higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

(5050053)

8 December 2020 (Y-paper)
13:00–16:00

This question paper consists of 12 pages.

399Q1N2008

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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. Use only a black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (1.1–1.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1	To learn and understand	A	vacuum
1.2	An empty space	B	expression
1.3	Based on general ideas and not on a physical object	C	address
1.4	The same feelings showed by people	D	master
1.5	Using facial expression and body movements to convey meaning	E	abstract
1.6	Proper way to speak to someone	F	mutual
1.7	A sensitive nerve ending that can receive information	G	interpersonal
1.8	Someone that likes to be among other people	H	receptor
1.9	Someone that prefers to be on his or her own	I	negotiation
1.10	To reach an agreement after a talk	J	intrapersonal
1.11	Anything that is solid and real	K	tolerant
1.12	An unfair dislike of something	L	concrete
1.13	Able to manage on your own	M	bias
1.14	To communicate and work together	N	interact
1.15	Accepting differences	O	self-reliant

(15 × 1) **[15]**

QUESTION 2

Choose the correct word or words from those given in brackets. Write only the word or words next to the question number (2.1–2.10) in the ANSWER BOOK.

2.1 Spady is regarded as the father of (OBE/Montessori).

2.2 OBE focuses on (learners/students) involved in the learning process.

2.3 The task of an (educator/administrator) is to support learners.

2.4 To describe the different levels of school, we use the term (grades/standards) to ensure consistency throughout the new curriculum.

2.5 A (syllabus/learning programme) is more flexible and encourages active participation.

2.6 (Subjects/learning areas) are integrated and each one links to the critical and developmental outcomes.

2.7 (Objectives/Outcomes) capture the essence of the concept of knowledge, skills, values and attitudes.

2.8 (Assessment/Evaluation) includes a variety of outcomes for learners to progress to the next level.

2.9 (Formative assessment/Baseline assessment) occurs during learning.

2.10 An assessment done at the end of the module is called (summative/baseline assessment).

(10 × 1) **[10]**

QUESTION 3

Choose ONE word or term from the list below for each of the following descriptions and write it next to the question number (3.1–3.15) in the ANSWER BOOK.

competent; outcome; best practices; incorporate; reformer; accelerate; expertise; manipulate; significant; application; knowledge; synthesis; analysis; evaluation; comprehension; mobility

3.1 The result of something

3.2 Combine or merge into one thing

3.3 When someone knows, understands, and can do something

3.4 Using something in a practical way

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3.5 A person who changes and improves something

3.6 Being able to break something down into smaller pieces

3.7 The most effective way of doing something

3.8 To move and develop faster

3.9 The skill and knowledge in a particular field

3.10 Making a decision about the effectiveness of something

3.11 The ability to move or to change something

3.12 Combination of two or more things to create something new

3.13 To change standards to suit some people

3.14 Something meaningful and substantial

3.15 Understanding and restating something in your own words

(15 × 1) **[15]**

QUESTION 4

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 (4.1–1.10) in the ANSWER BOOK.

4.1 A ... skill is an action involving a baby using his muscles.

A cognitive
B perceptual
C motor
D affective

4.2 You are ... when you think carefully about what happened.

A receptive
B perceptive
C reflective
D predictive

4.3 ... disorders relate to moods and feelings.

A Affective
B Exposing
C Participative
D Steering

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4.4 Somebody who is not yet experienced at something is called a ...

A novice.
B analyst.
C productive.
D responsive.

4.5 A ... only has yes or no for an answer.

A closed question
B open-ended question
C funnel question
D probing question

4.6 Sometimes a team will ... its members to give all exposure to a challenge.

A rotate
B immobilise
C static
D motionless

4.7 A ... person exercises control over another person or situation.

A manipulative
B responsive
C receptive
D interested

4.8 A ... condition is a long-term sickness.

A chronic
B ailment
C complaint
D infection

4.9 You should ... the author of work that you use in an assignment.

A allow
B acknowledge
C agree
D approve

4.10 You ... when you are giving reasons for something.

A guard
B justify
C protect
D fortify

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 5

5.1 The internet has become a useful tool in learning.

5.1.1 Do you agree with the statement above? (1)

5.1.2 Substantiate your answer with THREE examples of your own. (3)

5.2 All learners do not learn at the same pace and time.

Explain why this is true by giving THREE examples. (3 × 2) (6)

5.3 Read the following scenarios and identify the alternative approaches to learning, other than outcomes-based and traditional education.

5.3.1 Children become self-confident and they use all their senses. The environment is peaceful, structured and stimulating.

5.3.2 During the first seven years of the child's life, they learn by play, imitation and repetition.

5.3.3 The environment is seen as the third teacher and children must be able to learn through experience.

(3 × 2) (6)

5.4 Read the following sentences and place each sentence under the correct headings. Redraw the table and headings in the ANSWER BOOK.

Focus on output. Also called technical education. Teacher centre of the classroom. Encourages lifelong learning. Focuses on trade. It is learner centred. Teacher does most of the talking. Do not focus on academic skills. Rote learning.

TRADITIONAL APPROACH	OUTCOMES-BASED EDUCATION	VOCATIONAL EDUCATION
•	•	•
•	•	•
•	•	•

(3 × 3) (9)

5.5 List the FIVE social skills necessary to function in a group environment. (5)

[30]

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QUESTION 6

6.1 The problem-solving method has been successful in the learning environment.

Give TWO ideas to substantiate the above statement. (2 × 2) (4)

6.2 Read the following scenario and answer the questions.

Mr Sempe decided to do a lesson on the topic: A day on the farm. His teaching method will be role-play.

6.2.1 What is Mr Sempe's main responsibility during the class? (1)

6.2.2 Name FIVE steps Mr Sempe could follow to prepare for the role-play session to be successful as a teaching method. (5 × 2) (10)

6.3 The way teachers structure their lessons can have a large impact on teaching and learning.

State FOUR ways in which a teacher can achieve the desired outcomes. (4 × 2) (8)

6.4 Read the following scenario and answer the questions.

To Mrs Tako, role-play and experiments are very important. She prefers all her learners to be problem solvers. Mrs Tako makes sure every culture in her classroom is accommodated by researching every child's background and the different cultures they come from. She also makes sure that she incorporates new textbooks that are multicultural.

6.4.1 From the above scenario, has Mrs Tako created a socially just classroom? (1)

6.4.2 Explain the answer with THREE examples from the scenario. (3 × 2) (6)

[30]

QUESTION 7

7.1 Read the following scenario and answer the questions.

> Mrs Louw divided her class into pairs. She gave a piece of paper to each member in the group. She asked them to write down their understanding of the term *curriculum*. After that, they had to exchange papers with their partners who then checked their answers.

7.1.1 What type of assessment took place in the scenario above? (2)

7.1.2 Substantiate the answer with TWO examples from the scenario. (2 × 2) (4)

7.2 Identify the teaching principle represented in each scenario below and confirm your answer by giving TWO examples from each of the scenarios.

7.2.1 Mrs Pedro links all her teaching and learning to her learners' prior knowledge and then she gradually progresses or moves to what they do not know.

7.2.2 Mrs Reddy believes home life and school life should work hand in hand. They must have similar values and backgrounds. If the child is at school, he or she must not change into a different person. What the child learns at home must be a starting point of education.

7.2.3 Mrs Ngam believes even child play can be a starting point to learning. They can learn without being aware of it. She believes lessons can be made interesting by playing group games based on the subject matter.

7.2.4 Mr Martins believes that learning together is fun. Therefore, in his class, learners work in pairs or groups. It is important for him that learners should know how to work together and how to respect each other.

(4 × 3) (12)

7.3 Identify the teaching methods in the following pictures.



https://www.tes.com/teaching-resource/

FIGURE 1



https://ui-ex.com/explore/betaught-clipart-teaching-method/

FIGURE 2

https://icountmethod.com/product/



FIGURE 3





https://www.slideshare.net/

FIGURE 4

(4 × 2) (8)

7.4

Mrs Muller wants all her learners to feel special in her class, especially those with special needs. She divides all her tasks into small units so that all her learners can participate. She is very patient and often repeat instructions.

From the above scenario, identify TWO ways Mrs Muller accommodates children with special needs in her class. (2 × 2) (4)

[30]

QUESTION 8

8.1 Give TWO ways in which a teacher can help a child who has difficulty paying attention. (2 × 2) (4)

8.2 Identify the fundamental values of the Constitution depicted in the following situations.

8.2.1 At Kleinskool Primary, the principal made sure that there is a soup kitchen every day.

8.2.2 In Mr King's class, learners are very comfortable because he allows them to express their feelings.

8.2.3 Mrs Aiken treats all her boys and girls the same in her class. She believes boys and girls can do the same tasks.

8.2.4 Mrs Madat believes that every learner should be treated the same no matter what culture, race, gender or background they are from.

8.2.5 It is very important for the principal of Mooiplaas Primary that every learner and teacher should be proud of their school and take responsibility when anything goes wrong.

(5 × 2) (10)

8.3 Mrs Stella decided to implement group work in her class, especially for learners with special needs. She observed they were talking and voicing their opinions during discussions. They also enjoyed the physical activities because they could compete with their peers. Even those with cerebral palsy enjoyed the group projects because they could work with sand, water and finger paint. Group work made them feel part of the class, and not isolated.

From the above scenario, identify FOUR reasons why group work for children with special needs is important. (4 × 2) (8)

8.4 Social justice is very important.

Suggest FOUR ways in which the teacher can strengthen his or her classroom, especially about racism and culture. (4 × 2) (8)

[30]

QUESTION 9

9.1 Identify the components of the outcomes-based curriculum in the following sentences. Substantiate the answer with an example from the sentence.

9.1.1 This component is the learning results that teachers expect from the learners – what they should know and achieve.

9.1.2 This component refers to the background and circumstances of the learners. It should also consider the conditions within the school.

9.1.3 This is what learners must learn and it must be relevant to the learners' needs for further education.

9.1.4 This refers to different ways of guiding learners to achieve their goal. It includes teaching methods and learner activities.

9.1.5 This component provides the evidence that the teacher looks at to decide whether the learner has made enough progress. It consists of a series of tasks.

(5 × 2) (10)

9.2 Read the following statements and identify whether it is an ADVANTAGE or a CHALLENGE of research as a teaching method. Write only the words 'Advantage' or 'Challenge' next to the question number in the ANSWER BOOK.

9.2.1 It is time-consuming

9.2.2 Some learners will not mention their sources

9.2.3 It is practising for the real world

9.2.4 Learners can engage their parents in the activity

9.2.5 It is relevant to the community learners are from

9.2.6 Learners may access irrelevant data during their research

9.2.7 Inexperienced learners may have no idea where to start

9.2.8 The results of the research may be unpredictable

9.2.9 Learners learn how to build on existing knowledge

9.2.10 Learners may lack the skill to direct themselves

9.2.11 Teachers will have time to observe their learners

9.2.12 Research is a process of discovery

(12 × 1) (12)

9.3 List FIVE types of teaching media a teacher can use. (5)

9.4 Give THREE common social skill problems that teachers may observe during teamwork. (3)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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