higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

4 November 2022 (X-paper)
09:00–12:00

This question paper consists of 9 pages.

043Q1N2204

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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

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

1.1.1 Humanists believe in the power of all people to develop mental reasoning and the natural desire of all humanity to acquire knowledge.

1.1.2 The hidden curriculum refers to the things that are learnt at school.

1.1.3 The curriculum theory of subject-centred education is about transferring knowledge from one generation to the next.

1.1.4 William Spady has developed OBE and assisted with the implementation of it in South Africa.

1.1.5 Extramural activities such as karate and other sports have never formed part of outcome-based instructions.

1.1.6 John Carroll, one of Bloom's colleagues, presented the notion of time needed to learn versus time available to learn.

1.1.7 Problem solving is a basic human learning process through which we tackle real life challenges, gain knowledge and learn from our experiences.

1.1.8 A rule for educators regarding discussions is that they should dominate discussions.

1.1.9 Research is another way of gathering and interpreting previously unknown information.

1.1.10 SAQA is an organisation responsible for the registration and accreditation of national standards and qualifications.

(10 × 1) (10)

1.2 The National Qualification Framework (NQF) provides an opportunity for individuals for further study and training outside the formal education system.

Name and explain THREE main stages of the national education system.

(3 × 3) (9)

1.3 What does the abbreviation AET stand for? (1)

[20]

QUESTION 2

Complete the following sentences by choosing an option from the list below. Write only the missing word or words next to the question number (2.1–2.10) in the ANSWER BOOK.

Abraham Maslow; Dewey; complex; resources; SETAs; society-centred view; micro-; empowered; cognitive domain; pace; macro; physical domain; planned curriculum

2.1 … is the psychologist that conceptualised the hierarchy of human needs.

2.2 The ... is/are laid down in a prospectus or syllabus.

2.3 The ... is/are also known as social meliorism.

2.4 Plans or decisions that are made in the classroom by educators and learners are part of ... planning.

2.5 Learners must be … to take responsibility for their own learning.

2.6 The … focus(es) on knowledge, information, higher-order thinking and intellectual skills and abilities.

2.7 Learners need to build on previous learning to achieve more ... levels of understanding.

2.8 … can be adapted in the classroom to meet the outcomes of a specific subject.

2.9 ... was/were established to assist the different economic sectors with training.

2.10 All learners can learn but not at the same ...

(10 × 1) **[10]**

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QUESTION 3

3.1 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–J) next to the question number (3.1.1–3.1.8) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1.1	After a shared experience the participants review a series of questions that arose	A	child-centred view
3.1.2	The purpose of this type of writing is to convince the reader of a particular viewpoint	B	knowledge-centred view
3.1.3	It is focused on the child's needs and interests	C	debriefing
3.1.4	Learning emphasises the vital role of an educator in setting the course of learning	D	macro planning
3.1.5	This level looks at the curriculum of the school as a whole	E	meso planning
3.1.6	It involves planning at a horizontal integrated level	F	persuasive
3.1.7	Learning disorder that affects the ability to read, spell, write and speak	G	introduction
3.1.8	Developmental disorder that is characterised by difficulty regarding social interaction and communication	H	dyslexia
		I	autism
		J	interactions

(8 × 1) (8)

3.2 Give a description of the following words:

3.2.1 Implement

3.2.2 Maxims of teaching

3.2.3 Voluntary

3.2.4 Totality

3.2.5 Perception

3.2.6 Principle

(6 × 2) (12)
[20]

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 Give a description of Bloom's theory on mastery learning. (3)

4.2 One of the aims of OBE is to bridge the gaps in education and to have more vocational-orientated programmes.

4.2.1 Do you think the NCV qualification of Education and Development is recognised appropriately by the market? State only 'Yes' or 'No'. (1)

4.2.2 Give TWO reasons for the answer to QUESTION 4.2.1. (2 × 2) (4)

4.3 Answer the questions about the picture below.



[Source: *Unicef-Lego-Foundation-Learning-through-Play*]

4.3.1 Name the cooperative learning principle that can be seen in the picture and explain the principle you mentioned. (1 + 2) (3)

4.3.2 Name THREE skills that the learners will develop when working together. (3)

4.3.3 Cooperative learning is divided into categories where structure and methods are clarified.

Use the above statement and picture to name the following:
a. The category.
b. The structure.
c. The method for cooperative learning.

(3 × 2) (6)

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4.4 Name the principle of cooperative learning in each of the following statements:

4.4.1 The educator needs to establish mutual goals so that learners will help one another to learn.

4.4.2 In cooperative lessons, there are two levels of accountability.

4.4.3 It involves learners encouraging one another's learning and success by sharing resources and applauding one another's efforts for achievements.

4.4.4 Group members identify their strengths and weaknesses and discuss options to improve their group effectiveness.

4.4.5 Learners must learn academic content through working on tasks while still functioning well as a team.

(5 × 2) (10)
[30]

QUESTION 5

5.1 Differentiate between the following:

5.1.1 Norm-referenced assessment

5.1.2 Criteria-referenced assessment

(2 × 2) (4)

5.2 Give ONE reason why each of the following terms replaced previous educational terms when OBE was introduced into South Africa:

5.2.1 Learners

5.2.2 Educator

5.2.3 Grades

5.2.4 Outcomes

5.2.5 Learning area

(5 × 2) (10)

5.3 State SIX advantages of the outcomes approach to education. (6 × 2) (12)

5.4 The teaching strategy begins with the presentation of lesson content.

Name TWO basic parts of the lesson content. (2 × 2) (4)
[30]

QUESTION 6

6.1 The Department of Education developed the educational system based on the values and principles of our constitution.

Name TEN core values of the constitution. (10)

6.2 Briefly explain how the educator can integrate the life of former President Mandela in lessons about social justice.

(4 × 2) (8)

6.3 State NINE aspects an educator must consider when promoting social responsibility in a classroom setting. (9)

6.4 State THREE guidelines on how to make meaningful contributions to a discussion. (3)

[30]

QUESTION 7

Read the scenario below and answer the questions.

Mr Van der Merwe is a Natural Science teacher of a Grade 4 class. The content of his lesson for the week is 'How plants grow'. He decides to use an experiment for learners to experience and discover how plants grow. He uses two flower stalks each with a white flower, two transparent jars and red food colouring. He puts one flower in clean water and another flower in red coloured water and asks the learners to observe what will happen during the course of the week. The white petals changed to red.

7.1 Which method of teaching is used by Mr Van der Merwe? (2)

7.2 Explain how Mr van der Merwe is involving the learners. (3)

7.3 7.3.1 Name the question type that Mr Van Der Merwe could ask to see if the learners understood. (1)

7.3.2 Give THREE examples of questions that he could ask. (3 × 2) (6)

7.4 Motivate why Mr Van der Merwe can use the reflective questioning technique afterwards. (2 × 2) (4)

7.5 Name and explain FIVE key techniques that educators must master when using the question-and-answer method. (5 × 2) (10)

7.6 Briefly describe the meaning of the following principles of curriculum design in practice:

7.6.1 Progression

7.6.2 Integration

(2 × 2) (4)

[30]

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QUESTION 8

8.1 Differentiate between the following:

8.1.1 Expository teaching method

8.1.2 Participative teaching method

(2 × 3) (6)

8.2 Name and describe SIX participative teaching methods suitable for teaching and learning about the environment. (6 × 2) (12)

8.3 Lesson planning requires creative and organisational skills.

Explain the following steps in the lesson plan by giving practical examples of how and what you will plan for the learners.

8.3.1 Step 1: Title

8.3.2 Step 2: Outcome

8.3.3 Step 3: Lesson content

8.3.4 Step 4: Introduction

(4 × 2) (8)

8.4 Give TWO reasons why lessons should be taught inductively. (2 × 2) (4)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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