higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

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. Start each section on a new page.
5. Use only a black or blue pen.
6. 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 The child-centred view focuses on the child as the central motivation and guide for educational planning.

1.2 Traditional education was primarily content-driven.

1.3 Learning pace is the rate at which the learner is assessed.

1.4 A principle is a policy that guides our actions.

1.5 The traditional principle refers to development of children which is aligned with the learning content.

1.6 It is seldom a good idea to base the lesson on a unity system.

1.7 The key in applying the totality principle is integration.

1.8 Teaching strategies are helpful for implementation of activities in order to achieve the selected outcomes.

1.9 During participative learning a learner is passive in the teaching and learning activities.

1.10 Questioning methods are inappropriate during teaching as it wastes time.

(10 × 1) **[10]**

QUESTION 2

2.1 Choose the correct term from those in brackets. Write only the answer next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

2.1.1 (Delegation/Management) skills are required for the classroom to run efficiently.

2.1.2 (Negotiations/Altercations) occur when differences in opinion are solved in a peaceful, non-aggressive manner.

2.1.3 (Structure/Learning) is based on ways of organising the learners in the classroom.

2.1.4 (Developmental/Learning) outcomes contain performance indicators with detailed requirements for the achievement of the outcome.

2.1.5 Teaching time is flexible and allows educators to (accommodate/ignore) learners' differences.

2.1.6 Expecting learners to be quiet and to listen in class is an example of the (received/hidden) curriculum.

2.1.7 The reader is convinced of a particular viewpoint through (expository/persuasive) writing.

2.1.8 By doing (research/projects) you carry out systematic enquiry with the main goal of finding out the knowledge and information.

2.1.9 (Routine/Sporadic) problems can be solved by applying a method or the process that the learners already know.

2.1.10 Teachers should try to provide (condensed/expanded) opportunities for all learners.

(10 × 1) (10)

2.2 Define the following educational terms:

2.2.1 Simulation

2.2.2 Steering

2.2.3 Penalise

2.2.4 Processing

2.2.5 Rational

(5 × 2) (10)

2.3 Name THREE sets of intrapersonal information/data that learners can draw from to develop social skills. (3)

2.4 List THREE levels of curriculum planning. (3)

2.5 Name FOUR expository teaching methods. (4)

[30]

QUESTION 3

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

COLUMN A		COLUMN B	
3.1	Teaching should be based on the learner's existing knowledge	A	socio – drama
3.2	Educators focus on teaching easy concepts first and proceed to more difficult concepts.	B	known to unknown
3.3	Learners learn by seeing and touching objects and later learn from intangible things	C	humanistic approach
3.4	The aim of the approach is to provide a basis for personal growth and development	D	William Spady
3.5	He emphasised that the primary objective of an educator is to prepare learners for the lifelong role they will have to fulfil once their formal education is completed	E	headaches
3.6	The domain relates to the skills of coordinated physical activity	F	psychomotor domain
3.7	It is observed as a method of group problem-solving that aims to promote learners' communication abilities	G	language barriers
3.8	Second-language learners could master other languages with difficulty	H	small-group work
3.9	A tool used to guide the implementation of the actual content by the educator	I	simple to complex
3.10	The role of the educator is to monitor rather than be a director when using this method	J	lesson plan
		K	cognitive domain
		L	socialist approach
		M	Ralph Tyler
		N	concrete to abstract

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

Read the scenario below and answer the questions that follow.

Ms Jordan is a Grade 1 teacher at Ladysmith Primary School. She has 20 learners in her class. She created five teams of four members in each team, mixing learners in terms of age, gender, social class and language proficiency. She gave the groups work on the theme 'The King of the Jungle'. On the theme table, she displayed a toy set of wild animals. She also pasted posters of the Big 5 on the wall. Learners were requested to look at the five different animals and discuss why the lion could be the King of the Jungle. During discussions the teams were very noisy and talked simultaneously. Some learners teased those who were not familiar with wild animals. Some learners just kept quiet and did not participate at all. Ms Jordan applied her management skills for the class to run efficiently.

4.1	Which teaching method did Ms Jordan use?		(1)
4.2	Name the cooperative principle Ms Jordan used to encourage learners' success in learning.		(1)
4.3	Explain how Ms Jordan has set up her teams.	(3 × 2)	(6)
4.4	Identify the FOUR problems Ms Jordan encountered with her teams and explain how she can resolve the problems.	(4 × 2)	(8)
4.5	Which management skills would you suggest Ms Jordan apply to run the class more efficiently?		(5)
4.6	Analyse the scenario and create THREE questions you think Ms Jordan could ask learners after the lesson to determine how they experienced it.	(3 × 2)	(6)
4.7	Mention the types of questions you created in QUESTION 4.6 above.		(3)
			[30]

QUESTION 5

5.1 Name and explain Spady's FOUR Power Principles on how educators could implement OBE in the learning environment. (4 × 2) (8)

5.2 The national education system is divided into three bands on the NQF.

Explain the band that you, as a Level 3 student, are in and what exit level qualification you could reach as NCV student. (3 × 2) (6)

5.3 Explain *positive interdependence* by indicating how learners could be rewarded if they work together on a joint project. (2 × 2) (4)

5.4 Read the scenario below and then answer the questions that follow.

> Lindiwe is listening to a story during story time in her pre-school class. The teacher asked Lindiwe about the story, but she did not respond until the teacher touched her on the shoulder. She then turned her head towards the teacher. The teacher shouted at Lindiwe, saying she is always playing and not listening in class. In the staffroom, the teacher always complains about Lindiwe.

5.4.1 What type of disability could Lindiwe have? (1)

5.4.2 Which assessment would have identified Lindiwe's problem In time? (1)

5.4.3 What kind of support does Lindiwe need? (2 × 2) (4)

5.5 Explain the following components of OBE which a teacher needs to keep in mind when planning lessons.

5.5.1 Outcomes

5.5.2 Content

(2 × 2) (4)

5.6 What does the abbreviation TVET stand for? (2)

[30]

QUESTION 6

6.1 Differentiate between the following types of curriculums by explaining and giving an example of each.

6.1.1 Formal and informal curriculum (2 × 2) (4)

6.1.2 Planned and received curriculum (2 × 2) (4)

6.2 Describe FIVE benefits of applying the socialisation principle in the classroom. (5 × 2) (10)

6.3 Some people believe that parents should assist their children with schoolwork at home, while educators are responsible for developing learners at school.

Do you *agree* or *disagree* that teaching should take place at home and at school? Motivate your answer. (2 × 2) (4)

6.4 Study scenario below and then answer the questions that follow.

Mr Martins is a Grade R teacher. He introduced the theme Road Transport to the learners. He gave them magazines to search for pictures of transport. He could then determine which modes of transport they are familiar with. The following day he taught them about different types of transport. He gave them a class activity to colour and match different forms of transport according to their functions.

6.4.1 Identify the TWO assessment types Mr Martins used to assess the learners. (2 × 2) (4)

6.4.2 Explain the purpose of using the above assessment. (2 × 2) (4)

[30]

QUESTION 7

7.1 Read the following extract from an article and answer the question on lesson planning:

> Trevor Ncube, chairman of Alpha Media Holdings and the executive deputy chairman of the Mail & Guardian Media Group in South Africa, related his personal experiences as a dyslexic to delegates at the conference.
>
> "Dyslexia teaches you humility because of the nature of the condition. I was the worst student in all my classes during primary school. In fact, my grade one teacher beat me frequently because I could not read or write. Even to this day, spelling is a nightmare for me. It just does not make sense.
>
> [Source: *Mail and Guardian*, 2013-09-20]

Mention FIVE practical teaching activities that you can include in your lesson plan to accommodate dyslexic students in the classroom. (5 × 2) (10)

7.2 Read the scenario below and then answer the questions that follow.

> Ms Cynthia showed Grade 1 learners the video of Three Little Pigs during the period of Literacy. At the end of the video she asked learners what they learned from the story. Ms Cynthia gave learners a group project to construct model buildings of their own, linking the project to theme of shapes around them. She provided materials like glue, sticks, sand, papers, rulers, etc.

7.2.1 Identify the TWO participative methods Ms Cynthia has used. (2 × 2) (4)

7.2.2 From the scenario, explain how the *perception* principle was implemented. (5 × 2) (10)

7.3 Give TWO examples of the following factors that determine context as a component of outcomes-based education.

7.3.1 Internal factors

7.3.2 External factors

(2 × 2) (4)

7.4 Define the term *corrupting.* (2)

[30]

QUESTION 8

8.1 Read the scenario below and then answer the questions that follow.

Mrs Thomas plans to use role-play for the theme of My Family. She prepared different props for learners to learn about the different roles of family members. Props like kitchen utensils, plastic hammers, plastic screwdrivers, clothes etc. were selected for the activity.

8.1.1 Describe what *role-play* is. (3)

8.1.2 Name the steps Mrs Thomas need to take in arranging a role-play activity in the classroom. (7)

8.1.3 Give FIVE questions Mrs Thomas could ask the learners afterwards to determine if the roleplay was successful. (5)

8.2 Identify the SEVEN different multiple intelligences or perceptions as prescribed by Howard Gardner in terms of each of the following:

8.2.1 When Nomsa has a quiet time in class she always goes to the book corner to sit and read.

8.2.2 Martha always makes time to listen to all the complaints of her classmates.

8.2.3 Themba looks forward to Thursday because that is music class day. He likes playing all the musical instruments.

8.2.4 Lucas can never sit still in the class; he prefers to play soccer with his friends.

8.2.5 Rosemary is very shy and prefers to sit alone. She hates it when the teacher asks her questions.

8.2.6 Freddy hates reading and writing, but prefers doing mathematics.

8.2.7 Mpho likes to draw pictures after a teacher tells them a story.

(7 × 1) (7)

8.3 You are a Grade 1 teacher. Matome is always aggressive and reluctant to talk. Her learning style differs from the other learners in class.

Explain the *teaching strategy* you will implement in class to meet Matome's needs. (3 × 2) (6)

8.4 Describe TWO places where the hidden curriculum could take place. (2)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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