higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 2

15 November 2024

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 True
1.2 True
1.3 False
1.4 False
1.5 True
1.6 False
1.7 True
1.8 True
1.9 False
1.10 True

(10 × 1) **[10]**

QUESTION 2

2.1 B
2.2 A
2.3 B
2.4 C
2.5 D
2.6 C
2.7 B
2.8 A
2.9 B
2.10 A

(10 × 1) **[10]**

QUESTION 3

3.1 H
3.2 A
3.3 D
3.4 B
3.5 G
3.6 E
3.7 J
3.8 F
3.9 K
3.10 I

(10 × 1) **[10]**

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QUESTION 4

4.1 4.1.1 Black Economic Empowerment
4.1.2 Learning and Teaching Support Materials
4.1.3 Information and Communication Technology
4.1.4 Outcome-based Education
4.1.5 South African Broadcasting Corporation

(5 × 1) (5)

4.2
- Equality
- Tolerance
- Accountability
- Transparency
- Freedom of choice

(5 × 1) (5)
[10]

QUESTION 5

5.1
- Ethical: observing rules and conduct of what is right and wrong
- Behaving good, fair, and just
- A person is guided by their values and respect for self and others

(Any relevant answer)

5.2
- Consistent: always keeping to the same pattern or style
- Repeating the same action several times (Any relevant answer)

5.3
- Academic: furthering studies in schools, colleges, and universities
- Any form of education or formal learning (Any relevant answer)

5.4
- Peers: someone who is the equal of somebody in terms of age or social class
- People with the same standards (Any relevant answer)

5.5
- Role model: someone whose behaviour and attitudes people try to copy because they admire them
- A successful person who will be emulated by others

(Any relevant answer) (5 × 2) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 6

6.1 6.1.1 Mentor or facilitator✓✓ (2)

6.1.2
- Be available for learners✓✓
- Make sure children achieve✓✓
- Provide support to children✓✓
- Show empathy to children✓✓
- Create trusting and loving relationships with children
- Make sure the learners understand what to do
- Provide resources to the learners
- Ensure that both the educator and the learners are committed to their studies (Any relevant) (4 × 2) (8)

6.1.3 Autonomous learning✓ (1)

6.1.4
- Each learner has their own book and is doing individual reading✓✓
- Learners are concentrating on their work✓✓
- Learners are looking at their book without considering the next child (Any relevant answers) (2 × 2) (4)

6.2
- Provide learners with choices in topics, projects, learning activities✓✓
- Provide learning materials✓✓
- Providing topics that learners can select according to their interest✓✓
- Offer flexible learning 'paths' that allow learners to explore at their own pace✓✓
- Encourage learners to set their learning goals – short and long term
- Help learners break goals or activities into small, manageable steps
- Show learners how to evaluate their progress and identify areas of interest (Any 4 × 2) (8)

6.3
- Learner✓
- Educator✓
- Content (Any relevant answer) (2 × 1) (2)

[25]

QUESTION 7

7.1
- Mr Rudston told the learners about the different modes of transport.✓✓
- He used books showing new and old types of transport.✓✓
- He provided blocks to build cars, trucks, or trains.
- He took learners on a school excursion to the museum.

(Any relevant answers) (2 × 2) (4)

7.2
- Let parents assist learners with homework about transport.✓✓
- Tell stories on transport from their cultural✓✓ background.
- Show them movies on old modes of transport and how they have transformed.
- Show car races of different cars.

(Any relevant answer) (4 × 1) (4)

7.3
- Improve learners' understanding of the topic✓✓
- Guide both the teacher and learners to create a valuable routine✓✓
- Help learners understand the instructions, tasks, and content taught✓✓
- Accommodate different learning styles
- Motivate learners to participate and learn
- Encourage problem-solving and critical thinking
- Make it easy for learners to interpret reality so it makes sense to them
- Make tasks easy and set achievable learning outcomes

(Any relevant answer) (3 × 2) (6)

7.4
- Write a story✓
- Draw pictures

(Any relevant answer) (1)

7.5
- Pens✓
- Crayons✓
- Papers✓
- Charts✓
- Tokai board
- Rulers
- Coloured pencils

(Any relevant answers) (4 × 1) (4)

7.6
- Themed lessons are for building the learners' vocabulary✓✓
- May be the first time the learners hear certain words
- Lessons may not be in the learners' mother tongue

(Any relevant answer) (1 × 2) (2)

7.7
- Counting: learners count wheels of different modes of transport✓✓
- Shape: identify different shapes on different modes of transport✓✓
- Sorting: sort modes of transport according to colour, shapes, number
- Pattern: put them in patterns
- Graphing: make graphs using the number of different modes of transport

(Any relevant answers) (2 × 2) (4)

[25]

QUESTION 8

8.1 8.1.1

- Age: know which activities to prepare✓✓
- Lesson must not be too long for a young age✓✓
- Geographic location: where do they come from to prepare relevant content
- Cultural backgrounds: accommodate all the cultures
- Individual interests: prepare lessons according to their interests
- Development stage: how well are the learners developed in their social, emotional, physical, and intellectual domains?
- Learning styles – selection of teaching methods to accommodate different learning styles
- Environment: a stimulus-rich or stimulus-deprived classroom
- Language: when children must learn in another language

(Any relevant answers) (2 × 2) (4)

8.1.2

- Connection problems may prevent access to information.✓✓
- Some homes may not have the equipment to use available technology.✓✓
- Parents may be unable to buy the data that allows access to information.✓✓
- The older generation may develop anxiety when it comes to technology.
- Parents may not be able to keep up due to rapid changes.

(Any relevant answer) (3 × 2) (6)

8.1.3 Any relevant age from about 3 years✓ (1)

8.1.4

- Kids can be exposed to inappropriate content✓✓
- Predators can tempt children✓✓
- Cyberbullies can have access to young children✓✓
- Children can be addicted to screen time
- Physical activities decline
- Less face-to-face contact with people
- Screen time distracts from focusing on work

(Any relevant answer) (3 × 2) (6)

8.2 8.2.1 Learning styles are important because the educator should deliver the content in a way that learners' different styles are met.✓✓

8.2.2 The content must match the developmental level of the learners otherwise learners will be bored or not understand the content.✓✓

8.2.3 The educator must make sure there are enough teaching and learning materials to make it a stimulus-rich environment.✓✓

(Any relevant answer) (3 × 2) (6)

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8.3 Diversity refers to the presence of a wide range of differences within a group of people.✓✓ (Any relevant answer) (1 × 2) (2)

[25]

QUESTION 9

9.1 9.1.1
- Food✓✓
- No shoes✓✓
- No warm clothes
- Tired/waking up early
- Safety and security – walking long distances that are not safe

(Any relevant answer) (3 × 2) (6)

9.1.2
- Posters✓
- Charts✓
- Theme tables✓
- Toys✓
- Puppets (Any relevant answer) (4 × 1) (4)

9.1.3
- Inform the principal about her observation of her learners✓✓
- Propose a feeding scheme
- Do fundraising with the assistance of SGB
- Request donations from businesses or other institutions
- Ask learners who can afford it to bring extra lunch

(Any relevant answer) (1 × 2) (2)

9.1.4 Agree or disagree✓ (1)

9.1.5
- The environment should display the content being taught✓✓
- The theme table should represent the lesson
- The environment must reflect the content
- The classroom might not have the necessary resources, but the content can still be delivered
- The content may be abstract (Any relevant answer) (1 × 2) (2)

9.2 9.2.1 Open-ended✓✓
9.2.2 Guided✓✓

(2 × 2) (4)

9.3
- All students can learn and succeed, but not on the same day and in the same way✓✓
- Successful learning promotes even more successful learning✓✓
- Schools control the conditions that affect successful school learning✓✓

(3 × 2) (6)

[25]

TOTAL SECTION B: 100
GRAND TOTAL: 150

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