higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

(5050094)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
ART AND SCIENCE OF TEACHING
NQF LEVEL 4
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. Start each section on a new page.
5. Use only black or blue ink.
6. Write neatly and legibly.

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QUESTION 1

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.1–1.15) in the ANSWER BOOK.

1.1 The curriculum content that is not taught could also be referred to as the null curriculum.

1.2 The term social justice means to care for others for the greater good of society.

1.3 The NQF is a body that registers qualifications and ensures quality education and training.

1.4 The Constitution of the Republic of South Africa aims to improve the quality of life of all citizens and releases their potential.

1.5 Educators exclude resources in their learning programmes to deliver teaching and learning activities successfully.

1.6 According to the classroom code of conduct, learners may not be disciplined by the educator.

1.7 Good ventilation in the classroom is conducive to a healthy learning environment.

1.8 Educators are required to reflect once a month.

1.9 The OBE assessment principles support the exclusion of certain learners from continuous assessment.

1.10 Assessments done at the beginning of the year to determine a learners' performance assists in obtaining a better idea of a learners' ability.

1.11 A rubric is a rating scale used by educators to score the quality of a learners' work.

1.12 An example of an assessment task includes writing articles for a class magazine.

1.13 When learners are required to complete a task, the description of the task could be vague.

1.14 To ensure that an assessment is practicable, it should be cost-effective and should not require expensive equipment.

1.15 Mind-mapping is an irrelevant tool in reflective teaching.

(15 × 1) **[15]**

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QUESTION 2

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Whilst teaching, Mrs Smith always ensures that there is a link between learning areas.	A	a norm-reference assessment
2.2	Mr Moloi knows that he cannot refuse Mpho admission at his school even though he struggles to communicate in English.	B	proficiency
2.3	Ms Smith uses the process of evaluating, judging and ranking learners against the performance of the class.	C	awareness
2.4	The ability of an educator to know what is going on in his/her class all the time.	D	intrapersonal
2.5	Some learners in Ms Smith's class have a natural ability to draw beautiful paintings.	E	rule of law
2.6	Ms Smith uses this process to document the learners' progress and achievement in assessments.	F	language policy
2.7	The learners in Mr Moloi's class' language skills vary from poor to excellent.	G	criterion-reference assessment
2.8	The planning document that indicates the learning outcomes for one year is called a …	H	opinion
2.9	The official document that is used to give feedback to parents about the achievement of learners.	I	recording
2.10	Which one of Howard Gardner's eight intelligences is closely linked to emotional intelligence?	J	aptitude
2.11	Mr Baloyi uses the process of measuring learners' performance against set criteria.	K	feedback
2.12	A fundamental value of the South African constitution.	L	report card
2.13	Personal belief or judgement.	M	Critical Outcomes
2.14	One of the important features of the National Curriculum Statement is …	N	integration
2.15	The information provided to help learners know their strengths and weaknesses.	O	work schedule

(15 × 1) **[15]**

QUESTION 3

Complete the following sentences by choosing a word or words from the list below. Write only the answer next to the question number (3.1–3.10) in the ANSWER BOOK.

learning outcome; honest; traditional; diagnostic; record; internal; special; life orientation; management science; governed; policy; document; motivation

3.1 The … approach to education makes use of written tests and examinations to measure performance.

3.2 … assessment is done to determine the cause of problems that specific learners experience.

3.3 … is the stated end product of a learning process.

3.4 Susan needs more time to complete written tests and exams because of her … educational needs.

3.5 When an educator does reflection, he/she must be … with him/herself.

3.6 An educator can … their lessons on a cell phone or video camera.

3.7 … is the learning area which guides and prepares learners for a meaningful and successful living in a rapidly changing and transforming society.

3.8 Education is … by policies, procedures and systems.

3.9 Schools must use a … as a framework, and develop their own approach to accommodate the needs of the school.

3.10 One of the three aspects of how to manage learner participation is diversity, … and multiple intelligence.

(10 × 1) **[10]**

QUESTION 4

4.1 Identify the relevant educational band (according to the NQF) depicted in the scenarios below. Write only the band next to the question number (4.1.1–4.1.5) in your ANSWER BOOK.

4.1.1 Mpho is a first-year student at Unisa and is studying Bachelor of Commerce.

4.1.2 Tumane is very excited as today is his first day in Grade R at Motheo Primary School.

4.1.3 Dumisani is currently working on his thesis and if all goes well, he will obtain his PhD at the end of the year.

4.1.4 Raymond will be doing his final NCV Level 4 assessment on Friday.

4.1.5 Samuel is positive that he will obtain his ABET L1 certificate after completion of his assessments.

(5 × 2) (10)

4.2 Identify the type of assessment task described in the scenarios below. Write only the assessment task next to the question number (4.2.1–4.2.3) in your ANSWER BOOK.

4.2.1 A few learners show their classmates how to assemble a baby's feeding chair.

4.2.2 A group of students are trying to find information on a certain topic in the resource centre.

4.2.3 Thandi is creating a visual representation of a topic, using pictures, text, glue stick and a pair of scissors on a large sheet of paper.

(3 × 2) (6)

4.3 Name the THREE components involved in the classroom for effective teaching and learning to take place. (3 × 1) (3)

4.4 Name FOUR non-verbal interventions or coping skills the teacher needs to implement in response to disruptive behaviour. (4 × 1) (4)

4.5 List THREE aspects or activities that form an integral part of classroom management. (3 × 1) (3)

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4.6 Identify TWO competencies the teacher has in the scenario below and write the answers next to the question number (4.6) in your ANSWER BOOK.

Ms Viljoen demonstrated an understanding of what she is teaching and why she is teaching it.

(2 × 1) (2)

4.7 Provide ONE example of each of the following multiple intelligences:

4.7.1 Linguistic

4.7.2 Intrapersonal

(2 × 2) (4)

4.8 Identify the type of continuous assessment from each of the scenarios below. Write only the answer next to the question number (4.8.1–4.8.3) in your ANSWER BOOK.

4.8.1 Mr Seutloali always begins his new Grade 9's academic year with a question-and-answer session.

4.8.2 Mr Seutloali's learners are doing exercises in class and he gives them regular feedback in order for them to know whether they are making progress or not.

4.8.3 Mr Seutloali's groups have just written their final examination and are all anxiously awaiting their results.

(3 × 1) (3)

[35]

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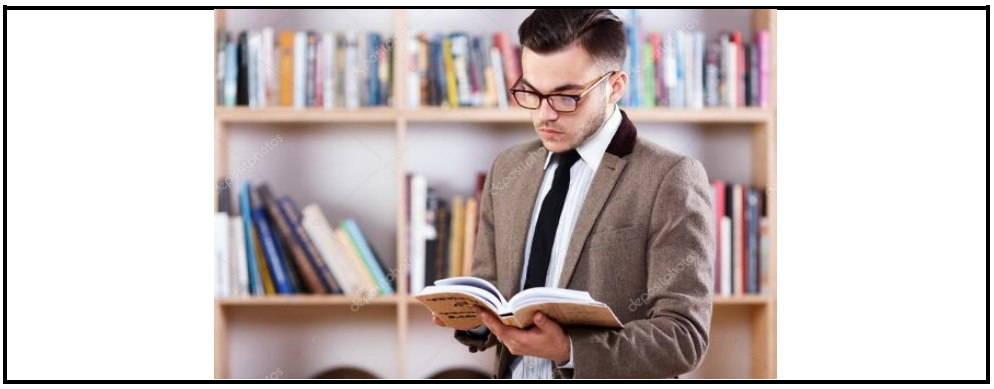
QUESTION 5

5.1 Identify and describe the various reflective tools that educators use from the pictures below. Write the name of the tool and its description next to the question number (5.1.1–5.1.4) in your ANSWER BOOK.

5.1.1



5.1.2



5.1.3



5.1.4



[Source: *www.google/images.co.za*]

(4 × 2) (8)

5.2 Suggest TWO reasons why you think reactive punitive measures will not have a desired effect on order in class. (2 × 2) (4)

5.3 Read the following scenario and answer the questions that follow:

Ms Naidoo is an NQF L4 hospitality teacher at a local college. Her group is currently learning about pastries and cakes. She completed her lesson plans in the beginning of the year. She recognises the diversity of her learners as well as the different methods and tools that can be used to assess them.

Ms Naidoo uses a variety of tools to record assessment judgements. This morning, before her lesson started, she prepared a document with the names of the learners and a list of criteria. She walked in between the learners, making notes with regard to their levels of competency.

Later in the day, she completes a list of statements to determine what learners need to accomplish, for them to successfully complete a task.

The next day, Ms Naidoo uses a document, indicating the criteria required to complete the assessment task, the levels of competency and the performance indicators.

Upon completion of the topic and before the final examination, Ms Naidoo prepares a document which contains the answers, alternative answers and mark allocation to the questions.

At the end of the term, the learners all receive a report card from the school before they go on holiday. Some learners also receive an additional note with information, on how they can improve their performance.

5.3.1 Complete the sentence below by choosing one word from those in brackets and writing the correct answer next to the question number (5.3.1) in your ANSWER BOOK.

Ms Naidoo has a (traditional/outcomes-based) approach to education. (1)

5.3.2 Provide a reason for your answer in QUESTION 5.3.1. (1 × 2) (2)

5.3.3 Identify FOUR tools for recording and reporting of assessment judgements that Ms Naidoo used.

Support your answer by quoting the relevant description for each tool from the scenario above. (4 × 2) (8)

5.3.4 Quote an example from the above scenario of how Ms Naidoo gives constructive feedback to her learners. (1 × 2) (2)

[25]

QUESTION 6

6.1 To be an educator, is both challenging and rewarding. An educator should manage his/her learners with respect.

Identify the relevant management approach from each of the scenarios below. Write only the name of the approach next to the question number (6.1.1–6.1.5) in your ANSWER BOOK.



[Source: *www.google/images.co.za*]

6.1.1 Mr Sempe changes his way of managing his class from day to day, which confuses the learners. They never know what to expect next.

6.1.2 In Mr Smith's class, the focus is on his strong leadership, producing good results and hard work.

6.1.3 Mr Oliphant shares responsibilities and tasks with learners and allows them the opportunity to participate in decision-making.

6.1.4 Mr Venter allows learners a lot of freedom, and therefore he has discipline problems in his class.

6.1.5 Mr Lesetla is a strong leader, but respects and appreciates every colleague and learner.

(5 × 2) (10)

6.2 Name FOUR effects that proactive measure will have on Mr Venter's discipline problems in his class (mentioned in QUESTION 6.1.4). (4 × 2) (8)

6.3 Miss Smith is a novice teacher. She has limited experience in teaching learners with special needs.

Suggest THREE ways she could adjust her teaching and learning strategies to accommodate gifted learners in her classroom. (3 × 2) (6)

6.4 Give another word for 'novice' as used in QUESTION 6.3. above. (1)

[25]

QUESTION 7

7.1 Read the scenario below and answer the questions that follow. Write only the answer next to the question number (7.1.1–7.1.3) in your ANSWER BOOK.

Mr Sheeran is the principal of Milkwood Primary School. He reflects on the successes and failures of the past academic year. Based on his reflection, he decides to schedule a meeting with his staff, to assist him with the planning for next year. He realises that he needs to provide a framework for planning, organising, and managing of classroom practices for each phase. This planning involves all the staff per phase.

Mr Muller is the Head of the Social Science Department at the school. After the meeting he sits down and drafts documents, indicating the pace for teaching, learning and assessments for his department for the year.

Mrs Leeuw specialises in History and Geography. She is a bit of a scatterbrain and knows that she must improve on her performance. She goes home and drafts documents on how teaching, learning and assessments will be managed in the classroom.

During the year, Mrs Leeuw experienced a few challenges in her classroom. She forgot to procure resources to display the different continents and countries to her learners. Her classroom was disorganised, and learners could not see what she was demonstrating in front. The learners lost interest, started talking and fighting while she was busy teaching. A few learners complained that it was too hot in class and fell asleep. Mrs Leeuw starts doubting in her ability to become a good educator.

7.1.1 Identify the staff member responsible for drafting the lesson plans.

7.1.2 Identify the staff member responsible for drafting the learning programme.

7.1.3 Identify the staff member that is responsible for drafting the work schedule.

(3 × 2) (6)

7.2 Based on the scenario above, suggest THREE changes that Mrs Leeuw should make to function more effectively as a manager and to create a more conducive classroom atmosphere. (3 × 2) (6)

7.3 LTSMs (Learning and Teaching Support Materials) are those resources that a teacher could use to enhance teaching and learning in class. Choose FOUR of the pictures below that will be applicable LTSM when Mrs Leeuw presents a geography lesson. Write only the letter of the relevant pictures (A–H) next to the question number (7.3) in your ANSWER BOOK.

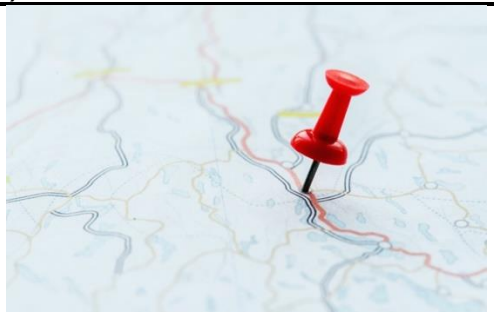
(A)



(B)



(C)



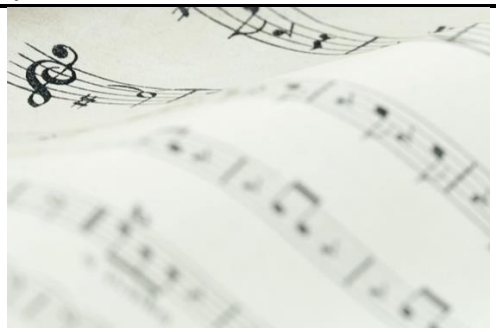
(D)



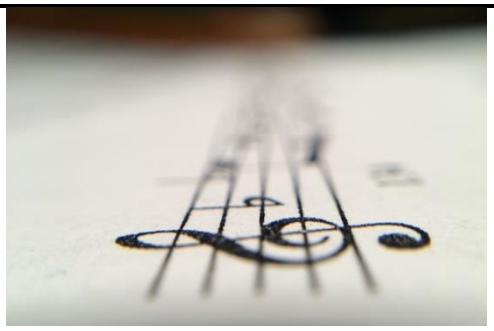
(E)



(F)



(G)



(H)



[Source: *www.istockphoto.com*]

(4 × 1) (4)

7.4 With reference to your answer to QUESTION 7.3, provide THREE reasons why the relevant pictures could be of use to Mrs Leeuw's Geography lesson.
(3 × 2) (6)

7.5 Provide THREE examples of how Mrs Leeuw could ensure that her Geography classroom is displaying sensitivity to cultural, gender and language differences.
(3 × 1) (3)
[25]

QUESTION 8

8.1 Name FOUR elements of diverse learner contexts that should be considered when implementing appropriate teaching styles and methods. (4 × 1) (4)

8.2 Re-draw the table below next to the question number (8.2) in your ANSWER BOOK. Sort the following teaching methods under the relevant category in the table.

- Role-play
- Project
- Lectures
- Problem-solving
- Questions asked by the teacher
- Discussions
- Direct instruction
- YouTube lessons
- Textbook reading

PARTICIPATIVE METHODS	EXPOSITORY METHODS

(9 × 1) (9)

8.3 Read the scenario below and answer the question that follows:

Miss Mashigo is a Grade 1 teacher with 36 six-year-old learners in her class and has concerns with regards to some of them. She realises that some of them might have barriers to learning, due to a few things that happened the past few weeks.

Kgosi, an intelligent boy, but he frequently falls asleep in class or complains of stomachache. Miss Mashigo notices that Kgosi often comes to school hungry and never brings lunch to school. Naledi, on the other hand, squints when looking at written text or pictures. She is falling behind and cannot answer any questions based on visual input.

Pieter is a very energetic young boy and is continually on the go. He frequently moves around, even if he is in the middle of a task and has trouble following instructions. Susan was in a terrible car accident and lost her right hand. This is concerning as this was her dominant hand. Leo keeps to himself and does not engage with other learners. In class, he performs repetitive movements, like rocking back and forth or flapping his hands. He does not take part in imaginary play, prefers solitary play, line up toys and sorts them.

Identify FIVE barriers to learning from the above scenario. Write only the NAME of the learner plus the learners' barrier in your ANSWER BOOK. (5 × 2) (10)

8.4 Substantiate why a tactile-kinaesthetic learner will prefer physical activity instead of reading a book. (1 × 2) (2)

[25]

QUESTION 9

9.1 Read the scenario below and answer the questions that follow:

> Mr Moloi is an internal moderator at his school. It is important for the school to have a process that supports and evaluates assessments. Mr Moloi records evidence of learner achievements against the assessment criteria. He also validates that educators comply with the assessment guidelines provided to them. This is to ensure that the school adheres to the guidelines supplied by the Department of Basic Education, which regularly monitors the schools' performance.
>
> Ms Dlamini, a Grade 6 educator, recently completed summative assessments with her learners. Mr Moloi moderated her work and discovered that some of the questions asked in the assessment was from a different topic than what was indicated on the year plan. This disadvantaged most of the learners. Most of the questions in the paper were knowledge questions since Ms Dlamini had no experience in setting a balanced question paper. No feedback was given to the learners because she thought that providing them with a report card was sufficient.

9.1.1 Identify ONE reason why moderation is done at schools. (1 × 2) (2)

9.1.2 Identify TWO duties of an internal moderators from the above scenario. (2 × 2) (4)

9.1.3 Provide an example of external moderation done at the school. (1 × 2) (2)

9.1.4 Identify ONE mistake that Ms Dlamini made during the term, which led to all the negative findings. (1)

9.2 Suggest FOUR ways in which Ms Dlamini could improve her assessments based on Mr Moloi's moderation findings. (4 × 2) (8)

9.3 Advise Ms Dlamini on how to give constructive feedback to the learners. (2 × 2) (4)

9.4 Provide TWO reflective techniques that Ms Dlamini could use to prevent her from making further mistakes during the next academic year. (2 × 2) (4)

[25]

TOTAL: 200

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