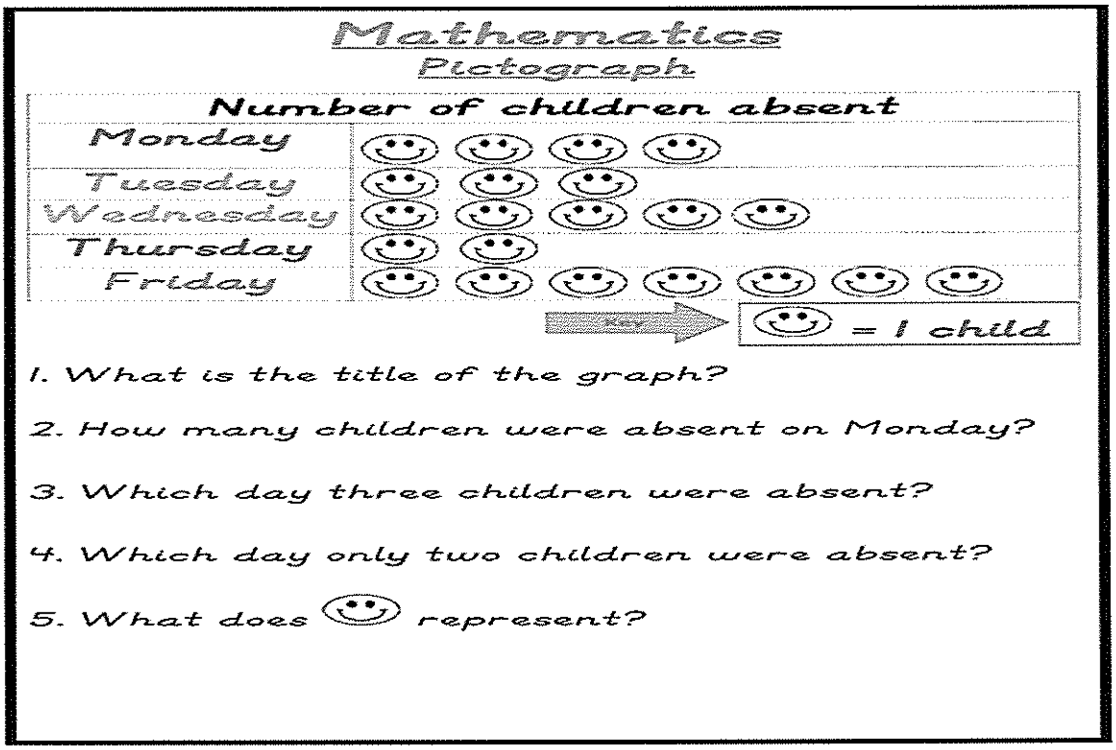
Yintoni injongo yesi sifundo?

QUESTION 3 [10]

3.1. The pictograph below indicates one way among others in which data can be represented in the Foundation Phase. Answer the questions based on the graph provided in the figure.

Le grafu yemifanekiso engasezantsi ibonisa enye yendlela olubekwa ngayo ulwazi oluqokelelweyo kumabanga aqalayo. Phendula imibuzo eyoyame kwigrafu eveliswe ngasezantsi.

Figure 2: Pictograph



The numbering for the answers should appear as follows:

3.1.1. (1)

3.1.2. (1)

3.1.3. (1)

3.1.4. (1)

3.1.5. (1)

3.2. Represent the information in the figure above in a tally table. (5)

Bonisa ulwazi olukwigrafu engasentla kwi tally table.

Question 4 [20]

4.1. A Grade 1 teacher wants to teach her children about measurement. For her first lesson she is planning to explain on the chalkboard (blackboard) and then consolidate it by giving the children a worksheet to do.

4.1.1. Provide an explanation of why this is not necessarily the best method of teaching measurement. (10)

Utitshala webanga lokuqala ufundisa ngomlinganiselo. Okokuqala ucwangcisa ukuba uzoqala ngokuyicacisa esebenzisa ibhodi, emva koko abanike umsbenzi.

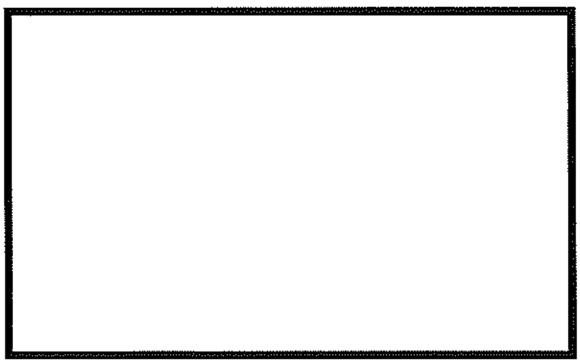
4.1.1. Cacisa ukuba kutheni kungalunganga ukuba enze ngolo hlobo.

4.2.

You ask the children in your class to name the shape below. One of the children says, "It is a rectangle because it is a quadrilateral with four right angles, the opposites are parallel, and consecutive sides are perpendicular".

Ubuza igama lale milo ingsezantsi kubafundi bakho. Omnye wabafundi uphendula athi luxande kuba yi quadrlilateral enamacala amane kunye ne right angles ezine, amacala ajongeneyo a paraleli, amabini asondeleneyo a perpendicular.

Figure 3: Shape



4.2.1. Which one of the van Hiele's levels of geometric thinking is addressed by the child? (2)

Leliphi ibakala lika Van Hiele lokucinga nge jiyometri elisetyenziswe ngulo mfundi?

4.2.2. Explain why you think that they are on this level. (3)

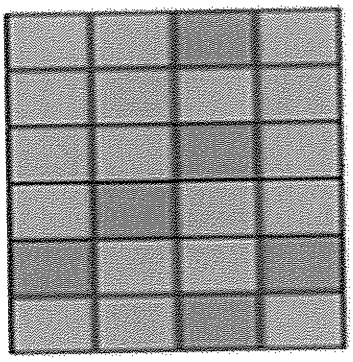
Cacisa ukuba kutheni usitsho.

4.3. If the perimeter of the 2D shape above is 20 cm, and the width is 4cm, calculate:

4.3.1 Length (3)

4.3.2. Area (2)

6.3. **Figure 5: Rectangle**



6.3.3. How many blocks are in the above rectangle? (1)

6.3.3. What fraction of this grid is green? (1)

6.3.4. What fraction is blue? (1)

6.3.5. What fraction is red? (1)

6.3.6. Which color makes up half of the rectangle? (1)

6.3.7. Why? (1)

6.3.8. Add your answers in 6.3.3, 6.3.4, and 6.3.5. (4)

6.3.9. Without using the formula (Area = l × b),

6.3.9.1. Find the area of the rectangle in figure 4. (1)

6.3.9.2. How did you get to the correct answer? (2)