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 2020 (X-paper)
09:00–12:00

This question paper consists of 12 pages.

039Q1S2026

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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

Choose the correct term from those in brackets. Write only the term next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Teachers should do a (baseline/structured) assessment at the beginning of the year.

1.2 (Learning content/A learning area) is a combination and integration of a group of similar subjects.

1.3 (Application/Comprehension) means using knowledge in a practical way.

1.4 You are being (creative/hostile) when you are able to think of new ideas and can solve problems.

1.5 (Facilitate/Accelerate) means something happens or develops faster.

1.6 (Transition/Extension) means increasing something by adding something extra.

1.7 (Entrenched/Empathy) is understanding another person's feelings.

1.8 A person is (independent/social) when he/she likes to be among other people.

1.9 (Constructive/Destructive) action is carefully considered and meant to be helpful.

1.10 (Domination/Bias) means you are in control because you are stronger and more powerful.

(10 × 2) **[20]**

QUESTION 2

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.1–2.15) in the ANSWER BOOK.

2.1 A humanist is concerned about the interests and welfare of others.

2.2 You are self-sufficient when you do not depend on others.

2.3 The act of gaining knowledge is called rote learning.

2.4 The process of carrying out a task is called implementing.

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2.5 Mastery does not involve expert knowledge or outstanding ability.

2.6 Grade R teachers should not follow the principle of freedom.

2.7 To prescribe or lay down rules with authority is to be democratic.

2.8 If an object is not concrete or real it is called tangible.

2.9 Choosing to do something is voluntary.

2.10 A sensitive nerve ending that can receive information is called a receptor.

2.11 Perceptual skills are related to emotions.

2.12 Lecturing takes place when only the teacher speaks in class.

2.13 Helping people to the point where they no longer think for themselves makes them dependant.

2.14 You assume when you take something for granted.

2.15 When something is done step by step it is called systematic.

(15 × 1) **[15]**

QUESTION 3

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

COLUMN A		COLUMN B	
3.1	Question with more than one answer	A	advocate
3.2	To move around or swap places	B	free writing
3.3	Enrolling children with learning impairments in mainstream schools	C	secular
3.4	Learners have many or different backgrounds	D	motor control
3.5	Applies to a small number of things only	E	exceptional
3.6	Unusual, not according to a general rule	F	selective
3.7	Ability to move, hold and use things	G	diverse
3.8	Mental disorder causing sufferers to be socially inept	H	rotate
3.9	Writing down whatever comes to mind	I	autism
3.10	To invent an idea or answer without planning	J	inclusion
3.11	Informing, explaining, describing, or defining something	K	improvise
3.12	Quality of being complicated	L	abstract concepts
3.13	Personal knowledge or information about something or someone	M	compassion
3.14	Way of explaining the reasoning behind certain approaches	N	curriculum theories
3.15	Feelings of deep sympathy and an urge to help	O	expository
		P	familiarity
		Q	complexity
		R	open-ended question

(15 × 1) **[15]**

QUESTION 4

4.1	Explain the term *teaching strategy*.	(1 × 2)	(2)
4.2	Name TWO different questioning techniques.	(2 × 1)	(2)
4.3	Define the term *research*.	(1 × 2)	(2)
4.4	Name TWO principles of co-operative learning.	(2 × 1)	(2)
4.5	Define the term *auditory*.	(1 × 2)	(2)
			[10]

TOTAL SECTION A : 60

SECTION B

QUESTION 5

5.1 Give FIVE reasons why role-play is regarded as a good teaching method. (5 × 2) (10)

5.2 Identify the different approaches to education in each of the following scenarios:

5.2.1 The focus is on what each learner is able to do after a period of time. Learners are actively involved in the learning process because they understand to which end they are learning.

5.2.2 The focus is on the educator. Learners are taught facts and not a lot of skills.

5.2.3 The focus is on skills development and training for a specific occupation or trade.

(3 × 2) (6)

5.3 Name and explain, using an example, an internal factor that may complicate the design of a curriculum. (2 + 2) (4)

[20]

QUESTION 6

6.1 According to dr. Bill Spady there are FOUR power principles in outcomes-based education.

Identify the principle in each of the following descriptions:

6.1.1 Educators must be certain of what they want learners to know and to understand. Learners should also have a clear picture of what they are going to learn.

6.1.2 Ensure that learners are constantly encouraged and motivated. The learners are challenged and involved in the system to meet the outcomes.

6.1.3 Emphasis is on the creation of opportunities to accommodate all learners, because not all learners learn at the same time and at the same pace.

6.1.4 Also known as the principle of backward mapping. The educators use the results to control what has to be learned.

(4 × 2) (8)

6.2 Name FOUR outcomes that should be achieved in a lesson on the importance of water. (4 × 2) (8)

6.3 State TWO general ideas on how to accommodate diverse learners in a classroom setting. (2 × 2) (4)

[20]

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QUESTION 7

Read the scenario below and answer the questions.

Mrs Nash prides herself on the way her learners are behaving, especially when they do group work. Groups work together without a lot of noise. Group members respect one another's viewpoints and opinions. They know exactly what they want to achieve and set goals for themselves. She also prides herself in the fact that they ask if they do not understand and show gratitude when they are being helped. Even the shy learners are willing to contribute opinions.

7.1 Name FIVE social skills that are present in Mrs Nash's class. (5 × 2) (10)

7.2 Identify the different cooperative management skills needed for a classroom to operate effectively in each of the following statements:

7.2.1 The classroom should be structured in such a way that members should have equal access to all resources. Groups should not disturb one another.

7.2.2 Someone should be appointed to monitor and remind learners about noise levels.

7.2.3 The teacher and learners must discuss what is expected of them in class, and the boundaries for behaviour must be set.

7.2.4 All learners should know what to do and what is expected of them. All expectations must be written down and be communicated orally.

7.2.5 Team mates must help one another. This could also include peer validation.

(5 × 2) (10)
[20]

QUESTION 8

8.1 Explain the THREE guiding maxims of the traditional principle of teaching by giving your own examples. (3 × 2) (6)

8.2 Cultural sensitivity is an important aspect of a just and sociable classroom.

Give FOUR examples of ways in which an educator can be culturally sensitive. (4 × 2) (8)

8.3 Charlotte Meyer is a new teacher who is struggling with a class of 40 learners. She reflects daily on where she has gone wrong and how she can improve the class. She also thinks of different strategies to keep noise levels down and to keep all learners busy. She pays special attention to the slow learners and to give the fast learners some extra tasks.

8.3.1 Identify the teaching method Charlotte is using. (2 × 1) (2)

8.3.2 Substantiate the answer in QUESTION 8.3.1 with TWO examples from the scenario. (2 × 2) (4)

[20]

QUESTION 9

9.1 Mrs Seale is a strict teacher who never smiles and seems unfriendly. Her learners are not allowed to share desks. They are not allowed to ask questions and talk in the classroom. She seldom tries to make the learning environment inviting and interesting. Her classroom's walls are dull with only a few pictures.

It is clear that Mrs Seale is not creating an environment that fosters learning.

Suggest FIVE things she can do to improve her classroom environment.

(5 × 2) (10)

9.2 Mrs Maseti accommodates all her learners and wants them to become independent thinkers. She allows them to make decisions about their work, but insists that they discuss it with her as well. She also encourages critical thinking. Learners may do group work, but are also allowed to work on their own.

Give FIVE reasons from the scenario to prove that Mrs Maseti is encouraging autonomous learning. (5 × 2) (10)

[20]

QUESTION 10

Identify the human rights depicted in each of the pictures below by writing the answer next to the question number (10.1.–10.5) in the ANSWER BOOK.



10.1.



10.2



10.3



10.4



10.5

(5 × 2) **[10]**

QUESTION 11

11.1 Identify the method of teaching, EXPOSITORY or PARTICIPATIVE, used in each of the scenarios below by writing 'Expository' or 'Participative' next to the question number (11.1.1–11.1.2) in the ANSWER BOOK, and giving a short reason for your answer.

11.1.1 The teacher talks and learners have no choice but to follow instructions. She teaches them how to write, and to listen carefully and write neatly.

11.1.2 Mrs Pook took her learners to the museum to explore the life cycle of butterflies and other insects. She encouraged them to ask questions. Her learners were very excited.

(2 × 4) (8)

11.2 Differentiate between the *knowledge-centred* and *social-centred* theories of education by stating the focus of each theory. (2 × 1) (2)

[10]

QUESTION 12

12.1 Identity the special needs noted in each of the situations below. Give a reason for your answer.

12.1.1 Nicolene's mother drank a lot of alcohol when she was expecting her. After her birth doctors discovered she had brain damage and growth problems. Her teacher told her mother she was easily distracted in class.

12.1.2 Austin has poor social skills and makes no eye contact with any of his peers. He hates being cuddled. He does well in mathematics.

12.1.3 Rita is suffering from involuntary muscle movement and cannot participate in any physical activities. She also cannot speak clearly.

12.1.4 Sima often has seizures in class, which makes him unaware of his surroundings.

(4 × 2) (8)

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Mrs Right does not like cooperative learning. She says it causes too much noise because of personality clashes. She also thinks not all learners are doing their share of the work but wait for others to do it. Mrs Right feels the shy children are uncomfortable when they have to participate and do not get a chance to voice their views.

12.2 Why is Mrs Right so negative towards cooperative learning? (4 × 2) (8)

12.3 State TWO responsibilities of an educator doing group work. (2 × 2) (4)
[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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