higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

7 November 2018 (X-Paper)
09:00 – 12:00

This question paper consists of 9 pages.

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TIME: 3 HOURS
MARKS: 150

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. Marks will not be given for one-word answers unless the question specifically requires it.
5. Write neatly and legibly.

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SECTION A

QUESTION 1

Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1–1.5) in the ANSWER BOOK

1.1 This curriculum is what is laid down in a prospectus and subject guideline:

A Planned
B Knowledge
C Corrupting
D Individual

1.2 Key principles of co-operative learning:

A Positive interdependence
B Face-to-face promotive interaction
C Individual and group accountability
D All of the above.

1.3 A formal discussion involving one team presenting a viewpoint which contrasts directly with another:

A Symposia
B Discussion
C Brainstorming
D Debate

1.4 Participants review the facts that arise after a shared experience:

A Problem solving
B Explaining
C Predicting
D Debriefing

1.5 The quality of being fair or impartial e.g. not taking one side over the other:

A Equity
B Critical teaching
C Rethinking
D Going beyond

(5 × 1) **[5]**

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Choose a description from COLUMN B that matches an/a item/word in COLUMN A. Write only the letter (A–K) next to the question number (2.1–2.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Familiarity	A	the state or quality of being complicated
2.2	Implement	B	personal knowledge or information about someone or something
2.3	Simplicity	C	based on what one prefers
2.4	Complexity	D	to put into practice
2.5	Factual data	E	using a concept or idea to explain something
2.6	Preferential	F	take it step by step
2.7	Conceptual	G	the act of giving careful thought or deliberation
2.8	Processing	H	not capable of being touched; vague or unclear
2.9	Consideration	I	the state or quality of being simple
2.10	Systematic	J	mental images drawn from concrete data e.g. 'cat', 'chair' or 'oven'
		K	analysing and discussing data

[10]

QUESTION 3

Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question number (3.1– 3.10) in the ANSWER BOOK.

3.1 Children learn to function as part of a larger (community/territories).

3.2 (Heterogeneous/Proficiency) is the composition of dissimilar parts or unlike elements.

3.3 To encourage and urging someone on is to (applaud/premise) them.

3.4 When relating to race or ethnic origins or affiliation it is called (accountability/ ethnicity).

3.5 To learn off by heart is to (learn by rote/learn by perceiving).

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3.6 (Replicate/Learning pace) is the rate at which the learner learns.

3.7 (Vocational education/Traditional education) does not focus on academic subjects.

3.8 (Collaborating/Documentation) is the written record of something.

3.9 To (emergent/evaluate) is to judge something that is beginning to develop.

3.10 (Macro/Meso) planning is the overall, inclusive, large-scale, comprehensive planning.

(10 × 1) **[10]**

QUESTION 4

Give ONE word/term for each of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question number (4.1–4.15) in the ANSWER BOOK.

expository learning; redirecting; research; participative learning; role play; orientation; self-esteem; teaching strategy; experimental method; penalise; flash-cards; interaction; mediation; posters; collaborate; cognitive; affective

4.1 The broad plan of action for teaching.

4.2 The educator is at the centre of learning.

4.3 The learner plays a central role.

4.4 Learning is done via exploration, self-discovery and observation.

4.5 After one learner has answered a question, the educator calls on the other classmates to add something to the discussion.

4.6 Teaching method that use acting out make-believe situations to help the learner learn.

4.7 To carry out a systematic enquiry with the main goal being to discover the knowledge and information sought.

4.8 Guiding and making educators more comfortable with the new curriculum.

4.9 To punish in some way.

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4.10 Intervene to solve conflict, working with both sides to help them reach an agreement.

4.11 To feel confident and worthy of yourself.

4.12 Cards with key words or images, briefly displayed and used as a learning aid.

4.13 How one relates and communicates with others.

4.14 To work together in a joint intellectual effort.

4.15 The mental process of thinking learning and reasoning.

(15 × 1) **[15]**

QUESTION 5

5.1 List the levels of Bloom's Taxonomy from the lowest level in the correct order. (6 + 1) (7)

5.2 Name THREE types of outcomes. (3)

5.3 Write FIVE key principles of co-operative learning. (5)

5.4 Define the following:

5.4.1 Critical teaching

5.4.2 Going beyond

5.4.3 Deductive, teaching strategies

5.4.4 Problem solving

5.4.5 Multilingualism

(5 × 2) (10)

5.5 Name the FIVE principles that inform the curriculum design. (5 × 2) (10)

[35]

TOTAL SECTION A: 75

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SECTION B

QUESTION 6

6.1 Briefly describe FIVE elements that should be included when you use 'discussions' in a teaching-learning environment. (5 × 2) (10)

6.2 Write down FIVE functions of questioning as a teaching technique. (5 × 2) (10)

6.3 Name FIVE types of questions. (5)
[25]

QUESTION 7

7.1 Name and explain FIVE types of teaching principles. (5 × 2) (10)

7.2 Ms Hugo is an educator at Anchor Primary school. She is teaching Grade R. Her theme for the week is 'On the farm'.



7.2.1 What type of practical ideas could she incorporate in her lessons in the classroom? (3)

7.2.2 Name practical ideas outside the classroom that she could incorporate in her lesson. (3)

7.2.3 How could Ms Hugo accommodate a learner with a physical disability in the classroom? (4)

7.3 In cooperative learning one of the principles is 'face-to-face promotive interaction'.

Discuss how interaction between learners occurs. (5)
[25]

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QUESTION 8

8.1 Illustrate the difference between the traditional and the OBE approach to education. (5 × 2) (10)

8.2 Accommodating learners with special needs forms an integral part of our educational system.

Give FIVE general guidelines a teacher can follow when teaching learners with special needs. (5 × 2) (10)

8.3 Express your view on OBE education. (5)

[25]

QUESTION 9

9.1 Write down the FOUR phases of curriculum development. (4)

9.2 Name the THREE main ways to implement the traditional principle. (3)

9.3 List the THREE aims of the principle, 'clarity of focus on outcomes of significance'. (3 × 2) (6)

9.4 Briefly describe what *equity* and *social justice* means for you as a student in the TVET sector. (5)

9.5 Describe FOUR core values of the constitution. (4)

9.6 What do you understand by '*hidden curriculum'*? (3)

[25]

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QUESTION 10



CASE STUDY:

Susan is a five-year-old girl who has problem writing. She struggles to hold the pencil in the correct manner. Her hand and arm get tired easily.

10.1 Give SIX tips for solving Susan's writing problem. (6 × 2) (12)

10.2 Write down the FOUR steps when preparing for the case-study teaching method. (4 × 2) (8)

10.3 What is the purpose of research? (4)

10.4 State the meaning of '*pedagogy*'. (1)
[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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