higher education & training

Department:
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NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
ART AND SCIENCE OF TEACHING
NQF LEVEL 3
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Use only a black or blue pen.
5. Write neatly and legibly.

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SECTION A

QUESTION 1

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Concrete is solid and real and is able to be seen and touched because it exists in reality and is not just an idea.

1.2 Ubuntu is one of the fundamental values of the South African constitution.

1.3 Teachers should demonstrate teaching topics that young learners can relate to.

1.4 Learning context is a component of traditional education.

1.5 Vocational education prepares students for a specific occupation.

1.6 A social person prefers to be among other people.

1.7 Autonomous learners are independent and able to make their own decisions.

1.8 Teachers should do formative assessments, to determine if learners have barriers to learning.

1.9 Questioning is an example of a participatory teaching method.

1.10 Learners with special needs can be included in mainstream schools.

(10 × 1) **[10]**

QUESTION 2

Choose the correct term from those in brackets. Write only the answer next to the question number (2.1–2.10) in the ANSWER BOOK.

2.1 (Justification/Consensus) is a general agreement among all the members of a group.

2.2 (Reading/Writing) is one of the eleven participative methods used in a teaching-learning environment.

2.3 (Group work/Problem-solving) encourages co-operation among learners.

2.4 (Deductive/Inductive) teaching strategy is called direct instruction.

2.5 (Performance/Outcome) is what the learner will be able to do after a period of learning.

2.6 (Interpersonal/Intrapersonal) skills refer to the social skills that are needed for communication with other human beings.

2.7 (Closed/Open) question requires a 'yes' or 'no' response.

2.8 (Internal/External) factors are those factors which are outside the school or classroom.

2.9 The (psychomotor/cognitive) domain focuses on intellectual skills and abilities.

2.10 Being reliant on support, assistance, cooperation, or interaction from other team members means being (self-reliant/interdependent).

(10 × 1) **[10]**

QUESTION 3

Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–L) next to the question number (3.1–3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	Moderation	A	the task of being the leader is shared among the group members
3.2	Learning area	B	focus on the needs of the learners and allow learners to be actively involved
3.3	Context	C	based on general ideas and not on a particular object
3.4	Norm-referenced	D	with the same feelings, shared by people
3.5	Debrief	E	a combination and integration of a group of similar subjects into a single, broader study field
3.6	Case study	F	having a physical or mental condition which means that part of your body doesn't work properly
3.7	Distributed leadership	G	relating to a sense of touch
3.8	Learner-centred	H	circumstances that form the environment within which something takes place
3.9	Tactile	I	when test results are ranked from the lowest to the highest marks and each individual's mark is compared to the class average
3.10	Impairment	J	a process that confirms the reliability and authenticity of assessment results
		K	a questioning session after an event to talk about what happened in a task
		L	a story with a hidden message that describes an actual situation in which an individual has to make a decision

(10 × 1) **[10]**

QUESTION 4

Various options are given as possible answers to the following questions. Choose the correct answer and write only the letter (A–D) next to the question number (4.1–4.10) in the ANSWER BOOK.

4.1 The process of breaking something down into smaller parts.

A Evaluation
B Synthesis
C Analysis
D Moderation

4.2 One of the objectives of … is to improve the quality of Education and Training.

A ABET
B SAQA
C NQF
D CAPS

4.3 This principle of co-operative learning is based on the belief that learners in the classroom are dependent on one another.

A Social skills acquisition
B Distributed leadership
C Heterogeneous grouping
D Positive interdependence

4.4 These learners usually have better language, mathematical and reading skills than their peers.

A Learners with cerebral palsy
B Gifted learners
C Learners with autism
D Learners with auditory needs

4.5 Learning … is what the learner is expected to learn.

A area
B outcome
C content
D programme

4.6 … questions is a technique used to get people to answer in the way you would like them to.

A Reflective
B Leading
C Specific
D Closed

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4.7 … data is the ability to choose one bit of data over another.

A Conceptual
B Experiential
C Preferential
D Feeling

4.8 Enrolling children with learning impairments in ordinary schools is known as … .

A Inclusion
B Totality
C Diversity
D Group work

4.9 … is when participants speculate on the outcome of their assessments.

A Explaining
B Predicting
C Problem-solving
D Debriefing

4.10 … is the way one sees and understands something.

A Perception
B Identification
C Cognition
D Integration

(10 × 1) **[10]**

QUESTION 5

Choose ONE term from the list below for each of the following descriptions and write it next to the question number (5.1–5.10) in the ANSWER BOOK.

application; competence; problem-solving; progression; open; mutual; analysis; syllabus; expository; empathy; rote learning; tolerant

5.1 Informing, explaining, describing, or defining something.

5.2 When facts are memorized without understanding them.

5.3 An understanding of how another person feels.

5.4 The subjects that are studied for a particular course.

5.5 Understanding differences and accepting them.

5.6 Using knowledge in a practical way.

5.7 When learners move from one grade to the next.

5.8 A question to which there can be more than one correct answer.

5.9 When people share the same feelings.

5.10 Applying learner's existing knowledge to an unfamiliar situation to gain new knowledge.

(10 × 1) **[10]**

QUESTION 6

6.1 Discussions are important participative teaching method.

Identify the type of discussions used in the scenarios below:

6.1.1 Anne, Joseph, Michelle and Stacey present different viewpoints on the Topic "Television is beneficial to children". This is then followed by an open discussion.

6.1.2 Anthony and his team highlight the benefits of a "Healthy Diet", whereas Donelle and her team present a contrasting perspective on the advantages of "Junk Food" (2 × 2) (4)

6.2 Differentiate between the components of traditional education and outcomes-based education by completing the table below. Redraw the table in the ANSWER BOOK.

	COMPONENTS	TRADITIONAL EDUCATION	OUTCOMES-BASED EDUCATION
6.2.1	Learning material		
6.2.2	Assessment		
6.2.3	Presentation		

(3 + 3) (6)

[10]

TOTAL SECTION A: 60

SECTION B

QUESTION 7

7.1 It is important that teachers make assessment part of every teaching and learning activity.

Identify which type of assessment best fits each scenario below:

7.1.1 Mrs Sibeko conducted this assessment when she noticed that a specific learner in her class is experiencing a barrier to learning.

7.1.2 Miss Martins uses this type of assessment to give learners constructive feedback, in order to improve on their mistakes.

7.1.3 Mrs Peters conduct this assessment at the beginning of each year to find out what learners already know.

7.1.4 Mrs Selepe uses a variety of assessment strategies to give learners the opportunity to show what they have learned.

7.1.5 Miss Thango conducted an assessment at the end of year to determine if the learners have achieved the intended learning outcomes. (5 × 2) (10)

7.2 Every teacher will encounter learners who have special needs or barriers with regard to learning and development. Identify the special needs in each of the following scenarios.

7.2.1 Nonhlakanipho is a grade 1 learner with poor social interaction, limited language and communication skills. She prefers to play on her own and avoids eye contact.

7.2.2 In Grade R, Mrs Jacobs has a learner who is always disruptive in class. He is very curious, asks many questions and grasps new knowledge quickly. His language, mathematical and reading skills is far above that of his peers.

7.2.3 Staci is a very independent grade R learner. She is unable to sit up and therefore she lies and plays with building blocks. She cannot walk and rolls from one area to another.

7.2.4 Miss Lona has a well-behaved learner who prefers to sit at the back of the class, often daydreams and does not participate in class discussions. Whenever the learners have to complete tasks, she will always ask those around her what to do. (4 × 2) (8)

7.3 Name TWO important aspects that learners can acquire by using the socialisation principle. (2 × 1) (2)

[20]

QUESTION 8

8.1 Read the scenario below and answer the questions:

> Some lessons in a classroom will reflect values, beliefs, behaviour and attitudes. Lessons will also change according to location, situation, people, age and culture.
>
> Mrs Brown takes her 5-year-old learners to a restaurant and teaches them important behavioural lessons in an informal way. She teaches them to sit quietly and eat, not to run around in the restaurant, to speak politely to the restaurant staff and to eat with their mouths closed.

8.1.1 What type of curriculum is mentioned in the above scenario? (1 × 2) (2)

8.1.2 Suggest ONE valuable lesson that Mrs Brown could teach her learners in the following locations. (Write only the lesson next to the letter A, B and C in the ANSWER BOOK).

A Playground

B Shopping Mall

C Zoo

(3 × 2) (6)

8.2 In cooperative learning, groups are organised and tasks are structured, therefore teachers must be clear on what it is about.

Discuss THREE guidelines to assist teachers with cooperative learning activities. (3 × 2) (6)

8.3 Identify Spady's basic 'Power principles' of outcomes-based education in the following scenarios:

8.3.1 June is a slow learner and Susan learns at a faster pace, but it is unfair of Mrs Jane to expect them to learn at the same pace.

8.3.2 Mrs Jane uses this principle to challenge learners to improve their performance consistently.

8.3.3 This principle helps Mrs Jane to remain focused in assisting learners to develop the knowledge, skills and attitudes that will lead to achieving outcomes. (3 × 2) (6)

[20]

QUESTION 9

9.1 Read the case-study below and answer the questions.

Mrs Peters wanted to guide her Grade 5 learners on how to express themselves on paper. Give them the opportunity to explain the things that they have learnt about and to improve their critical thinking skills. Mpho submitted an essay of her own experiences over the past year. Teboho wrote about his favourite hobbies. Raymond made a picture collage of his favourite sport and the sport stars he admired. Meulan submitted a video of a rugby match he attended and Mavis summarised the Constitution in less than 100 words.

9.1.1 Identify the type of teaching method that Mrs Peters used in the above scenario. (1 × 2) (2)

9.1.2 Name the THREE learners who correctly followed Mrs Peters instructions. Substantiate each answer by giving a reason why you identified the specific learner.

Write only the name of the learner and the reason why you identified each learner. (3 × 2) (6)

9.2 Mrs Johnson is a Grade 1 teacher and is conducting a Mathematics lesson on addition with single-digit numbers. She introduced the concept of addition. During the lesson, she asked learners to add 3 and 2. Sara confidently responded with the incorrect answer ‘six’.

9.2.1 Briefly describe THREE ways in which Mrs Johnson can effectively react to incorrect answers. (3 × 2) (6)

9.3 Identify the Teaching Principle represented in each of the statements below:

9.3.1 Learners are provided with many experiences to use their senses.

9.3.2 Learner’s education at home, at school and in the community is integrated and linked up with the real world.

9.3.3 Teachers should structure the teaching and learning situations in such a way that learners can actively participate.

(3 × 2) (6)

[20]

QUESTION 10

Read the scenario below and answer the questions.

Ms Booi is a Foundation Phase educator at Prince George Primary School. She only focuses, supports and assist the learners that she is fond of. The posters on the walls in her classrooms only depicts people of her race group. The learners are taught songs and rhymes in English only. She made a rule in the beginning of the year in her classroom that she is the only one allowed to speak. Learners are not allowed to share their opinions and thoughts.

Ms Booi introduced co-operative learning, which worked well, because it improved her learners' social skills. Learners academic achievements were also enhanced because they challenged each other's critical thinking skills. Positive race, gender and cultural relations were also developed.

Ms Booi realised that some learners demonstrated specific skills when they functioned in a small group. Mpho took the lead in the class, while Teboho tried to keep differences to a minimum. Raymond was always the first to agree or disagree on an issue while Meulan was the one encouraging the others to talk about issues. Mavis tried to convince the others to trust their fellow group members.

10.1	Suggest FOUR changes that Ms Booi could make to create an equitable and socially just classroom.	(4 × 2)	(8)
10.2	Identify and quote TWO advantages of cooperative learning from the scenario.	(2 × 2)	(4)
10.3	Define *co-operative learning*.	(1 × 3)	(3)
10.4	Identify FIVE social skills from the above scenario.	(5 × 1)	(5)
			[20]

QUESTION 11

Mrs Reed is a Grade 4 science teacher. She shows her learners a video about wild animals. Emma, one of the learners, looks confused and struggles to follow the lesson. Mrs Reed than realises that Emma has a learning problem. She has noticed that Emma is only able to follow the lesson when she reads the lips of the teacher.

11.1	Identify Emma's special need from the above scenario.	(1 × 2)	(2)
11.2	Suggest THREE ways in which the teacher could accommodate Emma in a mainstream class?	(3 × 2)	(6)

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11.3 Identify the principles of cooperative learning in the following scenarios:

11.3.1 Mrs White has assigned equal leadership status to all members in her class, in order for all learners to share goals and responsibilities that usually only the leader carries.

11.3.2 Mrs Brown decides that during group work, the learners in her class should solve their own problems and that she will only be present to observe, monitor and facilitate.

11.3.3 Mrs Green applies the 'sinking or swimming' policy when she does group work with her learners. She teaches them that a goal is only reached if all group members reach it.

11.3.4 Mrs Voilet feels that it is important to teach learners the necessary social skills to be able to function and succeed in a group environment. (4 × 2) (8)

11.4 NCV graduates often experience challenges to enter the labour market.

Suggest TWO changes that could be made to the curriculum to improve the employability of NCV students. (2 × 2) (4)

[20]

QUESTION 12

12.1 Curriculum 2005 was developed based on the values and principles of our Constitution.

Identify the core values of the Constitution characterised in the scenarios below:

12.1.1 Mr. Kobo often speaks to his learners about admitting when you have done something wrong and asking for forgiveness, in order for classmates to make peace and be friends again.

12.1.2 Mr Kay believes in treating all the learners in his classroom the same, despite their race, religion, age, gender and culture.

12.1.3 Mrs. Nobi makes use of teaching methods that reflects sensitivity to all different religions and cultures, and allows them to feel free to voice opinions in her classroom.

12.1.4 When Sibusiso's mum died, Mr James asked all the students to make a financial contribution and they all went to visit Sibusiso and her family to show love, kindness and support during this difficult time. (4 × 2) (8)

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12.2 Read the scenario below and answer the questions.

Mrs Khan is a dedicated Grade 3 teacher with several years of teaching experience. While she strives to create a supportive learning environment, her teaching methods unintentionally discourages learners from taking ownership of their learning. Mrs Khan is set in her ways and finds it difficult to accept change.

Mrs Khan predominantly uses a traditional, teacher-centred approach to teaching. She relies heavily on direct teaching and does not allow learners to explore. Learners are not allowed to choose their own learning activities. Mrs Khan rarely allows learners to work together on projects and discourages peer assessment.

12.2.1 Identify and quote FIVE statements from the above scenario that indicates that Mrs Khan prefers to use the traditional approach to teaching. (5 × 2) (10)

12.3 Suggest TWO ways in which role-play can be beneficial to learners. (2 × 1) (2)

[20]

QUESTION 13

13.1 Read the scenario below and then answer the questions.

You are a grade 5 Natural Science educator and today's lesson is about electricity. You want them to explore and understand what electricity is and how it works, by building their own electric circuits.

Introduce your lesson by asking students what they already know about electricity. Have them act out how an electric circuit works. Allow them to make their own circuits with simple materials. Finally, ask them to draw diagrams of their circuits.

13.1.1 Identify THREE teaching methods used in the above scenario. (3 × 2) (6)

13.1.2 Quote examples from the scenario of each teaching method mentioned in QUESTION 13.1.1. (3 × 2) (6)

13.2 Identify the different levels of curriculum planning from the following scenarios:

13.2.1 Mr Bloom does his lesson planning according to the guidelines of the curriculum.

13.2.2 The staff, the school governing body and the RCL at St James Secondary school, makes decisions about school policies and the staff development plans.

13.2.3 All the educators in the Foundation Phase at Grootboom Primary School, have regular meetings to make decisions based on multilingual classrooms in the phase. (3 × 2) (6)

13.3 Why are textbooks no longer sufficient learning material in classrooms? (1 × 2) (2)

[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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