higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

2 December 2024 (X-paper)
09:00–12:00

This question paper consists of 15 pages.

573Q1N2402

Copyright reserved

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.

Copyright reserved

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 Autonomous learners prefer to work on their own.

1.2 The principle of totality states that home and school life should be separated so that it does not confuse the learner.

1.3 It is not the teachers' responsibility to educate learners about racism and ethnic discrimination.

1.4 Outcomes define what learners should come to know and understand.

1.5 Inductive teaching involves the educator defining a general concept, then illustrating with specific examples.

1.6 Formal curriculum activities occur within normal school hours.

1.7 Non-routine problems can be solved by applying a method that learners already know.

1.8 Micro planning involves planning across Learning Programmes for each phase.

1.9 Humanistic education requires the educator to play a facilitative role.

1.10 Criteria outline what learners must do to achieve the Learning Outcomes.

(10 × 1) **[10]**

QUESTION 2

Choose the correct term from those in brackets and write it next to the question number (2.1–2.10) in the ANSWER BOOK.

2.1 The process of putting a plan into effect is known as (collaboration/ implementation).

2.2 The (affective/psychomotor) domain focuses on emotions and feelings.

2.3 Something that cannot be touched is (intangible/tangible).

2.4 When someone imposes authority, this refers to (accommodation/dictation).

2.5 It is difficult to achieve a positive result if groups are (compatible/incompatible).

2.6 A (learning programme/learning outcome) is a plan of action designed by a teacher.

Copyright reserved

2.7 (Delegation/moderation) is to assign tasks to others.

2.8 (Optimistic/Pessimistic) thinking is characterised by being negative and gloomy.

2.9 (Research/Discussion) refers to a systematic enquiry with the main goal being to discover the knowledge and information sought.

2.10 (Dewey/Bloom) believed that learning should be active rather than passive.

(10 × 1) **[10]**

QUESTION 3

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

COLUMN A		COLUMN B	
3.1	Principle of socialisation	A	description of the proof that the learner has met the subject outcomes
3.2	Perennialist approach	B	detailed examination of something to understand it better
3.3	Assessment instruments	C	making something stronger by providing additional support
3.4	Analysis	D	writing down whatever comes into mind
3.5	Competencies	E	learners recognise the value of each other
3.6	Reinforcement	F	items that an assessor uses as part of the assessment
3.7	Round-robin	G	representing skills, abilities and knowledge needed to perform a task
3.8	Assessment standards	H	when a group of people work and learn together
3.9	Positive interdependence	I	using information to solve practical problems
3.10	Free writing	J	belief that learners gain knowledge from the great ideas of Western civilisation
		K	each learner takes a turn to share something with his or her teammates

(10 × 1) **[10]**

Copyright reserved

QUESTION 4

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

4.1 … grouping includes more than one variable of gender, ethnicity, religion, personality, age, diligence, language proficiency and social class.

A Preferential
B Developmental
C Social
D Heterogeneous

4.2 … is one of the core values in the Constitution.

A Reconstructionist
B Reconciliation
C Rehabilitation
D Orientation

4.3 Teachers must link and relate different learning areas by …

A extension.
B integration.
C transition.
D expression.

4.4 A/an ... is somebody who is not yet experienced at something.

A analyst
B expert
C novice
D respondent

4.5 This type of question requires a ‘yes’ or ‘no’ answer.

A Open-ended question
B Closed question
C Probing question
D Funnel question

4.6 To develop entrepreneurial opportunities is one of the … outcomes.

A subject
B learning
C critical
D developmental

Copyright reserved

4.7 Journals tend to be written in … order.

A expository
B examination
C psychological
D chronological

4.8 A condition which causes abnormalities of muscle movement in the arms, legs, and face.

A Dyslexia
B Cerebral palsy
C Epilepsy
D Autism

4.9 A shy learner who tends not to socialise much is known as …

A dominant.
B an extrovert.
C an introvert.
D self-reliant.

4.10 … refers to a teaching method that use acting out make-believe situation to help the learner learn.

A Case study
B Experimental
C Discussion
D Role-play

(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.

best practice; abstract; permissive; self-discovery; competent; learning outcome; perception; ethical; rote learning; communication; strategy; chronic; interdependence; expository; diverse

5.1 Memorising facts without necessarily understanding them.

5.2 A long-term illness or condition.

5.3 In the experimental method, learning is done via exploration, … and observation.

5.4 Small-group work improves … skills.

5.5 Co-operative learning involves learners working together to achieve a desired … .

5.6 Consistent with agreed principles of correct moral conduct.

5.7 Relying on support from other members.

5.8 An outline of the approach that a teacher will use in teaching and learning.

5.9 A wide array of people that come from different backgrounds, lifestyles, social experiences, races and religions.

5.10 The process of perceiving or understanding by interpreting the senses.

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 6

6.1 Read the following scenarios and identify the alternative approach to learning, other than Outcomes-Based and Traditional Education, from each scenario.

6.1.1 Children have a relationship with other children and with material items in the world that children must be allowed to explore.

6.1.2 The first seven years of the child's life should be focused on imitation and physical learning.

6.1.3 Learning occurs within a tranquil, structured, and stimulating environment, fostering children's self-confidence and engagement of all their senses. (3 × 1) (3)

6.2 Mrs Nsibande is teaching the significance of water to her Grade 1 learners.

Propose FOUR potential learning outcomes that learners should achieve following a lesson on the importance and conservation of water. (4 × 2) (8)

6.3 Benjamin Bloom divided learning into three overlapping domains.

Read and identify the type of domain from each scenario below:

6.3.1 Cindy's father takes her for driving lessons every morning.

6.3.2 Mrs Kiewiet feels empathetic towards the learners in her class that cannot afford to bring lunch and therefore she packs lunch for them every day.

6.3.3 It is integral for learners to be able to think critically in order for them to progress in school. (3 × 2) (6)

6.4 Curriculum planning takes place across three levels of planning in schools.

Read and identify the level of planning, from each scenario below.

6.4.1 Mrs Smith ensures that her classroom is a safe learning environment.

6.4.2 Mr Qundu is the principal at Greenshields Primary School and he believes that all the staff members at his school should be given an opportunity to upgrade their qualifications.

6.4.3 At Avontuur Primary School, all the Foundation Phase educators have regular meetings to discuss how they will deal with multilingualism at the school.

6.4.4 Miss Meyer adheres strictly to her timetable, in order to manage time well in her classroom. (4 × 2) (8)

[25]

Copyright reserved

QUESTION 7

7.1 Read the scenario below and answer the questions that follow.

> Mrs Ndlovu, a Grade Five teacher, presents her class with a problem regarding Northville Primary School's deteriorating condition. The school is characterised by dilapidated buildings. The premises are dirty with blocked drains and littered grounds.
>
> The learners appear untidy, undisciplined, and hostile to newcomers. The worst is that the school is experiencing a cashflow problem due to various reasons. Addressing the situation requires collective effort from the entire school population. To tackle the issues effectively, Mrs Ndlovu divides her learners into groups, assigning each group a specific problem to solve.

7.1.1 Identify FOUR issues from the above scenario that the teacher could give to the learners to solve. (4 × 2) (8)

7.1.2 Why is it important to do problem-solving activities with learners? (4 × 2) (8)

7.2 The Hidden curriculum changes according to location, situation, people, age and culture.

Mention TWO strategies of how to apply the hidden curriculum in the above school with regard to the learners' behaviour. (2 × 2) (4)

7.3 The values in the Constitution of the Republic of South Africa, were used as a basis to draw up the principles that inform the curriculum design.

Identify the relevant principle from each of the descriptions below:

7.3.1 All learners are given equal opportunities to learn and be accommodated in mainstream schools.

7.3.2 An achievement-orientated activity-based and learner-centred educational approach.

7.3.3 Learning outcomes should define the skills, values, attitudes and knowledge that learners should know to progress to the next grade.

7.3.4 Assessment standards in each learning area, build successively from one grade, to the next.

7.3.5 Learners know what is expected from them throughout the learning process.

(5 × 1) (5)

[25]

QUESTION 8

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

> Mrs du Toit develops a lesson focusing on the topic, 'My Country, South Africa'. She arranges a theme table in one corner. On the table she displays flags from different countries around the world. In a box filled with sand, she places various toy animals.
>
> On the other side of the table, she displays old items like beads, pots, musical instruments, and small sculptures. Additionally, she places pictures of unknown people that she found in old magazines, next to the old items.

8.1.1 How can Mrs Du Toit adapt her theme table to reflect the cultural diversity of her learners? Suggest FOUR specific changes. (4 × 2) (8)

8.1.2 Nothando is a child with a hearing impairment.

Recommend TWO ways in which the theme table can assist Nothando to make sense of the theme. (2 × 2) (4)

8.1.3 What other FOUR special needs, excluding hearing impairment, may children have that can be accommodated in mainstream schools? (4 × 1) (4)

8.2 Co-operative learning requires teaching learners the necessary social skills to function and succeed in a group environment.

Identify the relevant social skill from each of the scenarios below:

8.2.1 Maria and John disagree on a certain matter and the discussion escalates into a heated argument, but the group leader intervenes and calms the situation.

8.2.2 Sarah takes the initiative to provide guidance and support to her team members and also motivates them to share their ideas.

8.2.3 Terence has a strong ability to help his team members to make good choices.

8.2.4 Emma, Sophia and Jack tries to discuss topics by avoiding misunderstandings, articulating ideas clearly and carefully listening to each other.

8.2.5 During a team-building activity, students have to complete a difficult obstacle course. Sarah is fearful but Emma and Jack promise to catch her if she falls, which motivates her to complete the task.

(5 × 1) (5)

Copyright reserved

8.3 The following sentences are descriptions of either the traditional or the vocational approach to education:

- Does not focus on academic skills.
- Rote learning.
- Focus on trade and industry.
- Learning is content driven.

Redraw the following table in the ANSWER BOOK and sort each description above, under the relevant heading:

TRADITIONAL EDUCATION	VOCATIONAL EDUCATION

(2 + 2) (4)

[25]

QUESTION 9

9.1 Identify the different participative methods of teaching demonstrated in each of the FIGURES below.

FIGURE 9.1.1



[Source: *Shutterstock.com*]

FIGURE 9.1.2



[Source: *Happynumbers.com*]

FIGURE 9.1.3



[Source: *Happynumbers.com*]

FIGURE 9.1.4



[Source: *Shutterstock.com*]

(4 × 2) (8)

9.2 Read the scenario below and answer the questions that follow.

Ms Singh, a Grade 1 educator, designs a lesson centred around the theme, 'Table Manners'. She chooses a Role-Play teaching method to involve all the learners. She arranges a miniature dining setup in her classroom, complete with utensils, plates, and glasses. She places a bowl of fruit in the centre and directs the learners to start eating. However, the session quickly spirals out of control, as the learners scramble to grab their preferred fruit. Ms Singh was completely unprepared for this. Acknowledging her mistake, and realising that the desired learning outcome was not met, she decides to postpone the lesson to the following day.

While doing reflection, she realises that one learner tried to dominate the group. He is an extrovert and made the more reserved learners feel uncomfortable. When she cleans the classroom, some learners assist her, while the rest thought it was unfair of her to expect them to clean up. She notices that Sylvia, one of the little girls in her class struggles to bend down to pick up papers from the floor and decides to speak to her mum, to find out the nature of her problem, in order to help the little girl.

To avoid chaos in her classroom, Ms Singh acknowledges that she has to first do an assessment to establish what the learners know about table manners at the beginning of the year, in order for her to have a build-up lesson afterwards. Ms Singh has to admit that it is very important to do exercises like these regularly and to give learners constructive feedback so that they are able to improve and achieve the desired learning outcome.

9.2.1 Identify THREE *disadvantages* of *cooperative learning* from the above scenario. (3 × 2) (6)

9.2.2 Suggest FOUR changes that Ms Singh should implement to enhance the effectiveness of a role-play session focused on teaching table manners to the Grade 1 learners. (4 × 2) (8)

9.2.3 Identify THREE types of assessments that Ms Singh uses in her classroom. (3 × 1) (3)

[25]

QUESTION 10

Ms Pakkies, a passionate Grade 3 educator at Glen Anil Primary School, finds fulfilment in instructing literacy. Among her learners, Mavis has challenges with reading and writing, however, she excels in other subjects. She struggles particularly in language studies as she is easily distracted during reading sessions. Mavis also reads at a slower pace than her peers, struggles to pronounce certain words and there is also a lack of fluency when she reads. When it is reading time, Mavis will try by all means to avoid reading and will always make excuses not to read.

Ms Pakkies decided to move Mavis to the back of the classroom so that the other learners could not see her. This created new challenges for Ms Pakkies.

She did research on the issue and found valuable information about the role of the activity principle in education. She realised that most of her learners were always running and playing. She decides to use their energy to their own benefit to help them learn something. She arranges a debating competition and divides the learners into two groups. In this way the learners will be actively involved in the learning process without being aware that learning is taking place.

After arranging the learners into groups and allowing the competition to start, Ms Pakkies leaves the classroom to have a cup of coffee. Shortly thereafter, chaos breaks loose in Ms Pakkies' classroom and Mr Alexander, the educator, next door has to come and stop the noise.

10.1	Identify THREE signs from the above scenario, indicating that Mavis has difficulty with reading.	(4 × 1)	(4)
10.2	Suggest FOUR strategies that Ms Pakkies could employ, to assist the struggling learner in enhancing her reading abilities.	(4 × 1)	(4)
10.3	Do you think that moving Mavis to the back of the class was an appropriate solution to the problem?		(1)
10.4	Give a reason for your answer in QUESTION 10.3.	(1 × 2)	(2)
10.5	Identify THREE ways in which Ms Pakkies implements the activity principle in her class, for learning to take place.	(3 × 2)	(6)
10.6	Mention TWO possible negative effects that Ms Pakkies' decision to leave the classroom, have on the learners' behaviour.	(2 × 2)	(4)
10.7	Name FOUR advantages of co-operative learning.	(4 × 1)	(4)
			[25]

QUESTION 11

11.1 Read the following scenario and answer the questions that follow.

> Mrs Limmpie is a strong believer in teaching important skills, values, knowledge and attitudes in her classroom. She ensures that she develops her learners in totality: emotionally, physically, morally, intellectually as well as socially. Group activities will always be included in her daily planning, to ensure that learners socialise with other classmates.
>
> As much as Mrs Limmpie make sure that she displays authority and discipline in her classroom, she also gives her learners the opportunity to discover and explore activities freely. The learners in her class are often exposed to discover and explore new things by using their senses. She feels it is a good idea to take learners' interest in the subject matter into account because it helps them to be responsive and participative in class.

11.1.1 From the above scenario, do you think that Mrs Limmpie has incorporated the traditional principles of teaching in her classroom? (1)

11.1.2 Substantiate your response to QUESTION 11.1.1 by identifying and naming FIVE traditional principles of teaching from the above scenario. (5 × 1) (5)

11.1.3 In your opinion, how does home schooling hinder a learner's social skills? (1)

11.2 Read the following scenario and answer the questions that follow.

> Ms Kentucky's Grade 3 learners are tested every Friday. However, Ms Kentucky fails to provide constructive feedback to the learners. She always scolds the learners when they did not perform well. She does not ask which aspect of the work they do not understand. Furthermore, she does not engage in revision sessions with the learners.

Based on the above scenario, suggest THREE ways in which Ms Kentucky can give constructive feedback to her learners. (3 × 2) (6)

11.3 Questioning plays an important role in teaching and learning.

Read and identify the type of question from each scenario below.

11.3.1 Don’t you think that our school is the best school in the city?

11.3.2 What would you do differently if faced with a similar challenge in future?

11.3.3 If you could have dinner with any historical figure, who would it be and why?

11.3.4 How did you change after that experience?

11.3.5 What is the name of your favourite book?

11.3.6 Why did you choose a career in the education field?

(6 × 2) (12)
[25]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved