higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

(5050094)

27 February 2018 (Y-Paper)
13:00–16:00

This question paper consists of 9 pages.

NCV

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. Write neatly and legibly.

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SECTION A

QUESTION 1

Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question number (1.1–1.10) in the ANSWER BOOK.

norm-referenced; formative; criteria; observation sheet; assessment strategy; feedback; ethically; authentic; external; integrate; journals

1.1 The process of ranking learners against his/her class mates is …

1.2 We use … assessment when a teacher wants to know if a learner is making progress or not.

1.3 The standards, guidelines and requirements against which assessment are assessed are called …

1.4 … is commonly used in pre-school settings.

1.5 An/A … is a broad plan of action made to assess learner performance.

1.6 After marking an assessment, the lecturer is going to give … to the learners.

1.7 You are … correct when you know the difference between right and wrong.

1.8 An assessment that assesses knowledge, skills, values and attitudes in contexts that closely resemble actual situations is regarded as being …

1.9 To … is when you combine separate elements to make perfect sense.

1.10 … are written pieces of work done by learners over a period of time in order to record and reflect on their personal learning experiences.

(10 × 1) **[10]**

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QUESTION 2

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write 'true' or 'false' next to the question number (2.1–2.7) in the ANSWER BOOK. Motivate ALL your answers.

2.1 Stress management is not important for a teacher.

2.2 Visibility in a classroom is a necessity.

2.3 Self-esteem is the value we place on our abilities, our bodies and our feelings.

2.4 Spatial intelligence can be addressed by using flow charts and graphic organisers.

2.5 Chameleon management is applied when an educator tends to be late and forgetful.

2.6 Constructive detention in school involves parents.

2.7 Verbal communication takes place when you talk to learners, informing them about any misconduct that took place.

(7 × 2) **[14]**

QUESTION 3

Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question number (3.1–3.6) in the ANSWER BOOK.

3.1 (Foundational/Practical) competence is a teacher's ability to understand what she/he is teaching and why she/he is teaching it.

3.2 (Partial/Holistic) education takes place when you educate learners in total, from cognitive to physical development.

3.3 (Critical/Reflective) thinking takes place when you investigate, interpret and analyse many aspects of teaching.

3.4 When a teacher reflects with colleagues, either in pairs or in groups, (peer/self)-reflection takes place.

3.5 When a process happens in the following order: gather information, review and reflect, it is called a/an (acting/cyclical) process.

3.6 Looking at and forming an opinion about a task being done, is to (act/appraise).

(6 × 1) **[6]**

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QUESTION 4

Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–K) next to the question number (4.1–4.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
4.1	Competence	A	language of learning and teaching
4.2	Subject Outcome	B	outcomes-based education
4.3	Moderation	C	the ability to apply knowledge and skills in a particular way
4.4	Evidence	D	the person who decides whether the learner is competent in terms of the outcomes agreed upon
4.5	Assessor	E	statements that explain skills, knowledge and values that will be assessed
4.6	LoLT	F	this describes what a learner must know and do to be declared as competent against an assessment standard
4.7	Learning areas	G	a process that confirms the authenticity of assessment results
4.8	Outcomes	H	languages, mathematics, natural sciences, technology, social sciences, arts and culture, life orientation, economics and management sciences
4.9	OBE	I	includes answers to questions, descriptions of observed performances, projects, assignments etc.
4.10	Policy	J	a plan that sets out the goals and objectives of a particular course
		K	an official statement from a government department that gives clear guidance and principles for something that must be done

(10 × 1) **[10]**

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QUESTION 5

5.1 Name any FIVE learning and teaching support materials (LTSM) that a teacher may use to enhance his/her lessons.
(5 × 1) (5)

5.2 Write the following abbreviations in full:

5.2.1 SO

5.2.2 NCS

5.2.3 NQF
(3 × 1) (3)

5.3 Explain the following approaches to learning environment management.

5.3.1 Humanistic approach

5.3.2 Laissez-faire approach

5.3.3 Democratic approach
(3 × 2) (6)

5.4 Explain the difference between *informal assessment* and *formal assessment*.
(2 × 2) (4)

5.5 List any FIVE reasons why feedback is good practice. (5 × 2) (10)

5.6 Explain what is meant by personal development as a form of reflective teaching. (5 × 1) (5)

5.7 Describe what is meant by the term *an education approach*. (2 x 1) (2)
[35]

TOTAL SECTION A: 75

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SECTION B

QUESTION 6

6.1 Use the lesson plan structure shown below and the information provided to answer this question.

Draw the lesson plan in your answer book and fill the appropriate comment in the space provided.

- Today's date
- What the teacher wants learners to learn and be able to do as a result of the lesson?
- How will the teacher know whether learners have achieved what the lesson intended?
- How will the teacher bring the lesson to a logical conclusion?
- What are the learners going to be doing during the lesson?
- What are the key facts, concepts, or procedures that the teacher wants learners to understand as a result of this lesson?
- Opening remarks and motivating learners to get ready for the lesson.
- What is the teacher going to do during the lesson?
- What the lesson is about.

(9 × 2) + (2 for copying the template correct) (20)

TEMPLATE OF LESSON PLAN

LESSON TITLE	**DATE**
OUTCOMES	
INTRODUCTION	
LESSON CONTENT	
TEACHER ACTIVITIES	**LEARNER ACTIVITIES**
ASSESSMENT / EVALUATION	
CLOSURE:	

6.2 List FIVE physical environment management principles, besides seating arrangements. (5)

[25]

QUESTION 7

7.1 What, in your opinion, can a teacher do to encourage musical intelligence? (4 x 1) (4)

7.2 Explain the aim of an HIV and AIDS policy. (5 × 2) (10)

7.3 Discuss any THREE (chronological) steps that must be followed when developing a learning programme. (3 × 2) (6)

7.4 Name any FIVE kinds of socio-economic barriers to learning. (5)

[25]

QUESTION 8

8.1 Read the case study below and answer the questions.

> Mrs Moloi teaches a grade 3 class. She has 32 learners in her class and has a number of children that experience difficulties with learning.
> Lina is a very quiet girl who does not participate much in class. Her work is very neat and tidy but she often does not follow the correct instructions. Mrs Moloi often has to remind her about what she has said. When Mrs Moloi speaks to her, Lina often doesn't respond until Mrs Moloi touches her arm or shoulder.
> Peter is a very active boy who can't sit still for more than a few minutes at a time. He shouts out answers and always wants to be first. Mrs Moloi finds it very difficult to focus his attention on his work. The only time that she is able to cope with him is during outside activities, as he loves sport, especially running and soccer. Mrs Moloi feels that she should call in his parents to discuss his disruptive behaviour.

8.1.1 What learning barrier do you think Lina has? (1 × 1) (1)

8.1.2 What advice would you give to Mrs Moloi in ensuring that Lina is able to succeed in class? (2 × 1) (2)

8.1.3 What learning barrier do you think Peter may have? Explain this barrier to learning. (3 × 1) (3)

8.1.4 Do you think Mrs Moloi should contact the parents of both of these children? Motivate your answer. (1) + (2 × 2) (5)

8.2 Which assessment task will you use for the following type of contexts listed below:

8.2.1 A piece of writing that should include appropriate information in a logical sequence displaying a learner's ability to synthesise information and opinions.

8.2.2 Work that involves an extensive piece of work that includes inquiry-based activities.

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8.2.3 Work that involves the description of an event concerning a real life-situation, usually in form of a paragraph or text.

8.2.4 Work that involves a graphic representation of a learner's knowledge about a topic.

8.2.5 Work that involves the generation of evidence by learners. (5 × 2) (10)

8.3 Explain the *sampling* method when moderation is done. (2 × 2) (4)
[25]

QUESTION 9

9.1 Name and explain any FIVE principles of moderation. (5 × 2) (10)

9.2 Discuss your opinion on the implications of moderation for teachers. (4 × 2) (8)

9.3 List any FOUR principles underlying constructive feedback. (4 × 1) (4)

9.4 List the advantages for the teacher in having a curriculum available? (3 × 1) (3)
[25]

QUESTION 10

10.1 Name and briefly describe the kind of information a learner can access on the internet to help with a project? (5 × 1) (5)

10.2 Briefly discuss why assessment an important part of OBE? (3 × 2) (6)

10.3 Give FOUR reasons why teachers should be sensitive to language differences in class. (4 × 2) (8)

10.4 A teacher conducts a class in English but many learners have isiXhosa as home language.

Briefly discuss how the teacher can deal with this challenge? (3 × 1) (3)

10.5 List the THREE steps in reflective teaching? (3 × 1) (3)
[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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