higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

(5050094)

21 November 2023 (X-paper)
09:00–12:00

This question paper consists of 14 pages.

183Q1N2321

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
ART AND SCIENCE OF TEACHING
NQF LEVEL 4
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 The curriculum is the content, methods and resources that are taught in a course of learning.

1.2 A key feature of the old syllabus was progression from one grade to another.

1.3 All subjects that are studied in the GET band of the education system are called learning areas.

1.4 The purpose of assessment is to negatively focus on learners weaknesses.

1.5 Feedback is information we receive about how we have completed a task, measured against a specific goal.

1.6 The concept of *exploration* means that the teachers are willing to try new ideas.

1.7 Quality assurance is necessary to maintain high standards.

1.8 It would be appropriate to plan a computer-based assessment task for learners in Grade R.

1.9 Projects assess and develop crucial skills such as retrieving information, solving problems and thinking creatively.

1.10 Continuous assessment fits well with the current educational system, because learners are on a journey of lifelong learning.

(10 × 1) **[10]**

QUESTION 2

Choose the correct term from those given in brackets. Write only the answer next to the question number (2.1 – 2.15) in the ANSWER BOOK.

2.1 Classroom structures should become a/an (routine/exception) during the academic year.

2.2 Effective time management helps to (eliminate/increase) time-wasting.

2.3 Classroom discipline will only work if the educator applies the (discipline/ language) policy in a consistent, fair and continuous manner.

2.4 The ability to speak two languages, is known as (bivalent/bilingual).

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2.5 Learning resources that constantly reflects only one culture, may lead to learners from other cultures feeling (excluded/included).

2.6 Warnings and corrections are only effective if the educator uses them (often/ sparingly).

2.7 Yelling at students can be seen as a (proactive/reactive) measure for restoring order.

2.8 (Overlapping/Alertness) as a management skill in education, means that the educator has the ability to do things simultaneously.

2.9 The educator and learner need to have an/a (authentic/coercive) relationship, to enable mutual understanding.

2.10 When an educator looks (critically/comfortably) at assessments, they look at it from all angles.

2.11 (Foundational/Practical) competence is understanding what we are doing and why we are doing it.

2.12 As learning mediators, teachers should have the ability to (reflect/foresee).

2.13 A (technique/tool) is a practical method for doing a difficult task.

2.14 A Portfolio of evidence is a collection of (samples/symbols) of a learner's work.

2.15 A/An (internal/external) moderator ensures that assessments are fair, appropriate, consistent and transparent.

(15 × 1) **[15]**

QUESTION 3

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

COLUMN A		COLUMN B	
3.1	Assessment standards	A	Lauren always demonstrate skills, knowledge and understanding in all her vocational subjects.
3.2	Subject outcomes	B	giving guidance, is a good process that Mrs Sallie uses to ensure that tasks are performed in an effective way.
3.3	Performance	C	Mr Gacula believes in addressing an audience on a specific topic using visual aids, for example, a data projector.
3.4	Journals	D	these describe the proof required to show that Melissa has met the learning outcomes.
3.5	Rating scale		
3.6	Planning		
3.7	Organising		

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3.8	Leadership	E	Mrs Botha is an excellent educator, who always prepares her lessons a day before.
3.9	Control	F	Siphelele always produces an interesting piece of writing that addresses a certain issue.
3.10	Extrinsic motivation	G	for Sandra to be declared competent against all assessment standards, she must know the subject content and be able to do things practically.
3.11	Essays	H	arranging items effectively, is one of Mrs Ndzala's strong points.
3.12	Case studies	I	Mr Kondile uses a method that gives real life situations and questions, to test learners critical thinking skills.
3.13	Oral presentation	J	Mrs Hendricks has to read publications that are subject-specific, to keep updated with current information with regards to education.
3.14	Simulation	K	Bongo has the ability to express musical forms, including sensitivity to rhythm and melody.
3.15	Mind maps	L	replication of real-world context, is a method often used by Mr Pierce to allow learners to put theory into practice.
		M	Olwethu has the ability to influence or guide peoples' behaviour.
		N	a technique used by Mrs Smith, to indicate the degree of skill or behaviour displayed by the learner.
		O	Mr Fortune encourages his Grade 8 learners to use graphical representations to study.
		P	Mrs Jones gave Jenna a certificate as a reward for academic excellence at the end of the year.

(15 × 1) **[15]**

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QUESTION 4

4.1 Explain the following terms:

4.1.1 Procedure

4.1.2 Corporal punishment

4.1.3 ABET

4.1.4 Initiative

4.1.5 Systematically

(5 × 2) (10)

4.2 Name the THREE phases in General Education and Training. (3 × 1) (3)

4.3 The use of moderation has implications and consequences for teachers and learners. List FIVE implications of moderation. (5 × 2) (10)

4.4 You are a Grade R teacher.

Name FOUR criteria that you will include in your checklist for resources and learning materials. (4 × 1) (4)

4.5 List SIX assessment principles. (6 × 1) (6)

4.6 Indicate whether the following statements resides under the traditional approach or outcomes-based approach to education:

4.6.1 The criteria are pre-determined and are part of the standard.

4.6.2 The syllabus determines the assessment. (2 × 1) (2)

[35]

TOTAL SECTION A: 75

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SECTION B

QUESTION 5

5.1 Identify the management approaches represented in the following scenarios:

5.1.1 Mrs Petersen is very approachable. The children in her class are free to interact with each other, ask questions and are also allowed to express their feelings.

5.1.2 In Mr. Bernard's class the learners must always be quiet and only listen to him. They are not allowed to ask questions or interact in groups.

5.1.3 Mrs. Neelan allows the learners a lot of freedom and this may lead to discipline problems.

5.1.4 Mr. Graham often comes to class unprepared and allows learners to keep themselves occupied. She is always frustrated when it is time for assessments because she then has to catch up with a lot of work in a short period of time.

5.1.5 Mr Zuma confuses his learners, because they do not know what to expect from one learning experience to the next.

(5 × 2) (10)

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

Highgate Secondary School is a private school situated in an affluent suburban area. The principal of this school, Mr Goodway, does not accept learners at this school who are infected with HIV and AIDS.

Learners who are already in the school and become infected, are separated from learners who are not infected. Once a month, a health worker is invited to address and reprimand the learners for being irresponsible and not protecting themselves from HIV and AIDS.

The principal also feels that it is a waste of school funds to train educators on this topic, because they should read and gain information at their own expense. Due to the principal and educator's negative attitude towards these learners, the other learners also distance themselves and do not socialize with the infected learners.

5.2.1 Identify FIVE aspects from the above scenario that is not in line with the HIV and AIDS policy, provided by the Department of Education.

(5 × 2) (10)

5.2.2 If you were the principal of Highgate Secondary School, list FIVE ways of how you would change the mind-set of the educators and learners at this school.

(5 × 1) (5)

[25]

QUESTION 6

6.1 In your opinion, what could be the reasons for discipline challenges in schools? List THREE of your own reasons. (3 × 2) (6)

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

> You are a pre-primary school teacher for 3 to 4 year-old learners. It is a warm Friday afternoon, and you decide to give a lesson on colours. You introduce your lesson by explaining that one can get a new colour by mixing two other colours. The learners are not familiar with the basic primary colours and therefore do not understand the concept of mixing primary colours to produce secondary colours. You realise that you were not well prepared for the lesson.
>
> During the lesson the learners lose interest and start talking to one another. They do not respond when asked questions.
>
> During reflection on the day's work, you realise that you made a few mistakes.

6.2.1 Give THREE reasons why you think the lesson was not effective. (3 × 1) (3)

6.2.2 When faced with a similar lesson, list THREE ways in which you would present the lesson differently? (3 × 2) (6)

6.3 The Department of Basic Education designed FOUR different types of policies. Specify which policy best fits the scenario mentioned below. Write only the question number (6.3.1 – 6.3.5) and the policy in your ANSWER BOOK.

6.3.1 Sesethu has a learning barrier, but she should be allowed to participate in all school activities that she is interested in.

6.3.2 At Sunshine Primary School, learners are encouraged to be developed linguistically through lots of reading and communication.

6.3.3 Educators are expected to show parents a learners Portfolio of Evidence throughout the year, to make parents aware if a learner is struggling in class.

6.3.4 Greenfields Primary School Management Team and Governing Body, deals harshly with an educator that excludes a learner from any kind of school activity.

6.3.5 Michelle has challenges with mathematics, and therefore it is important for her educator to identify her problem in order to assist her to overcome this problem. (5 × 2) (10)

[25]

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QUESTION 7

7.1 To manage learner participation, an educator should be able to manage multiple intelligences. Study the pictures below and identify the type of intelligence depicted in each picture. Write the relevant type of intelligence next to the question number (7.1.1 – 7.1.5) and give a short reason for your answer.

7.1.1



7.1.2



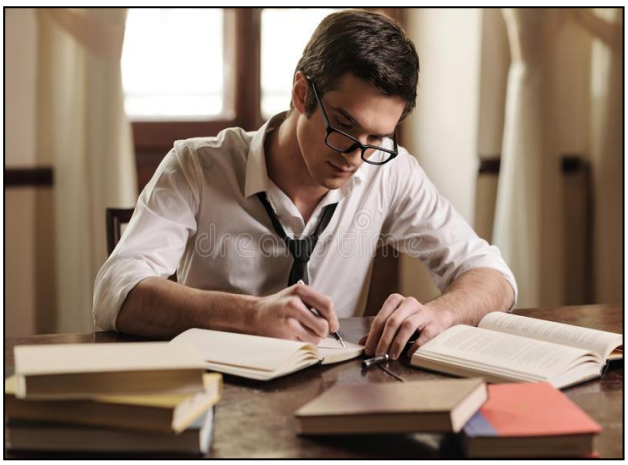
7.1.3



7.1.4



7.1.5



(5 × 2) (10)

[Source: *www.google/images.co.za*]

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

Mrs Casoojee is an excellent educator with thirty years of experience. Throughout her years of teaching she has learnt some valuable lessons. One of her best practices is that she believes in reflective teaching.

She always keeps a personal notebook in which she writes about each lesson, her actions, her reactions, her feelings, how well her lessons went and also which areas she can improve on. She often asks one of her colleagues to record her lessons and then she reflects on it, to see where she can improve. She can always focus on certain aspects of her lesson recordings and learn from it.

All her lesson plans have a space for reflection, where she makes notes about what went well, what did not go well and where she can make improvements for future lessons. She allows her learners give feedback about her lessons because learners' perceptions, responses, opinions can be valuable information to guide her as to where to improve on her lessons.

7.2.1 Identify THREE tools for reflective teaching from the above scenario. (Any THREE relevant answers) (3 × 2) (6)

7.2.2 As an inexperienced educator, which strategy for reflective teaching would you use to learn from Mrs Casoojee? (1)

7.3 Learning and teaching support materials (LTSM) has a positive impact on teaching and learning. You are a Grade R educator and your theme is "Sea animals". Give ONE example for each LTSM listed below in line with your theme:

7.3.1 Human resources

7.3.2 Auditory media

7.3.3 Objects and items from everyday life

7.3.4 Arrange outings and excursions (4 × 2) (8)

[25]

QUESTION 8

8.1 Observation sheets as a tool, for recording assessment judgement are often used in pre-schools.

Read the scenario below and answer the questions that follow:

As an educator in a Grade R (5-6 year olds) classroom at Little Kitty's Educare. You require observation sheets as an assessment tool in your classroom.

Chloe September is an energetic, vibrant little girl. She is in the Freddy Frog group and this is a Baseline assessment done in the first term during this year. Chloe's gross motor skills, fine motor skills and body awareness is excellent. Her social skills are poorly developed because she is an only child and prefers to play on her own.

She is still very dependent on the educator to help her during mealtimes and toilet routine. Chloe's verbal skills and listening skills are good which is an indication that she has no problems with her language development. She identifies, knows and understands all concepts such as: shapes; colours; and numbers). Her concentration span is very short and therefore she cannot sit quietly for too long.

Design your own template of an observation sheet for the above learner by using the information provided in the above scenario.

Use the following information as guidance:
Name of school
Name of learner
Class group
Term (4 × 1)

ASPECT OF DEVELOPMENT: Physical Development Language development Social & Emotional Development Intellectual development (name ONE aspect from the scenario under each development) (4 × 1)
OBSERVATIONS: (make ONE comment next to each aspect under observations) (4 × 1)

(12)

8.2 You are required to sort the statements below into the respective sections of the Learning programme; Work schedule and Lesson plan framework.
List only TWO factors under each heading.

- Team Planning.
- Teachers in a specific grade.
- Individual educator planning.
- Describe contents of each lesson.
- All teachers in a phase work together.
- List all learning outcomes for the year.
- Includes all grades.
- Must be prepared for the whole week.
- All work for the year must be on the schedule.

Re-draw the table below in your ANSWER BOOK.

Learning Programme	Work schedule	Lesson plan

(3 × 2) (6)

8.3



[Source: *www.google/images.co.za*]

8.3.1 The above image shows an example of poor classroom management.

Mention FOUR ways in which this educator can manage his classroom more effectively. (4 × 1) (4)

8.3.2 List THREE ways in which teachers can assist learners to develop self-discipline. (3 × 1) (3)

[25]

QUESTION 9

9.1 The Department of Education identifies FOUR barriers to learning as being the most common. You are required to sort the statements below into the respective barriers (sections) i.e. Disability barrier; Language and communication barrier; Socio-economic and Discriminatory attitude barrier. List only TWO factors under each heading.

- Home Language is different to language of Learning and Teaching.
- Attention Deficit Disorder
- Psychological disorder
- Negative attitudes towards learners who speak isiZulu.
- Poor oral language development as a result of a lack of communication and learning opportunities.
- Poverty and hunger
- Negative attitude towards learners who have Cerebral Palsy.
- Learner-headed households due to death of both parents.
- Most teachers in South Africa being unable to use sign language as a language of learning and Teaching.
- Struggling to understand new concepts because of below average intellectual functioning.

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Re-draw the table below in your ANSWER BOOK.

Disability barrier	Language and communication barrier	Socio-economic barrier	Discriminatory attitude barrier

(4 × 2) (8)

9.2 Give THREE examples of cultural differences that could exist among learners.
(3 × 1) (3)

9.3 There are FOUR different types of assessments. Specify which assessment best fits the scenario mentioned below. Write only the question number (9.3.1 – 9.3.7) and the type of assessment in your ANSWER BOOK.

9.3.1 Mr Naidoo uses this type of assessment to diagnose learners' strengths and weaknesses and to give them feedback with regards to their progress.

9.3.2 Miss Zathu uses this type of assessment in the beginning of the year to see at which level her learners are at.

9.3.3 This type of assessment is used at North End TVET College at the end of a learning process, to see if learners have attained all the outcomes required.

9.3.4 Primrose's learning barriers have been diagnosed early in the year by Mr. Groenewald and therefore appropriate remedial help and guidance can be given to her.

9.3.5 This type of assessment takes on the form of tests and examination at Nonthuthuzelo Secondary School.

9.3.6 Mrs Nash uses this type of assessment as the foundation to adapt her teaching and learning.

9.3.7 Mrs Ngwenya believes that parents should be involved in this type of assessment, for collecting of information and to give feedback.
(7 × 2) (14)
[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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