higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

26 February 2018 (X-Paper)
09:00–12:00

This question paper consists of 12 pages.

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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 question on a NEW page.
5. Write neatly and legibly.

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SECTION A

QUESTION 1

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 (1.1–1.15) in the ANSWER BOOK.

1.1 According to the humanistic approach ...

A language develops.
B curiosity and creativity develop.
C learners set realistic goals.
D a teacher is a role model.

1.2 … is known as the father of Outcomes-Based Education.

A Arthur Chickering
B Edward Thorndike
C William Spady
D Franklin Bobbit

1.3 ONE of the approaches in education is the ... approach.

A incentive
B universal
C criterion
D developmental

1.4 SAQA is the abbreviation for ...

A South African Quality Association.
B Southern Asian Quantity Assurance.
C South African Qualifications Authority.
D South American Quantity Allowance.

1.5 The ability to monitor one's own and others' emotions and react appropriately is called …

A emotional intelligence.
B common sense.
C practical intelligences.
D intelligence quotient.

1.6 Designing down is also known as the principle of ...

A critical outcomes.
B backward mapping.
C developmental outcomes.
D assessment standards.

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1.7 The cognitive domain can be described as ...

A acquiring knowledge.
B attaining goals.
C understanding others.
D getting enough sleep.

1.8 ... is one of the ten core values of our constitution.

A Ethics
B Democracy
C Morality
D Belonging

1.9 What is co-operative learning?

A It is the memorising of facts without necessarily understanding them.
B It is a teaching strategy whereby teachers of varying levels of ability work together in teams to improve their understanding of a subject.
C It is a project whereby learners from different grades work together to complete the project.
D It is a teaching strategy whereby learners of varying levels of ability work together in teams to improve their understanding of a subject.

1.10 ONE of the main concepts of co-operative learning is the 'will to co-operate'. Co-operation should be encouraged in three ways:

A Team building; class building and teacher co-operation.
B Team building; class building and task and reward structures.
C Team building; class building and task and encouragement structures.
D Team building; class building and parent co-operation.

1.11 Teaching ... is a broad plan of action for the teaching-learning activities to be implemented in order to achieve the chosen outcomes.

A skills
B interaction
C strategy
D philosophy

1.12 Which item fits best?

In an educational setting… is a broad term that refers to teaching methods that use acting out or make-believe to help the learner.

A drama
B role-play
C small-group work
D problem solving

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1.13 To show learning has taken place we have to answer questions in ...

A comparing.
B describing.
C concepts.
D examinations.

1.14 ... is an example of a speaking lesson.

A Reading
B Presentation
C Writing
D Outcomes

1.15 ... questions require a one-word answer.

A Probing
B Leading
C Closed
D Open

(15 × 1) **[15]**

QUESTION 2

Complete the following sentences by using the words provided in the list below. Write only the word(s) next to the question number (2.1–2.10) in the ANSWER BOOK.

baseline assessment; learning; static; NQF; six; social efficiency; readiness; General Education and Training; CASS; summative; pace; informal curriculum; premise; accountability; outcomes-based education; developmental approach; social utility

2.1 ... is an organisational structure that facilitates access to and progression within all education, training and career paths.

2.2 Successful learning promotes even more successful ...

2.3 GET stands for ...

2.4 Thorndike developed ... laws of learning.

2.5 ... is the term given when something is not moving, changing or not able to change.

2.6 The ... approach focuses more on the needs of the society, which is more important than the learners' needs.

2.7 ... assessment is the overall assessment that is used at the end of a course of study.

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2.8 The law of ... states that learners learn when they are ready to learn.

2.9 ... is the responsibility to someone or for some activity.

2.10 The value that a person contributes to society is called …

(10 × 1) **[10]**

QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (3.1–3.15) in the ANSWER BOOK.

3.1 One of the advantages of the selected and implemented principle is that it focuses only on the intellect of the learner.

3.2 Howard Gardner identified only two different intelligences.

3.3 During co-operative learning, always allow learners to select their own teams.

3.4 Co-operative learning can lead to team members motivating each other.

3.5 Equity means being fair, not taking one side over the other.

3.6 Co-operative learning does not improve a learner's social skills.

3.7 Social justice means only certain members of a society are advantaged.

3.8 Co-operative learning may disadvantage shy learners because they don't feel comfortable expressing themselves in a group.

3.9 Curriculum 2005 was changed to RNCS to make the curriculum easier to understand and to implement.

3.10 Expository teaching places the learner at the centre of learning.

3.11 In the participative teaching method, isolation in the classroom is vital.

3.12 Role-play is a good way to encourage learners to interact socially.

3.13 Questions based on Bloom's taxonomy are an excellent way to structure questions for the exams.

3.14 To use problem-solving as a teaching method does not need preparation, time and effort.

3.15 It is important that learners get regular feedback to gain insight into their learning and understanding.

(15 × 1) **[15]**

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QUESTION 4

4.1 Choose an/a item/word from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (4.1.1–4.1.12) in the ANSWER BOOK.

COLUMN A		COLUMN B	
4.1.1	Development of children in all aspects	A	socialisation principle
4.1.2	Fundamental truth, law or assumption	B	abstract
4.1.3	Each member of the team is responsible for doing their share of the work	C	perception principle
4.1.4	One of the ten core values of the constitution	D	traditional principle
4.1.5	Learners are able to use skills and knowledge from one learning area to another	E	principle
4.1.6	Ability to choose one bit of data over another	F	holistic/totality principle
4.1.6	Actual experience leads to learning	G	conceptual data
4.1.7	South Africa has ... official languages	H	individual accountability
4.1.9	The curriculum is designed to encourage ... learning	I	integration
4.1.10	Imaginative, theoretical and intangible	J	critical thinking
4.1.11	Children learn to work together	K	democracy
4.1.12	Refers to abstract data such as wisdom, kindness or jealousy	L	eleven
		M	life-long learning
		N	learning outcomes
		O	preferential data

(12 × 1) (12)

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4.2 There are FOUR different types of assessments. Specify which assessment type best fits the scenario mentioned below. Write only the letter and the type of assessment in your ANSWER BOOK.

	SCENARIO	TYPE OF ASSESSMENT
A.	Susan enjoys activities that the educator gives in the classroom because her educator will give them feedback and she can identify where she needs to improve.	
B.	Mrs Jones gives simple assessments at the beginning of the year in her Grade 1 class, to assess learners' prior knowledge.	
C.	This is the type of assessment that is given at the end of a course of study, term or year.	
D.	The school's remedial educator has to assess Tommy because he does not make progress in his school work.	
E.	After Ayabonga had been assessed, her parents were interviewed and the principal suggested that she should attend a school that caters for learners with special needs.	
F.	All the learners in Miss Human's Mathematics class passed at the end of the year.	
G.	Zodwa is aware that the feedback that her English educator gives her regarding her progress is important because she has to act on it and improve her marks.	
H.	At the beginning of the year Mrs James always do an assessment to determine which of her learners has barriers to learning so they can receive the correct support or guidance.	

(8 × 1) (8)

[20]

TOTAL SECTION A: 60

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SECTION B

QUESTION 5

5.1 Explain in your own words why continuous assessment is a key element in Outcomes-Based Education. (4 × 1) (4)

5.2 In table form, differentiate between MESO, MACRO and MICRO planning. (3 × 3) (9)

5.3 Mrs Smith's learners wrote a test. She decided that she needs to give them some constructive feedback on the test that would build them up and help them develop ways to progress. She did not scold anyone; instead she asked them to come and speak to her about aspects of the work they do not understand. She also told them how important it is to do revision every day.

From the above scenario identify three constructive ways in which Mrs Smith can give feedback to her learners. (3 × 2) (6)

5.4 Read the following scenario and answer the questions.

As a teacher you play a very important role in ensuring that a child has a pleasant school year. As a grade 1 teacher it is required of you to do a lot of preparation work. In your class you have a girl named Mary who cries every day. She is much smaller than the other children in the class and cannot cope with the work given to her. Even though you ask her to repeat the work she still gets it wrong. She gets confused with the work that the teacher taught first and the work taught to her most recent. Mary says that she wants to go back to pre-school because there they had fun.

5.4.1 Name the FIVE Laws of Learning that appear in the passage. (5)

5.4.2 Give an example of each that can be found, based on the passage. (5)

5.5 Name the person who was responsible for developing the Laws of Learning in the above passage. (1)

5.6 Name the FIVE principles that underline the values of the Constitution and Curriculum 2005. (5)

[35]

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QUESTION 6

6.1 Despite developments, there are certain maxims of teaching that are still relevant today. Name the THREE traditional principles of teaching. (3 × 1) (3)

6.2 Explain each maxim with examples of your own. (3 × 2) (6)

6.3 Look at the picture below and explain in your own words why this can be regarded as a HETEROGENOUS group.



(3 × 2) (6)

6.4 There are various principles of teaching which can be both implemented at school and at home. Identify the principle in each of the following scenarios.

6.4.1 Mr Groom has been teaching for 20 years. In his teaching he builds on the learners' existing knowledge and nurture it further, always taking into account the learners' personal development.

6.4.2 Mrs Jacobs recognises that she cannot separate a child's home life from his school life; both affects the child's learning.

6.4.3 Miss Ganga came to the conclusion that, if a child is interested in a specific activity e.g. music or sports, that child will become more responsible and responsive in their learning.

6.4.4 In Mrs Davids' class pupils are more interactive. She encourages her students to form meaningful relationships with classmates.

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6.4.5 Mrs Taylor believes that students should be given more freedom, in order for them to take responsibility for their own learning and to grow intellectually and physically.

6.4.6 In Grade R, Mrs Joel always starts of her year by teaching familiar themes that are derived from a child's familiar environment.

6.4.7 Chaz touched a hot stove and burnt his hand. He knows now that stoves are dangerous. Actual experiences lead to learning.

(7 × 2) (14)

6.5 In table form, differentiate between the advantages and disadvantages of co-operative learning. (3 × 2) (6)

[35]

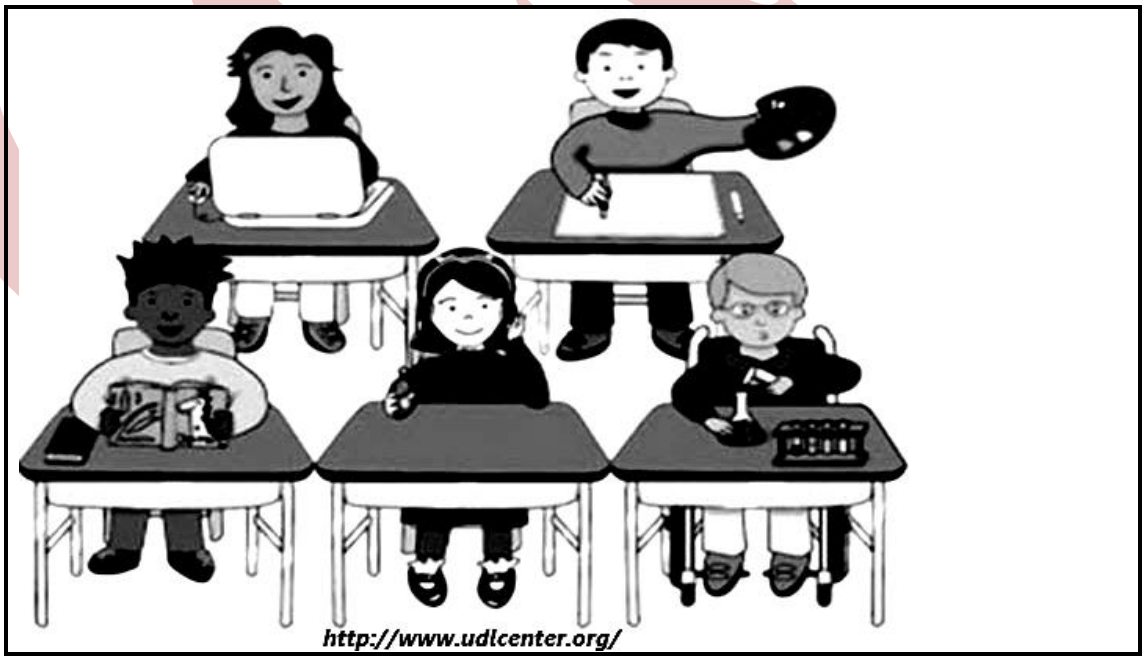
QUESTION 7

7.1 List SEVEN participative methods for the teaching and learning environment. (7)

7.2 Relate one of these participative methods to some experience of your own in a classroom situation. (5 × 2) (10)

7.3 What activity, teaching technique or strategy can an educator plan for his or her classroom to ensure that the learners develop their listening skills? (3 × 2) (6)

7.4



7.4.1 Look at the picture and identify FOUR different types of diversity amongst the learners. (4 × 2) (8)

7.4.2 What advice would you give to a teacher that has to teach diverse learners as displayed in the above picture? (2 × 2) (4)

[35]

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QUESTION 8

Xolisa lives in Reeston township, where only a few people have access to housing, food and water, health care services and education. In this community there's no right to freedom of expression, religious beliefs, cultural beliefs and cultural practices. In the schools the educators are disrespectful, sexist and favour certain learners. There are no proper toilet facilities at the school, so learners are forced to use the field around the school if the need arises.

8.1 In the above scenario there are issues that are against the values of our constitution. Identify FIVE. (5 × 2) (10)

8.2 In your own words describe FOUR other core values of our constitution that should be displayed in this community. (4)

8.3 Mrs Adams had a class of thirty diverse learners with diverse needs. She tried her best to accommodate all the learners in her class because she wanted all of them to achieve their individual potential.

Based on the knowledge you have, what can Mrs Adams do or implement if the learners are struggling with the following?

8.3.1 Difficulty with reading

8.3.2 Hearing impairment

8.3.3 Difficulty in communication

8.3.4 When learner is struggling to give attention

8.3.5 Difficulty in writing

(5 × 2) (10)

8.4 Questioning is an important aspect of critical thinking and the participative teaching method. In the following scenarios identify the type of questions depicted.

8.4.1 You will be able to coach my son, won't you?

8.4.2 Did you say that you first felt this way after I forgot our meeting?

8.4.3 What will the milk farmers do if we have another dry season?

8.4.4 How did you change after that experience?

8.4.5 Where were you last night?

8.4.6 Are you going to Durban tomorrow?

8.4.7 Why did you not come to school yesterday?

(7 × 1) (7)

8.5 Why is participative learning an important part of the learning process? (4)

[35]

TOTAL SECTION B: 135

GRAND TOTAL: 200

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