higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE (VOCATIONAL)

## ART AND SCIENCE OF TEACHING
### NQF LEVEL 3

### 06 December 2023

**This marking guideline consists of 9 pages.**

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## SECTION A

## QUESTION 1

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

(10 × 1) **[10]**

## QUESTION 2

2.1
2.1.1 Management
2.1.2 Negotiations
2.1.3 Structure
2.1.4 Learning
2.1.5 Accommodate
2.1.6 Hidden
2.1.7 Persuasive
2.1.8 Research
2.1.9 Routine
2.1.10 Expanded

(10 × 1) (10)

2.2
2.2.1 The act of pretending or enacting e.g. simulate situations in a class for practical work.

2.2.2 It is controlling the direction of the discussion involving a group of people.

2.2.3 To punish in some way, e.g. learners are given some sort of punishment for not doing their homework.

2.2.4 A series of actions towards a specific aim.

2.2.5 It is having the ability to reason things out or give a sound judgement.

(5 × 2) (10)

2.3
- Facts
- Concepts
- Experiences
- Feelings

(Any 3 × 1) (3)

2.4
- Macro
- Meso
- Micro (3)

2.5
- Direct instructions
- Questioning
- Storytelling
- Textbook reading
- Films or DVDs (Any 4 × 1) (4)

**[30]**

**QUESTION 3**

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

(10 × 1) **[10]**

**TOTAL SECTION A: 50**

**SECTION B**

**QUESTION 4**

4.1 Discussions (1)

4.2 Face-to-face promotive interaction. (1)

4.3
- She divided them into five teams of four members each.
- She used heterogeneous grouping to group her learners.
- She considered learners' social class, gender and language proficiency.

(3 × 2) (6)

4.4
- Teams were too noisy✓ – control the level of noise: let learners sit close to each other.✓
- Learners talked simultaneously✓ – have group leaders to lead the discussions.✓
- Some learners were bossy✓ – talk to them about unacceptable behaviour and how to be a good leader✓
- Others were shy✓ – encourage learners to take part in the discussion and reward them for their attempts.✓ (4 × 2) (8)

4.5
- Effective classroom arrangement
- Climate setting
- Communication skills
- Empowerment of learners.
- Monitoring events
- Interaction with learners (Any 5 × 1) (5)

4.6
- Were you aware that the lion is called The King of the Jungle?
- Have you seen any of the Big 5 animals in real life?
- Have you ever been to a zoo or a game farm before?
- Which wild animals have you seen in your life? (Any 3 × 2) (6)

4.7
- Open question
- Probing question
- Closed question
- Hypothetical question
- Leading question

(Give type of question according to questions asked in 4.6)(Any 3 × 1) (3)
**[30]**

**QUESTION 5**

5.1 Clarity of focus on outcomes of significance.✓
- Educators have a clear focus on the outcomes they want learners to demonstrate.✓
- Educators must explain the expected outcomes to learners before the learning process begins.

Design down✓
- Educators plan curriculum from the end results.✓
- Educators need to use outcomes as the starting point to determine what has to be learnt.

High expectation for high levels of success.✓
- Educators should establish high expectations of all learners so that no learner is sidelined.✓

Expanded opportunities and support✓
- Educators make sure that teaching and learning methods, learning materials are diverse and enough to cater for the needs of all the children.✓

(The FOUR principles plus any ONE relevant explanation per principle)(4 × 2) (8)

5.2
- They are currently in the TVET sector which includes Grade 10 to 12 learners.
- Upon completion of Level 4 they receive a NQF level 4 Certificate which is equivalent to a National Certificate.
- Some universities offer bridging programmes for immediate access to the university.
- Upon completion of N6 and 18 months practical they qualify for a National Diploma.
- The National Diploma will be an entry qualification for the university to study degrees at NQF level 7. (Any 3 × 2) (6)

5.3
- Learners should value the positive contributions of other learners.
- They need to be aware that working together is necessary to achieve goals.
- The group can only achieve success if all the learners have achieved success.
- A spirit of cooperation will benefit the whole group. (Any 2 × 2) (4)

5.4 5.4.1 Hearing impairment (1)

5.4.2 Diagnostic assessment (1)

5.4.3
- The teaching method used should make Lindiwe feel part of the class.
- The teacher should be visible to Lindiwe so that she could do lip reading.
- The teacher could use visual resources so she can link it with the written words.
- The school should communicate with parents and advise them to take her for hearing tests.
- Lindiwe should move to the front of the class so that there are less interferences when the teacher communicates with them.

(Any 2 × 2) (4)

5.5 5.5.1
- The outcomes are the learning results that are desired from the learner.
- The outcomes are what learners can do with what they know and understand. (Any ONE)

5.5.2
- All the topics that will be included that covers the learners' environment, background, beliefs, values, life in general.
- Educators decide what content will be relevant and included in the curriculum and how to present it during their lessons.

(Any ONE)
(2 × 2) (4)

5.6 Technical Vocational Education and Training. (2)
**[30]**

## QUESTION 6

6.1 6.1.1 Formal curriculum is any activity for which time is allocated in the day's timetable or schedule and part of school activities.✓
Examples: in a preschool programme they have activities like storytelling,✓ movement activities, painting and colouring, theme discussion, homework, class work, etc.

Informal curriculum is any activity occurring during breaks, after school, in the evening or on weekends and is done on voluntary basis.✓
Examples: joining school choir, school trips, sports activities etc.✓
(Any 2 × 2) (4)

6.1.2 Planned curriculum – it is laid down or prescribed in a prospectus or syllabus.✓
Example: Pamphlets of the school or colleges, universities showing the courses or subjects to do per phase.✓

Received curriculum – how the curriculum is experienced by the learners in the learning environment.✓
Example: learners attending classes for different subjects and different periods.✓ (Any 2 × 2) (4)

6.2
- Children learn to function as part of a larger community. They need to understand that every action either has a positive or negative consequence.
- Children learn to work together, encourage creativity and the ability to express themselves.
- Children learn to help each other and develop leadership, communication and mentoring skills.
- Some learners feel less intimidated by responsibilities because they are able to share those responsibilities.
- Learners begin to understand that to succeed they should draw on others' strengths in the same way that others can draw on theirs. (Any 5 × 2) (10)

6.3 Agree:
- Parents could ensure that homework is done and that learners are prepared for the next day.
- Educators could ask parents to assist with resources to use at school.
- Some parents could act as guest speakers at schools and talk about topics they are knowledgeable on.
- What has been taught at home will continue at school, like ground rules.

OR

Disagree.
- Learners learn new things at school that cannot be practiced at home.
- Not all the parents can assist learners with homework as they do not have the educational background on all the subjects.

(Any 2 × 2) (4)

6.4 6.4.1
- Baseline assessment
- Formative assessment (2 × 2) (4)

6.4.2
- Baseline assessment – he wanted to find out what the learners already know (prior knowledge) about road transport.
- Formative assessment – he wanted to assess if the learners understood what he taught them, if they a making a progress in order to give them constructive feedback. (2 × 2) (4)

**[30]**

**QUESTION 7**

7.1 7.1.1
- Use material or wooden letters of the alphabet and ask learners to arrange it in a specific order or to make a specific word.
- A dyslexic learner writes a word how he/she thinks it's spelled and then the teacher highlights the letters that are in the correct position.
- The learner could use a digital line reader and navigate through the text.
- Use a colourful keyboard that will make typing more fun because dyslexic learners often use digital reading programmes.
- The teacher gives the dyslexic learner a worksheet, but cover certain letters and ask the student which letters it could be.
- Let the learners learn by playing education games. They could sing a song making up the letters of certain words. (Any 5 × 2) (10)

7.2 7.2.1
- Project
- Questioning or Discussion (2 × 2) (4)

7.2.2
- The principle is based on the idea that actual experience leads to learning.
- Learners watched the movie of the pigs on the video.
- They used their senses and constructed the houses.
- They experienced the sensation felt by the pigs when constructing their own houses.
- They learned about different textures of materials provided to them.
- Mentally they link the shapes they see around them to the construction of their own house in the form of a project.

(Any 5 × 2) (10)

7.3 7.3.1
- Learners are of different ages and cultures and the school must adapt to it.
- Teachers have different values, beliefs and qualifications.
- Not all the schools could afford all the resources required for teaching and learning. (Any 2 × 1) (2)

7.3.2
- Changes in society e.g. new political party in power.
- The educational system needs to adapt to the requirements of society.
- The external market will guide the educational system on which qualifications are in demand e.g. 4IR. (Any ONE) (2)

7.4 An influence that changes something from good to bad OR cause to act dishonestly in return for personal gain. (2)
**[30]**

**QUESTION 8**

8.1 8.1.1 Role-play refers to teaching methods✓ that use acting out✓ make-believe situations to help learners learn.✓ (3)

8.1.2
- Develop or select the role-play scenario.
- Get a colleague to review the scenario.
- Explain the outcomes and methods to the learners.
- Choose the participants and explain their roles.
- Develop the learners' confidence over a period of time.
- Tell the learners what they will be doing and why.
- Select the participants and explain their role.
- Explain to the audience what is expected of them.
- Do not let learners get too involved.
- Do a follow-up and debrief. (Any 7 × 1) (7)

8.1.3
- How did it feel to play this role?
- How do you feel now?
- What did you learn from the role-play?
- Do you think that your actions were close to the real-life situation?
- What part of the role-play did you enjoy most?
- Do you think all the participants contributed equally?
- What would you like us to do different when we have role-play again? (Any 5 × 1) (5)

8.2 8.2.1 Linguistic
8.2.2 Bodily-kinaesthetic
8.2.3 Musical
8.2.4 Interpersonal
8.2.5 Intrapersonal
8.2.6 Logical-mathematics
8.2.7 Spatial

(7 × 1) (7)

8.3
- Identify her problem and get to know her better.
- Focus on her strong points and praise her when doing something positive.
- Decide which teaching method will be the most appropriate in this case.
- Align Matome's needs with the other learners in class and find a method where all the learners will benefit.
- Address Matome's problem and assist Matome to overcome it. (Any 3 × 2) (6)

8.4
- Visit the farm and follow all the rules at the farm.
- Restaurant – sit still, behave and order meals/food.
- Classroom – listen to the educator, answer questions, wear school uniform.
- Church – listen to the pastor, pray. (Any 2 × 1) (2)

**[30]**

**TOTAL SECTION B: 150**
**GRAND TOTAL: 200**

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