higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

(5050094)

1 December 2020 (X-paper)
09:00–12:00

This question paper consists of 9 pages.

137Q1N2001

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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 black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 SAQA is the stakeholder body that registers qualifications and unit standards on the NQF.

1.2 The NQF places learning in three bands that together consist of 6 qualification levels.

1.3 Conceptual progression is the rapid movement from one point or idea to the next.

1.4 After South Africa's first democratic election in 1994, no changes occurred in the education system.

1.5 The cluster formation is the best for learner interaction, as it allows each group of learners to work together.

1.6 For teachers to accommodate diverse contexts they have to plan and implement learning experiences that respond to these differences.

1.7 LoLT is the language with which learners communicate with their peers.

1.8 General Education and Training includes Grade R to Grade 9.

1.9 A curriculum includes the topics that should be covered in a course.

1.10 Where groups of learners are heterogeneous, they work together and learn to appreciate the value of diversity in the classroom.

(10 × 1) **[10]**

QUESTION 2

Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–J) next to the question number (2.1–2.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Authoritarian management approach	A	teachers adjust their teaching style to suit the situation and task at hand
2.2	Democratic approach	B	teachers are usually disorganised and cannot meet deadlines
2.3	Laissez-faire approach	C	teachers want to be in control and make all the decisions
2.4	Humanistic approach	D	teachers allow learners a lot of freedom
2.5	Combination of styles	E	an action that is against the rules
2.6	Chameleon approach	F	teachers value the input and participation of learners or team members
2.7	Crisis approach	G	learners get confused because they do not know what to expect from one learning experience to the next
2.8	Misdemeanour	H	a bad or unacceptable action
2.9	Transgression	I	every team member is appreciated, and possibilities are recognised
2.10	Dispassionate	J	calm and not showing emotions

(10 × 1) **[10]**

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QUESTION 3

Choose ONE term from the list below that matches each of the following descriptions and write the answer next to the question number (3.1–3.10) in the ANSWER BOOK.

performance; observation sheets; summative assessment; diagnostic assessment; formative assessment; formal assessment; check lists; informal assessment; baseline assessment; research projects; portfolios

3.1 This assessment is used to determine what the learner already knows.

3.2 This type of assessment is done during the process of learning to provide information about the learner's progress.

3.3 This assessment is done to provide an overall idea of a learner's progress at a specific time at the end of a learning cycle.

3.4 This kind of assessment is used to determine the cause of problems that a specific learner experience.

3.5 This includes the demonstration of skills, knowledge and understanding and the ability to transfer these to new situations.

3.6 These are useful when a teacher looks for specific knowledge or skills while learners are engaged in tasks.

3.7 These lay out tasks to be done according to time of day or other factors for learners to complete a task successfully.

3.8 This assessment is done daily.

3.9 This kind of assessment is an extended piece of work involving inquiry-based activities.

3.10 Collections of evidence that provide a systematic way of evaluating how well the learners are progressing.

(10 × 1) **[10]**

QUESTION 4

Choose the correct term from those given in brackets. Write only the answer next to the question number (4.1–4.10) in the ANSWER BOOK.

4.1 (Proactive/Reactive) measures are positive and are implemented to prevent misbehaviour.

4.2 When something is (adjusted/appraised), its value is assessed.

4.3 (Truthfulness/Strategy) means to be honest with oneself.

4.4 A (cyclical/response) process is a once-off event.

4.5 A teacher contemplates his/her abilities by keeping a (register/journal).

4.6 One needs to be willing to (explore/ignore) changing the way you do things or think about them.

4.7 Education is (governed/restricted) through policies, procedures and systems.

4.8 The NEPA, No. 27 of 1996, was designed to provide for the determination of a (provincial/national) policy for education.

4.9 (Classroom/Physical) management is about creating a good learning environment that supports learners from diverse backgrounds.

4.10 Learners who are participating and (alert/inattentive), learn and focus better.

(10 × 1) **[10]**

QUESTION 5

5.1 Name SEVEN assessment principles. (7 × 1) (7)

5.2 Differentiate between *case studies* and *simulations*. (2 × 2) (4)

5.3 Explain how supportive classroom situations can be important to learners with the following needs:

5.3.1 Mental disability

5.3.2 Learning disability

5.3.3 Behavioural disability

5.3.4 Communication disorder

5.3.5 Hearing impairment

(5 × 2) (10)

5.4 Differentiate between the following terms and give TWO examples of each one.

5.4.1 Learning context

5.4.2 Learning content

(2 × 4) (8)

5.5 Discuss THREE guidelines when using nonverbal intervention as a response to disruptive behaviour. (3 × 2) (6)

[35]

TOTAL SECTION A: 75

SECTION B

QUESTION 6

6.1 Briefly sketch and describe a rubric as a tool to record assessment. (6 × 1) (6)

6.2 Complete the following table by writing the missing words next to the question number (6.2.1–6.2.3) in the ANSWER BOOK.

E.g.

TYPE OF ASSESSMENT	EXAMPLE OF CONTEXT IT IS SUITED TO
Reports	*Senior phase*
Games	6.2.1
Role play	6.2.2
Research	6.2.3

(3)

6.3 List THREE questions teachers need to ask themselves when they develop an assessment strategy. (3 × 2) (6)

6.4 Give FIVE reasons why feedback is important after assessment was done. (5 × 2) (10)

[25]

QUESTION 7

7.1 Explain the meaning of the following terms:

7.1.1 External moderation

7.1.2 Internal moderation

7.1.3 Moderator

(3 × 2) (6)

7.2 State THREE implications of moderation for learners. (3 × 2) (6)

7.3 Explain the difference between the following:

7.3.1 Analysing something

7.3.2 Applying something

(2 × 2) (4)

7.4 Name and briefly explain the THREE steps in the reflective teaching process. (3 × 2) (6)

7.5 Name THREE values of reflective teaching. (3 × 1) (3)

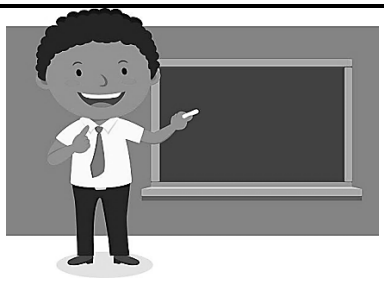
[25]

QUESTION 8

8.1 Lesson plans are essential for preparing a day's teaching.

State and briefly discuss the important information that should be included in a lesson plan. (6 × 2) (12)

8.2 Read the scenario below and answer the questions.



Thabo Moloi is a recently qualified Life Science teacher. He is passionate about the subject and about teaching. However, things went wrong when he had to teach a Grade 3 class, known for their bad behaviour. He spent hours finding extra resources, including a DVD. The learners still appeared to be disinterested in the subject.

8.2.1 How can Thabo overcome this challenge? (2 × 2) (4)

8.2.2 State THREE skills he requires to make an impact. (3 × 1) (3)

8.2.3 State THREE benefits of charts as a useful resource for Thabo. (3 × 2) (6)

[25]

QUESTION 9

9.1	Name and explain FIVE intrinsic barriers to learning.	(5 × 2)	(10)
9.2	Differentiate between *learning styles, abilities* and *pace*.	(3 × 2)	(6)
9.3	How would a teacher identify barriers in learning?	(3 × 2)	(6)
9.4	Describe the term *tactile-kinaesthetic learning*.	(3 × 1)	(3)
			[25]

QUESTION 10

10.1	Name NINE fundamental values of the constitution.	(9 × 1)	(9)
10.2	Briefly discuss FIVE ways in which a teacher can use verbal communication effectively if learners behave in an inappropriate way.	(5 × 2)	(10)
10.3	Explain how a learner can follow the self-correctional approach to change his/her behaviour in class.	(3 × 2)	(6)
			[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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