higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 2

(5050012)

10 November 2022 (Y-paper)
13:00–15:30

This question paper consists of 11 pages.

199Q1N2210

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TIME: 2 ½ HOURS
MARKS: 150

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 question on a new page.
5. Use only a blue or black pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 Classroom rules are one of the characteristics of good teaching in Art and Science of Teaching.

1.1.2 The learning content always represents the known aspects of the world of a child that still have to be examined on her/his own.

1.1.3 One of the beliefs of teaching and learning is that educators influence learners to acquire skills and knowledge to succeed in life.

1.1.4 Learners participate actively when they answer questions asked by the educator.

1.1.5 Dewey developed a theory about the cognitive development of children.

1.1.6 Piaget came up with the theory that all people reflect on what they have learnt, and then they assimilate and accommodate the information.

1.1.7 The culture of passive learning has been replaced by active participation by means of discussion, group work and projects.

1.1.8 The educator represents the parents and their values, and act on their behalf at the day-care centre.

1.1.9 In the pre-school, teaching and assessment are done formally and in a difficult way.

1.1.10 The participative approach is built on the understanding that learners do not have knowledge about anything.

(10 × 1) (10)

1.2 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.2.1	Relevant contents will enable the learners to demonstrate specific skills after a lesson	A	time of year
1.2.2	Learning content is factually correct, meaningful and important to the learner	B	symbiotic ordering
1.2.3	Content and activities that are associated with particular seasons	C	relevance
1.2.4	The understanding of the harmonious existence of humans, plants and animals	D	validity
1.2.5	The teacher orders the content in a consecutive, related sequence of facts from first to the last	E	spiral order
1.2.6	The educator leads the learner from general understanding of a theme to a more complex level	F	linear ordering
1.2.7	The study of the structure of the earth, especially rocks, soil and minerals	G	applicability
1.2.8	The support materials fall within the experience or life world of the learner	H	music area
1.2.9	An area that allows the children to visually express their creative side	I	art area
1.2.10	An area that helps learners with language development	J	geology
		K	book corner
		L	divergent

(10 × 1) (10)

1.3 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 (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 … is based on experience and facts about something.

A An idea
B Knowledge
C An outcome
D A habit

1.3.2 Humans seek knowledge because …

A it makes life interesting.
B it is the ultimate in obtaining social skills.
C it gives them a better understanding of reality.
D you can develop a sense of power.

1.3.3 A/An … is based on facts, or making a decision that is based on facts and not on feelings or beliefs.

A objective
B rational
C perception
D habit

1.3.4 Three groups of people that can be useful as sources of learning content are the …

A educator; learner's peers; parents.
B principal; educators; learners.
C peers; parents; learners.
D parents; educator; principal.

1.3.5 … is the ability to read and write.

A Cognitive
B Literacy
C Fine muscles
D Reading

1.3.6 The acronym GEAR stands for …

A Growth Energy Association Reconstruction.
B Growth Empowerment and Reconstruction.
C Growth Empowerment and Article Reading.
D Government Electrical Associates Renovators.

1.3.7 The Department of Education advocates lifelong learning for all South Africans …

A in order to compete in the global economy.
B to keep them occupied.
C to reduce skills and increase knowledge.
D to keep people in the education system.

1.3.8 Which ONE of the following does not form part of the principles of democracy?

A Equality
B Flexibility
C Transparency
D Freedom of choice

1.3.9 Which of the following needs of Maslow's Hierarchy does not form part of emotional factors?

A Ego
B Social
C Safety and security
D Physiology

1.3.10 A developing economy needs … to improve the economy.

A entrepreneurs
B patriotic people
C corrupt politicians
D a well-developed media network

(10 × 1) (10)

1.4 Choose the correct word or words from those given in brackets. Write only the word or words next to the question number (1.4.1–1.4.10) in the ANSWER BOOK.

1.4.1 The learner should feel safe with (educator/parents) in order to discover and share information in the classroom.

1.4.2 A/an (outgoing/withdrawn) person is someone who likes to meet and talk to new people.

1.4.3 (Diversity/Heritage) is the traditional beliefs, values and customs of a family, country or society.

1.4.4 Being (biased/rational) is displaying unfair preference for or dislike of something.

1.4.5 The aspects of development where children are able to use their motor skills, is known as (cognitive/physical) development.

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1.4.6 (Language skills/Emotional development) encourage/s a child to make successful social contacts.

1.4.7 (Learning and teaching support material/Lesson plans) help/s the learner to form a picture of what they are learning.

1.4.8 (Egocentric/Eccentric) thinking is thinking only about oneself and not about what other people might need or want.

1.4.9 (Dialogue/Reasoning) can be used to form a particular judgement about something after carefully considering or thinking about facts.

1.4.10 (Tolerance/Transparency) means everyone should be allowed to express their opinions.

(10 × 1) (10)

1.5 Define the following terms:

1.5.1 Academic

1.5.2 Distractions

1.5.3 Inclusive

1.5.4 Integrity

1.5.5 Inquisitive

(5 × 1) (5)

1.6 Name TWO aspects the educator needs to keep in mind when planning for a diverse classroom and to accommodate all learners' pace of learning. (2)

1.7 Choose the word or phrase in the box that matches the following statements on the skills needed by a learner to become autonomous.

team work; communication; management; problem solving

1.7.1 Learners are able to work independently and take initiative to decide when and how they learn and how to organise the resources they use.

1.7.2 The learner always engages with the educators and peers.

1.7.3 Learners make mistakes, seek advice and make correct decisions.

(3 × 1) (3)

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1 Explain why you think preschool and day-care centre educators must implement high quality teaching and learning for children of this age. (2 × 2) (4)

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

> Ms Cathy prepared a trip to the Zoo as her theme is wild animals. She arranged for them to go past Nelson Mandela's statue. After the trip learners are free to express their views on what they have experienced during the trip. The learners must bring different resources to class the following day for discussions. The learners can make use of any available resource, but they must be able to explain the content. This will take some preparation from the learners.

Explain the following principles that Ms Cathy followed to be in line with teaching in a participative approach.

2.2.1 Flexibility

2.2.2 A variety of resources

2.2.3 Democratic learning climate

2.2.4 Individual responsibility

(4 × 2) (8)

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

> Mrs Magoba is a special needs educator who works with children who have learning disabilities. After having taught for a number of years she is an expert in her field and understands that learners are often despondent when they face their challenges. With her experience and knowledge, it is easy to understand their frustration, but she is quick to encourage them and use other methods to help them understand and master the content. Learners under her guidance often improve in their learning ability and become eager to learn new things on their own.

2.3.1 Explain THREE characteristics of a good educator. (3 × 2) (6)

2.3.2 Identify FOUR areas that Mrs Magoba shows competencies in as the educator in the learning process. (4 × 2) (8)

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2.4 Give one word for the following statements:

2.4.1 The learning area that teaches the educator that learners learn best when they participate in a structured, systematic programme

2.4.2 A learner always maintaining the same pattern or style without changing

(2 × 2) (4)
[30]

QUESTION 3

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

Mr Peterson is a Grade 2 educator, and the average age of the boys and girls in his class is 9. They come from different family backgrounds and speak either Sepedi, Tshivenda or English. Mr Peterson encouraged the learners to help and learn from each other. He noticed a positive outcome from the diverse group work. There had also been an improvement in language, attitude and relationships amongst the learners. Some learners arrived at school, complaining about being hungry and tired because of the distance they had to travel. They often fell asleep during the lessons. When Mr Peterson prepared his lessons, he made sure he accommodated all the contextual factors of this learners.

3.1.1 Discuss FIVE contextual factors that Mr Peterson needs to take into account when planning for the learners in the scenario. (5 × 2) (10)

3.1.2 Give TWO suggestions how Mr Peterson and the school can assist the learners that experience difficulties. (2 × 2) (4)

3.1.3 Identify TWO benefits of cooperative learning in a multicultural education with the diverse learners in Mr Peterson's class. (2 × 2) (4)

3.2 Define the term *Art and Science of Teaching*. (2)

3.3 How can technology help you during the learning process? (1)

3.4 Suggest TWO activities the educator can use to teach counting to Grade R learners in preparation for the various developmental phases. (2 × 2) (4)
[25]

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QUESTION 4

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

> Ms James is in charge of the debating team. One group of learners will debate in favour of stricter rules at schools and colleges and the other group will be in favour of more relaxed rules and regulations. The learners relate to their own experiences as a group to formulate their points of argument. Students experience pleasant and unpleasant times as school due to rules being enforced. Ms James then explained how discipline in a school is important for order and how it impacts in a classroom on learners, educators and the teaching process.

4.1 Identify TWO principles of the constructivists' view on knowledge when learners interact with a topic or object. (2 × 2) (4)

4.2 Briefly discuss THREE of the rational approaches applied to participative learning. Discuss each approach under an appropriate heading. (3 × 2) (6)

4.3 Define the term *democracy*. (2)

4.4 Discuss FOUR methods how an educator can encourage democracy in the classroom. (4 × 2) (8)

[20]

QUESTION 5

5.1 Briefly explain how you think the phrase *rainbow nation* is linked to diversity in the classroom situation. (2)

5.2 With reference to printed materials as source of information, indicate whether the following statements are an "ADVANTAGE" or "DISADVANTAGE". Write only the word "advantage" or "disadvantage" next to the number (5.2.1–5.2.3) in the ANSWER BOOK.

5.2.1 Textbooks tend to be outdated and learners will get information which is not related to what has been happening recently.

5.2.2 Educators teach the learners how to find additional information from other written sources in the library.

5.2.3 Learners in the class did not receive the same textbook. Some students were allocated old textbooks and others got updated textbooks.

(3 × 2) (6)

5.3 Give TWO reasons to explain your own belief on teaching and learning that motivated you to study in the education field. (2 × 2) (4)

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

Mrs Smith realised that some of the learners are not on the same developmental level as their peers. To improve the reading and mathematical skills of those learners she let them play games on educational applications, which means that they have to read the instructions. The small groups can also help each other find the solutions to different questions. She also allows the slower learners to listen to stories with the words appearing in text. The fast learners complete online activities and progress at their own pace. At times, they are the mentors for the slower learners. The calendar messages remind the learners of birthdays and special events for the day. Mrs Smith also includes videos and other multimedia applications in her lessons. Slower learners have improved at a rapid pace and the faster learners have gained confidence due to the interaction.

5.4.1 Identify TWO ways in which Mrs Smith is using technology in her class. (2 × 2) (4)

5.4.2 Indicate ONE way in which the spirit of co-operation and participative learning were implemented during teaching in Mrs Smith's class. (2)

5.5 List THREE human sources of learning that learners can use. (3)

5.6 Name the FOUR hierarchy needs of Maslow's theory following the physiological need, in the correct sequence, starting from the lowest to the highest.. (4)

[25]

TOTAL SECTION B: 100
GRAND TOTAL: 150

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