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

2 December 2024

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 implementation
2.2 affective
2.3 intangible
2.4 dictation
2.5 incompatible
2.6 learning programme
2.7 Delegation
2.8 Pessimistic
2.9 Research
2.10 Dewey

(10 × 1) **[10]**

QUESTION 3

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

(10 × 1) **[10]**

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QUESTION 4

4.1 D
4.2 B
4.3 B
4.4 C
4.5 B
4.6 D
4.7 D
4.8 B
4.9 C
4.10 D

(10 × 1) **[10]**

QUESTION 5

5.1 rote learning
5.2 chronic
5.3 self-discovery
5.4 communication
5.5 learning outcome
5.6 ethical
5.7 interdependence
5.8 strategy
5.9 diverse
5.10 perception

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 6

6.1 6.1.1 Reggio Emilio
6.1.2 Waldorf Steiner
6.1.3 Montessori approach (3 × 1) (3)

6.2
- Learners should be able to identify different sources of drinking water.
- They should understand the role of government in providing clean drinking water to the community.
- They should know how to save water.
- They should understand the importance of preventing water pollution.
- They must be able to suggest ways of reusing water.

(Any FOUR relevant answers) (4 × 2) (8)

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6.3	6.3.1	Psychomotor Domain		
	6.3.2	Affective Domain		
	6.3.3	Cognitive Domain	(3 × 2)	(6)
6.4	6.4.1	Micro		
	6.4.2	Macro		
	6.4.3	Meso		
	6.4.4	Micro	(4 × 2)	(8)
				[25]

QUESTION 7

7.1 7.1.1
- The school is deteriorating, and buildings are dilapidated.
- The premises are dirty with blocked drains and littered grounds.
- The learners are untidy, undisciplined, and hostile.
- The school has a cashflow problem. (4 × 2) (8)

7.1.2
- Learners will be able to think critically.
- Learners will be able to gather information by doing research.
- Learners will be exposed to real-life situations and problems.
- Learners will be able to find solutions to their problems.
- Learners will be able to use these problem-solving skills and apply it to their own lives.
- Learners can come up with creative and innovative solutions.

(Any FOUR relevant answers) (4 × 2) (8)

7.2
- The learners should follow rules with regards to wearing uniform.
- The learners' responsibility is to listen to the educators.
- The learners' responsibility is to keep the playground clean.
- Learners should place litter in bins on the playground.

(Any TWO relevant answers) (2 × 2) (4)

7.3	7.3.1	Social justice, a healthy environment, human rights and inclusivity.		
	7.3.2	Outcomes-based education		
	7.3.3	Clarity and accessibility		
	7.3.4	Progression and integration		
	7.3.5	High level of skills and knowledge for all	(5 × 1)	(5)
				[25]

QUESTION 8

8.1 8.1.1
- She could replace the flags with the South African Flag.
- She could specifically use toy animals like the Big Five or the Blue Crane, our national bird, to increase cultural awareness.
- The old pots and instruments could be replaced by traditional painted pots or musical instruments.
- The pictures could be replaced by pictures of all the former presidents since 1994. (4 × 2) (8)

8.1.2
- Nothando cannot hear well but she can touch and see the display.
- By watching the other children become excited, she will also be a part of the activities.
- The teacher can take special care of her by talking directly to her and letting her play with some of the artefacts.
- Mrs Du Toit can allow Nothando to help her set up the theme table.

(Any TWO relevant answers) (2 × 2) (4)

8.1.3
- Visual impairment
- Physical disability
- Giftedness
- Intellectual disability
- Chronic illness
- Behavioural problems

(Any FOUR of the above) (4 × 1) (4)

8.2
8.2.1 Conflict management skill
8.2.2 Leadership skill
8.2.3 Decision-making skill
8.2.4 Communication skill
8.2.5 Trust building skill (5 × 1) (5)

8.3

TRADITIONAL APPROACH	VOCATIONAL EDUCATION
• Rote learning • Learning is content driven	• Focuses on trade and industry • Does not focus on academic skills

(2 + 2) (4)

[25]

QUESTION 9

9.1
9.1.1 Discussion method/Group work
9.1.2 Project method
9.1.3 Question method
9.1.4 Role-play (4 × 2) (8)

9.2 9.2.1
- One learner tried to dominate the group.
- Quiet learners may feel left out or uncomfortable.
- Not all the learners did their share. (3 × 2) (6)

9.2.2
- She should have determined whether all the learners were aware of basic table manners.
- She should explain to the learners what she expects them to do.
- She should prepare the resource material and explain to them how to use the different resources provided.
- She should assign each learner a specific role to play according to their personalities.
- She should explain to them what is expected of them after completion of the role-play.

(Any FOUR relevant answers) (4 × 2) (8)

9.2.3 Diagnostic assessment
Baseline assessment
Formative assessment (3 × 1) (3)

[25]

QUESTION 10

10.1
- Mavis also reads at a slower pace than her peers,
- Struggles to pronounce certain words
- There is also a lack of fluency when she reads.
- When it is reading time, Mavis will try by all means to avoid reading and will always make excuses not to read. (4 × 1) (4)

10.2
- She could provide assistance focussing on vocabulary, comprehension and fluency.
- She could use a variety of materials during practical sessions.
- She should give praise when it is due.
- She could use alternative technology, e.g., a cell phone app to improve reading.
- Ask the parents to read a story to Mavis every evening and then ask her what she thought.
- Inquire about Mavis' interests, such as music and then read her an article about her favourite artist.

(Any FOUR of the above) (4 × 1) (4)

10.3 No (1)

10.4 Mavis should sit in the front of the class so that there are no distractions. (1 × 2) (2)

10.5
- She decides to use their energy to their own benefit to help them learn something.
- She arranges a debating competition and divides the learners into two groups.
- The learners will be actively involved and they are learning without being aware of it.

(Any THREE of the above) (3 × 2) (6)

10.6 • Learners will start making a noise
• Learners will start shouting and talking at the same time
• No control and the classroom will be chaotic
• No learning will take place.
(Any TWO relevant answers) (2 × 2) (4)

10.7 • It promotes academic achievement and learning
• Learners enjoy their learning experience more.
• Learners can get more done in a shorter period of time.
• Learners improve their social skills.
• Learners learn to listen to others.
• Team members can learn to motivate each other.
• Aims to improve learners' self-esteem.
(Any FOUR relevant answers) (4 × 1) (4)
[25]

QUESTION 11

11.1 11.1.1 Yes (1)

11.1.2
- Totality/Holistic Principle
- Socialisation Principle
- Perception Principle
- Authority and Freedom principle
- Activity principle (5 × 1) (5)

11.1.3 • Learners do not learn to interact with peers of diverse backgrounds, ages and interests.
• Learners do not learn to work in groups.
• Learners do not learn take turns with resources and equipment.
• Learners might have difficulty in developing social cues like body language, facial expressions etc.
• Learners might be socially isolated.
(Any ONE relevant answer) (1)

11.2
- She should not scold learners but give them feedback in a calm and positive manner.
- She should allow them to speak to her about the work they do not understand.
- She should do revision about the work before the assessment so that learners could also give her feedback on work they do not understand.

(3 × 2) (6)

11.3	11.3.1	Leading		
	11.3.2	Reflective		
	11.3.3	Hypothetical		
	11.3.4	Probing		
	11.3.5	Specific/closed		
	11.3.6	Open		
			(6 × 2)	(12)
				[25]

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

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