higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

(5050094)

10 November 2022 (X-paper)
09:00–12:00

This question paper consists of 8 pages.

201Q1N2210

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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 blue or black 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 Curriculum is the teaching and learning plan that spells out the goals and objectives for the course.

1.2 ABET is the teaching and learning of basic numeracy, literacy, and English as a second language for adult learners.

1.3 Planning is not so essential for teaching.

1.4 Diversity refers to differences among people.

1.5 Teaching methods and support material used by an educator may differ depending on whether the learners are children or adults.

1.6 Classroom management is about creating good learning environments that support one ethnic group.

1.7 In teaching it is crucial to develop effective ways of dealing with problems.

1.8 Authenticity means to be vague and false.

1.9 An educator should keep verbal interventions private and away from other learners' curious eyes and ears.

1.10 Special schools will provide education to learners who need intensive support.

(10 × 1) **[10]**

QUESTION 2

Choose the correct word or words from those in brackets. Write only the word or words next to the question number (2.1–2.15) in the ANSWER BOOK.

2.1 Reflective teaching should be part of every teacher's lifelong (learning/teaching) and ongoing professional development.

2.2 A teacher needs to know the learners to adjust her (teaching/writing) strategies appropriately.

2.3 If an educator needs improvement, he/she should be able to (adapt to/distance themselves from) new, challenging or unexpected situations.

2.4 An educator's own (abilities/allocation) and differences must be respected.

2.5 To become aware of their own flaws, a teacher should critically (explain/examine) the content of the courses he/she teaches.

2.6 (Holistic/Systematic) teaching describes teaching all the domains of a learner.

2.7 (Criterion-referenced/Norm-referenced) means learners are assessed against specific criteria that indicate if an outcome has been achieved.

2.8 (Baseline/Balanced) assessment assesses a range of LOs and considers their weighting in the curriculum.

2.9 Educators require (professional/implemented) knowledge and skills to plan for assessments and support self-assessment.

2.10 Performance tasks are usually (mental/physical) in nature, for instance, dancing, speaking, etc.

2.11 A (journal/portfolio) is a collection of various assessments that a learner has done throughout the year.

2.12 An (analysis/appraisal) is an evaluation, review, or assessment in order to come to a decision about the value or success of somebody.

2.13 A (checklist/diagram) lists the criteria of a task, together with graded levels for each criterion.

2.14 Case studies are (real life/simulated) accounts or events.

2.15 The (manner/content) has to do with the way in which feedback was given.

(15 × 1) **[15]**

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QUESTION 3

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–Q) next to the question number (3.1–3.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	Games	A	intermediate phase upwards, for science subjects
3.2	Experiments	B	foundation phase, all subjects
3.3	Research	C	imply assessment that happens during lessons, e.g. peer assessment
3.4	Formal assessment	D	intermediate phase upward, for all subjects
3.5	Informal assessment	E	imply a written document of some sort
3.6	Learning providers	F	maintaining standards so that assessments are fair
3.7	Constructive feedback	G	educators or learning institutions
3.8	Quality assurance	H	vital in assisting learners to improve their performance
3.9	Moderation types	I	ways of conducting moderation
1.10	Moderation methods	J	internal and external moderation
3.11	Rating scales	K	people responsible for conduction moderation
3.12	Summative assessment	L	assessment tool
3.13	Recording assessment	M	graduation
3.14	Self-reflection	N	final examination
3.15	Reporting	O	documenting learners' progress and achievements in assessments
		P	communicating learners' performance to learners, parents, and other stakeholders
		Q	to reflect on your own skills and determine where you need to improve

(15 × 1) **[15]**

QUESTION 4

4.1 Explain the following terms:

4.1.1 Learning programme

4.1.2 Work schedule

4.1.3 Lesson plan

(3 × 2) (6)

4.2 Compile a two-column table in which you indicate THREE types of LTSM in Column A and an explanation of each in Column B. (3 × 2) (6)

4.3 Suggest THREE types of seating arrangements a teacher could use in a classroom. (3 × 2) (6)

4.4 Differentiate between *internal* and *external* moderation. (2 × 2) (4)

4.5 Name EIGHT barriers to learning. (8)

4.6 Explain the FIVE steps in reflective teaching in your own words. (5)

[35]

TOTAL SECTION A: 75

SECTION B

QUESTION 5

5.1 What are the implications of continuous assessment for learners? (5 × 2) (10)

5.2 Summarise your understanding of *reflexive competence*. (4)

5.3 Educators should know their learners. List FIVE things a teacher should consider about learners when developing teaching strategies. (5)

5.4 What does the acronym TVET stand for? (1)

5.5 Briefly explain how a teacher could implement discipline in a classroom. (5)

[25]

QUESTION 6

Read the scenario below and answer the questions that follow:

Tammy is a Gr. 3 teacher who treats all her learners equally and gives them freedom to express themselves as long as it is in an orderly manner. In her class there are learners with different multiple intelligences. Peter loves to write stories. Sarah is the one that loves to do mathematics. Mary is making a poster with lots of bright colours. Puleng is planning a dance for the musical evening at school. John is keeping record of the rainfall and daily temperature.

6.1 Identify the multiple intelligences of each leaner in the scenario. (5 × 2) (10)

6.2 Quote THREE words from the scenario that would characterise the democratic approach to the learning environment. (3)

6.3 Emphasise TWO advantages of the democratic approach. (2 × 2) (4)

6.4 Explain ways that educators can be sensitive to language differences. (4 × 2) (8)

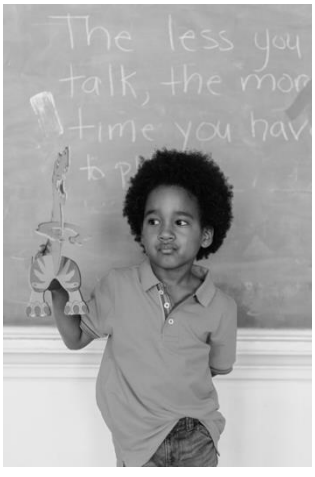
[25]

QUESTION 7

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

John has been in class with you for the past six months. He is struggling to work in a group and prefers to be on his own. He made a beautiful paper dinosaur for a project. During his presentation of the dinosaur, he looked down and did not face the class. John is very shy and has problems with self-image.





https://www.pexels.com/search/boy%20holding%20paper%20dinosaur/
https://www.pexels.com/photo/kid-in-red-polo-shirt-holding-a-paper-dinosaur-8363160/

7.1.1 Give constructive feedback to John after his presentation. (3 × 2) (6)

7.1.2 During the parent evening, what would your advice be to John's parents? (2)

7.2	Discuss FIVE principles underlying effective constructive feedback.	(5 × 2)	(10)
7.3	List THREE reasons for the moderation of assessment judgements.	(3 × 2)	(6)
7.4	Umalusi is responsible for moderating and verifying NCV examinations. Is this moderation internal or external?		(1)
			[25]

QUESTION 8

8.1	List THREE ways in which teachers can be sensitive to cultural differences in the classroom.	(3 × 2)	(6)
8.2	Write TEN elements that should be included when drawing up a lesson plan.		(10)
8.3	How would you as a teacher manage safety in a classroom?	(3 × 2)	(6)
8.4	Does the age of the learners affect HIV and AIDS education? Give a reason for your answer.	(1 + 2)	(3)
			[25]

QUESTION 9

9.1	Name THREE aspects an educator can manage to improve learner participation in a classroom.		(3)
9.2	Advise the teacher how to cope with division of work as a classroom management principle.	(4 × 2)	(8)
9.3	Compare *proactive* and *preventative* measures of discipline.	(2 × 2)	(4)
9.4	Name and explain TWO assessment principles.	(2 × 2)	(4)
9.5	How would you choose which assessment task to use for a specific lesson?	(2 × 2)	(4)
9.6	Briefly explain to a friend what a *blended-learning* opportunity is.		(2)
			[25]

TOTAL SECTION B:	**125**
GRAND TOTAL:	**200**

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