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

**18 February 2025**

**This marking guideline consists of 8 pages.**

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## SECTION A

### QUESTION 1

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

(10 × 1) **[10]**

### QUESTION 2

2.1 Consensus
2.2 Writing
2.3 Group work
2.4 Deductive
2.5 Outcome
2.6 Interpersonal
2.7 Closed
2.8 External factors
2.9 Cognitive
2.10 Interdependent

(10 × 1) **[10]**

### QUESTION 3

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

(10 × 1) **[10]**

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## QUESTION 4

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

(10 × 1) **[10]**

## QUESTION 5

5.1 Expository
5.2 rote learning
5.3 empathy
5.4 syllabus
5.5 tolerant
5.6 application
5.7 progression
5.8 open
5.9 mutual
5.10 problem-solving

(10 × 1) **[10]**

## QUESTION 6

6.1 6.1.1 Symposia

6.1.2 Debates

(2 × 2) (4)

6.2

| | COMPONENTS | TRADITIONAL EDUCATION | OUTCOMES-BASED EDUCATION |
|---|---|---|---|
| 6.2.1 | Learning material | • The learning material is content driven.<br>OR<br>• The content is mainly theoretical. | • The learning material is outcomes driven.<br>OR<br>• The content is mainly practical. |
| 6.2.2 | Assessment | • Assessments include tests, assignments and examinations.<br>OR<br>• Assessment standards are vague. | • A variety of assessment techniques are used.<br>OR<br>• Assessment standards are clearly stated. |
| 6.2.3 | Presentation | • Lessons are pre-planned without any changes.<br>OR<br>• The teacher is in control of learning event | • Lessons are based on the subject and learning outcomes.<br>OR<br>• The facilitator/teacher guides learners to achieve outcomes. |

(3 + 3) (6)
**[10]**

**TOTAL SECTION A: 60**

**SECTION B**

**QUESTION 7**

7.1 7.1.1 Diagnostic assessment
7.1.2 Formative assessment
7.1.3 Baseline assessment
7.1.4 Formative assessment
7.1.5 Summative assessment

(5 × 2) (10)

7.2 7.2.1 Autism
7.2.2 Giftedness
7.2.3 Physical disabilities
7.2.4 Hearing problem

(4 × 2) (8)

7.3 They can learn to consider other people
Treat others with dignity and respect
Use acceptable manners when dealing with others
Respect other cultures.
(Any TWO relevant answers) (2 × 1) (2)
**[20]**

**QUESTION 8**

8.1 8.1.1 Hidden Curriculum (1 × 2) (2)

8.1.2 A. No fighting
Remove shoes whilst playing on outdoor equipment
Interact with other learners
(Any relevant answer)
B. No running in the mall
Stay close to your teacher/parents, so that you do not get lost
Do not take items if you have not paid for it
(Any relevant answer)
C. Do not touch the wild animals
Do not feed the animals
Stay close to teacher/parents, so that you do not get lost
(Any relevant answer) (3 × 2) (6)

8.2
- Organise groups and inform learners who is in which group.
- State clearly what the learners need to do and what outcomes should be reached.
- Know the different skills and contributions of all group members and encourage them to use their skills meaningful.
- Take the difficulty level of each task into account.
- Explain to the learners the benefits of working together.
- If one group works faster than another, give them additional activites to keep them busy.

(Any THREE relevant answers) (3 × 2) (6)

8.3 8.3.1 Expanded opportunities
8.3.2 High expectations
8.3.3 Clarity of focus
(3 × 2) (6)
**[20]**

## QUESTION 9

9.1 9.1.1 Writing (2)

9.1.2
- Mpho – she submitted a narrative of her own experiences.
- Teboho – He described his hobbies and experiences on a piece of paper.
- Mavis – she summarised the Constitution in less than 100 words.

(3 × 2) (6)

9.2
- She can give the learner a chance to give an alternative response to the question.
- She could request another learner to assist Sara with the calculations.
- She could guide the learner until she gives the correct answer.

(Any THREE relevant answers) (3 × 2) (6)

9.3 9.3.1 Principle of perception
9.3.2 Principle of totality
9.3.3 Principle of activity

(3 × 2) (6)
**[20]**

## QUESTION 10

10.1
- She should support and assist all learners and not have favourites.
- The posters in the classroom should depict all races and not only one race group.
- Learners should be exposed to different languages.
- Create a welcoming atmosphere where learners are able to share views and opinions.
- Learners should be able to help making rules in the class.

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

10.2
- Improved her learners' social skills
- Learners academic achievements were also enhanced
- Positive race, gender and cultural relations were also developed

(Any TWO of the above) (2 × 2) (4)

10.3 Co-operative learning is a teaching strategy whereby learners of varying levels of ability work together in teams to improve their understanding of a subject.

(1 × 3) (3)

10.4
- Leadership
- Conflict management
- Decision-making
- Communication
- Trust-building

(5 × 1) (5)
**[20]**

## QUESTION 11

11.1 Hearing problem/auditory need. (2)

11.2
- Let the learner sit close to the teacher so that he could see and hear her better.
- If the problem is severe, the school should appoint an interpreter to assist the learner.
- The teacher could use visual aids to enhance and support the lesson.
- The teacher must communicate in such a way that the learner is able to lip-read.
- The teacher could advise the parents to obtain hearing-aids for the learner.

(Any THREE of the above) (3 × 2) (6)

11.3
11.3.1 The principle of distributed leadership
11.3.2 The principle of group autonomy
11.3.3 The principle of positive interdependence
11.3.4 The principle of social skills acquisition (4 × 2) (8)

11.4
- Collaborate with industry professionals to design a curriculum that aligns with current industry needs and trends.
- Establish partnerships with companies to offer internship and work placement opportunities for students.
- Organise workshops, skills sessions and seminars where student could obtain insight into what industry expects from graduates.

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

**[20]**

## QUESTION 12

12.1
12.1.1 Reconciliation
12.1.2 Equality
12.1.3 Open society
12.1.4 Ubuntu (4 × 2) (8)

12.2
- She discourages learners from taking ownership of their learning.
- She was set in her ways and found change difficult to accept.
- She predominantly uses a teacher-centred approach to teaching.
- Learners are not allowed to explore or choose learning activities.
- She rarely allows learners to work together on projects.
- She discourages peer assessment.

(Any FIVE of the above) (5 × 2) (10)

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12.3
- Learners learn to communicate and discuss ideas.
- Improves social skills.
- They are able to understand concepts better.
- They are able to apply their knowledge to a simulated situation.
- They can bring real life experiences into the classroom.

(Any TWO relevant answers) (1 × 2) (2)
**[20]**

**QUESTION 13**

13.1 13.1.1
- Role-play or acting out method
- Questioning method
- Project method (3 × 2) (6)

13.1.2
- Role-play or acting out method – Learners act out how an electric circuit works.
- Questioning method − The teacher asked learners what they already know about electricity.
- Project method – Learners draw and create their own electric circuit using a few simple materials. (3 × 2) (6)

13.2 13.2.1 Micro planning
13.2.2 Macro planning
13.2.3 Meso planning (3 × 2) (6)

13.3 A single textbook cannot address the diverse needs of learners and need to be supplemented by additional resources like workbooks, online resources, supplementary reading material and other practical tools. (1 × 2) (2)
**[20]**

**TOTAL SECTION B: 140**
**GRAND TOTAL: 200**

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