higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

12 November 2019 (X-Paper)
09:00–12:00

This question paper consists of 11 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 section on a NEW page.
5. Use a pen with only BLUE or BLACK ink.
6. 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 … is an educational system that focuses on preparing learners for a specific technical or practical job.

.

A Basic education
B Vocational education
C Tertiary education
D Adult education

1.2 Assessment based on the average mark.

A Criterion referenced
B Norm referenced
C Rote learning
D Routine assessment

1.3 A … is someone who changes something and improves it.

A reformer
B stimulator
C nurturer
D inventor

1.4 A … is someone who believes in strict rules.

A disciplinarian
B conformist
C liberal
D controller

1.5 You are … when you have the ability and potential to do a job well.

A unemployable
B clumsy
C inept
D capable

1.6 When something is vague, it is …

A inspiring
B difficult
C unclear
D definite

1.7 Anything that is solid and real and can be seen and touched is …

A vague
B abstract
C concrete
D mental

1.8 … is/are consistent with agreed principles of correct moral conduct.

A Ambiguities
B Immorality
C Corruption
D Ethics

1.9 Using facial gestures and bodily movements to convey a message.

A Expression
B Signs
C Symbols
D Icon

1.10 You are … when allowing freedom of behaviour with few to no rules.

A strict
B permissive
C dismissive
D unconcerned

1.11 You … when you make skilful changes for something to work better.

A alternate
B manipulate
C operate
D activate

1.12 You are … when you see and understand something.

A perceptive
B evasive
C oblique
D vague

1.13 … is a contribution to something, or suggestions to a group.

A Avoidance
B Input
C Sanctioning
D Rejection

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1.14 Giving reasons for something.

A Evaluation
B Socialisation
C Compilation
D Justification

1.15 A … illness is long term or constantly recurring.

A hernia
B chronic
C special needs
D sudden

(15 × 1) **[15]**

QUESTION 2

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

2.1 You are skilled when you can perform an activity very well.

2.2 Giving tender care and protection to a young child is called nurturing.

2.3 Mastery includes having expert knowledge or an outstanding ability.

2.4 Using something in a practical way is called comprehension.

2.5 A test that is given during learning is called moderation.

2.6 An assessment at the end of the year is called a baseline assessment.

2.7 When people do not share the same views, it is called mutual feelings.

2.8 Intolerance involves the understanding of differences.

2.9 When one thing is the same as other things, they are called heterogeneous.

2.10 Accountability means that you are not responsible for somebody or something.

2.11 Affective relates to moods, feelings and attitudes.

2.12 Cognitive relates to muscle activities.

2.13 To foster means to nurture a child and encourage his/her development.

2.14 A novice is someone who is not experienced.

2.15 Someone who has a great deal of knowledge or has had much training is called an expert.

(15 × 1) **[15]**

QUESTION 3

Give ONE word or expression for each of the following descriptions by choosing it from the list below. Write only the word or expression next to the question number (3.1–3.15) in the ANSWER BOOK.

consensus; transition; address; reflective thinking; obedient; prior; interdependence; assessment; evaluation; dialogue; principle; succeed; accreditation; facilitate; subordinates

3.1 The process of gathering evidence and evaluating it against agreed criteria to determine competency is called … 

3.2 A systematic determination of a subject's significance is called …

3.3 A basic truth, law or assumption is called a …

3.4 … is the process in which certification, authority or credibility is presented.

3.5 To … is to make an action or a process easier.

3.6 … is the process of changing from one activity to another.

3.7 A proper way of speaking to someone whom you have just met, is to … them formally.

3.8 When you comply with an order or request, you are … 

3.9 Relying on support, assistance or interactions from others is known as …

3.10 To manage and do what you have planned, is to …

3.11 You reach … when there is general agreement among all the members of a group. 

3.12 You cancel a meeting because you have made … arrangements.

3.13 Deep, careful thought and critical evaluation are called …

3.14 A … is a conversation between two or more people. 

3.15 Members of a group who are less important are called …

(15 × 1) **[15]**

QUESTION 4

4.1 Name THREE external factors that could affect teaching and learning, which should be kept in mind when designing a curriculum.

4.2 The National Qualifications Framework consists of 10 levels divided into three bands. Name the THREE bands.

4.3 Name THREE competencies that a person should have to function in a group.

4.4 List THREE goals of role play in the classroom.

4.5 Name THREE ways in which you can use problem solving in a class.

(5 × 3) **[15]**

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1 Identify the form of assessment that a teacher, Carol, could use in each of the following scenarios. Give a short reason for each answer.

5.1.1 Carol is helping out at a school, because one of the teachers is ill. Carol needs to find out what the learners know about the subject.

5.1.2 Carol has noticed that some learners are struggling and cannot cope with basic concepts. She needs to determine the reason for this.

5.1.3 Carol discovers that the learners have no idea of their own strengths and weaknesses. They were never given any opportunity for reflection.

5.1.4 Carol feels that it is important for her to get an overview of each learner's knowledge to determine their level of competence.

(4 × 2) (8)

5.2 Briefly discuss why participative assessment methods play a central role in teaching and learning activities. (3 × 2) (6)

5.3 Briefly discuss any THREE ways that a teacher can use to apply the principle of activity to help learners learn while playing. (3 × 2) (6)

[20]

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QUESTION 6

The socialisation principle states that 'learning together is fun'.

6.1 Briefly discuss FOUR different approaches and/or processes that are aligned with this statement. (4 × 2) (8)

6.2 Identify the relevant component of an outcomes-based curriculum in the following scenarios:

6.2.1 Learning results that are desired from learners.

6.2.2 Conditions, background and circumstances of learners.

6.2.3 What learners must learn to prepare them for real life.

6.2.4 A task or series of tasks through which information is obtained about a learner's competence. (4 × 2) (8)

6.3 It is important to meet the needs of all learners in the classroom. Give ONE example of how each of the learning needs noted in the following situations can be met:

6.3.1 Visual and perceptual needs

6.3.2 Auditory needs

6.3.3 Physical needs

6.3.4 Giftedness (4 × 1) (4)

[20]

QUESTION 7

7.1 Name FIVE teaching methods that can be used in a classroom and provide an example of each. (5 × 2) (10)

7.2 Read the following scenario and answer the question.

> Mrs Prince wanted to teach her Grade 1 learners the value of their senses. She brought popcorn kernels, butter, salt, a popcorn maker and packets to school. She asked the learners to sit on the carpet and watch what she was going to do. The learners could not contain their excitement when they saw the kernels turning into popcorn.

Explain how Mrs Prince could have taught her learners about using all five of their senses. (5 × 2) (10)

[20]

QUESTION 8

8.1 Reading is an important element of learning. Mrs Kara discovers that one of her Grade 3 learners has obtained good marks in Mathematics and Life Skills, but not in Languages. This girl could not master the comprehension tests and she tells Mrs Kara that she does not like English as a subject.

Explain how Mrs Kara can improve the learner's reading skills. (3 × 2) (6)

8.2 Differentiate between a *teaching strategy* and a *teaching medium*. (2 + 2) (4)

8.3 Identify the FIVE different cooperative learning principles included in the following statements. Substantiate your answers.

8.3.1 Learners should realise they need each other and must work together to reach a goal.

8.3.2 A group may have no leaders, but every member of the group knows that they have a task to perform. All members have equal status and responsibilities.

8.3.3 Learners must be able to work together and take criticism. They must be willing to share information and ideas.

8.3.4 Groups from different cultural backgrounds are encouraged to work together. The teacher must make sure that all learners are comfortable to share ideas.

8.3.5 Groups are encouraged to find solutions to their problems. Group members must find the required information.

(5 × 2) (10)

[20]

QUESTION 9

9.1

Mrs Smith tries her best to use different teaching methods in her class. She prefers her class to be involved in the learning process. She always encourages learners to share their points of view and ideas. She also encourages them to listen to each other's views, in this way acquiring knowledge. This is an orderly process of face-to-face group interaction.

9.1.1 Indicate which teaching method is being used in the above scenario. (2)

9.1.2 Substantiate your answer in QUESTION 9.1.1 with examples from the scenario. (4 × 2) (8)

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9.2 Identify the approaches to education in the following statements:

9.2.1 Children are encouraged to work at their own pace and progress according to their own abilities.

9.2.2 Children learn to write before they can read. No textbooks are used and art plays a very important role.

(2 × 2) (4)

9.3 Give your own opinion on why Bloom's taxonomy is a significant tool in the assessment process. (3 × 2) (6)

[20]

QUESTION 10

10.1 Mrs Edgar discovers that many of her learners cannot concentrate in class because they did not have breakfast or are not eating nutritious food. The majority of the learners also do not have warm clothes on cold days. She often provides learners with resources to help them become actively involved in the learning process.

10.1.1 Identify the special needs noted in the situation described in the scenario. (2 × 1) (2)

10.1.2 Substantiate your answer in QUESTION 10.1.1 with FOUR examples from the scenario. (4 × 2) (8)

10.2 Read the sentences below and identify which core value of the Constitution has been violated in each case.

10.2.1 Mario is homosexual and has started a new job. At first he had many friends, but when some people discovered that he was gay, they started ignoring him.

10.2.2 In the business where Mario works, workers do not have a say in any decision making and are not allowed to voice their opinions.

10.2.3 Managers are rude and tend to embarrass employees in front of their colleagues.

10.2.4 Disagreements and arguments are not dealt with properly and there is much conflict among employees.

10.2.5 The business has more males than females in senior positions, and females are not treated equally.

(5 × 2) (10)

[20]

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QUESTION 11

Schools and teachers can play a significant role in preventing racism. However, in some schools, the heritage of learners is ignored, posters in classrooms do not display diversity and some learners are frowned upon when speaking in their mother tongue outside the classroom. The attitudes of some teachers are still affected by learners' race and background, and teachers have no or little knowledge of the ethnic groups in their classes.

11.1 From the above scenario, identify the issues that should be dealt with to remove racism from the school. (5 × 2) (10)



11.2 Differentiate between a child-centred view of education and the subject or knowledge view of education. (2 × 2) (4)

11.3 Discuss THREE different categories of media that teachers can use in classrooms to promote diversity. (3 × 2) (6)



[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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