higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 4

15 November 2024

This marking guideline consists of 8 pages.

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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 False
1.9 False
1.10 True
1.11 False
1.12 True
1.13 False
1.14 True
1.15 False

(15 × 1) **[15]**

QUESTION 2

2.1 N
2.2 F
2.3 A
2.4 C
2.5 J
2.6 I
2.7 B
2.8 O
2.9 L
2.10 D
2.11 G
2.12 E
2.13 H
2.14 M
2.15 K

(15 × 1) **[15]**

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QUESTION 3

3.1 traditional
3.2 diagnostic
3.3 learning outcome
3.4 special
3.5 honest
3.6 record
3.7 life orientation
3.8 governed
3.9 policy
3.10 motivation

(10 × 1) **[10]**

QUESTION 4

4.1
4.1.1 Higher Education and Training
4.1.2 General Education and Training
4.1.3 Higher Education and Training
4.1.4 Further Education and Training
4.1.5 General Education and Training (5 × 2) (10)

4.2
4.2.1 Demonstration
4.2.2 Research project
4.2.3 Poster (3 × 2) (6)

4.3 The teacher, the learner and the learning content. (3 × 1) (3)

4.4
- Change the pace of teaching by introducing a different activity.
- Removing distracting objects, for example, a cell phone or earphones.
- Use gestures to communicate a message to the learners.
- The teacher could just stop speaking and keep quiet.

(Any relevant answers) (4 × 1) (4)

4.5
- The teacher should manage the physical environment in the classroom.
- The teacher should take the initiative to apply discipline in the classroom.
- The teacher should manage the allocation of resources in the classroom.
- The teacher is responsible for making effective decisions in class.
- The teacher is responsible for classroom administration.

(Any THREE relevant answers) (3 × 1) (3)

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4.6 Foundational Competencies
Practical Competencies (2 × 1) (2)

4.7 4.7.1
- A learner loves to read books in the library.
- A learner enjoys participating in debate class.
- A learner writes articles for the school newspaper.
(Any relevant answer)

4.7.2
- A learner may use self-talk to calm himself down in a stressful situation.
- A shy person may remind herself to smile during a social event.
(Any relevant answer) (2 × 2) (4)

4.8 4.8.1 Baseline assessment
4.8.2 Formative assessment
4.8.3 Summative assessment (3 × 1) (3)
[35]

QUESTION 5

5.1 5.1.1
- Thinking
- Educator thinks about the things that he saw or heard.
- Becoming aware of the phrases or words you use a lot.
(Any TWO relevant answers)

5.1.2
- Reading
- Educators read to gain more knowledge about a subject.
- Educators can read about certain topics in order to improve and become more effective educators.
(Any TWO relevant answers)

5.1.3
- Asking questions
- Educators must be allowed to ask other teachers questions to improve their knowledge.
(Any TWO relevant answers)

5.1.4
- Talking
- Talking to colleagues/mentors can help you to find ways to make changes or improve certain things.
(Any TWO relevant answers) (4 × 2) (8)

5.2
- Reactive punishment may often have negative effects because the wrongdoing has already taken place.
- The learner may have difficulty in making the connection between exactly what was wrong or what was supposed to be appropriate behaviour.
- Reactive punishment could even increase bad behaviour by the learner.
(Any TWO relevant answers) (2 × 2) (4)

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5.3 5.3.1 Outcomes-based approach. (1)

5.3.2 She has a lesson plan that caters for diversity and includes different methods and tools. (1 × 2) (2)

5.3.3
- Observation sheet
  'A document with the name of the learner and a list of criteria'
- Checklist
  'A list of statements to determine what learners need to accomplish for them to complete the task successfully'
- Rubric
  'A document where criteria on which the assessment task will be assessed, and the levels of competency or performance of that task appears'
- Marking guideline OR Memorandum
  'A document which contained the answers, alternative answers, and mark allocation to the questions'

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

5.3.4 'Some learners also received an additional note with information on how they could improve their performance'. (1 × 2) (2)

[25]

QUESTION 6

6.1 6.1.1 Chameleon
6.1.2 Authoritarian
6.1.3 Democratic
6.1.4 Laissez-faire
6.1.5 Humanistic (5 × 2) (10)

6.2
- Proactive measures are positive and should prevent misbehaviour.
- Proactive measures will support learners and encourage them to focus.
- Learners' confidence will improve due to improved relationships with Mr Venter.
- Mr Venter will become sensitive to learners needs and know what behaviour to expect.

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

6.3
- Miss Smith could go into more depth on the topic with the gifted learners.
- Miss Smith could give them more challenging assignments to complete once they are done with the initial task.
- Miss Smith can also help the learners to apply for more advanced courses online.
- Miss Smith can give these learners more responsibilities in the classroom.

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

6.4 Inexperienced OR new. (1)

[25]

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QUESTION 7

7.1 7.1.1 Mrs Leeuw
7.1.2 Mr Sheeran
7.1.3 Mr Muller (3 × 2) (6)

7.2
- She should procure resources, e.g., a globe, maps and atlases well in advance.
- She should rearrange her classroom so that all the learners could see when she demonstrates something to them.
- Mrs Leeuw should make sure that the classroom is well ventilated and that enough fresh air is available in the classroom.

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

7.3
- A
- C
- D
- H (4 × 1) (4)

7.4
- Pictures A and D are good examples of dams, mountains and rivers which are basic elements of nature that a learner will experience on a daily basis.
- Picture C is an example of a map and a pin location which learners could also often use on their cell phones.
- Picture H is a world map with all the continents which is basic knowledge in geography.

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

7.5
- She could have a world map indicating the various religions in all the countries of the world.
- She could have copies of both the previous provinces and the current provinces in South Africa to indicate how the provinces were changed.
- She could have posters of both male and female citizens as well as posters in all languages relevant to the area the school is based in.

(Any THREE relevant answers) (3 × 1) (3)

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QUESTION 8

8.1
- Gender
- Race
- Language
- Religion
- Culture
- Educational level
- Socio-economic status
- Sexual orientation
- Age

(Any FOUR relevant answers) (4 × 1) (4)

8.2

PARTICIPATIVE METHODS	EXPOSITORY METHODS
Role-play	Lectures
Project	Questions asked by the teacher
Problem-solving	YouTube lessons
Discussions	Direct instructions
	Textbook reading

(9 × 1) (9)

8.3
- Kgosi – Socio-economic barriers
- Naledi – Visual barriers
- Pieter – Learning impairment barrier
- Susan – Physical barrier
- Leo – Psychological barrier

(Name and barrier must be correct for 2 marks) (5 × 2) (10)

8.4 They prefer to be active and to explore rather than to sit still.
(Any relevant answer) (1 × 2) (2)

[25]

QUESTION 9

9.1 9.1.1 The school should have a process that supports and evaluates the assessments. (1 × 2) (2)

9.1.2
- He records evidence of learner achievements.
- He verifies that teachers keep to the assessment guidelines.

(2 × 2) (4)

9.1.3 The Department of Education monitors the school's performance. (1 × 2) (2)

9.1.4 The assessment was from a different topic as to what was indicated on the year plan. (1)

9.2
- She should have assessment guidelines with her and ensure that the correct topics are covered according to the year plan.
- She should have used a copy of Bloom's taxonomy and asked a variety of questions to test knowledge and skills.
- She could attend assessment training to become a qualified assessor.
- She should give individual feedback to her learners after each assessment.

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

9.3
- The feedback should be given as soon as possible to have a positive effect.
- Ms Dlamini should be able to support her judgement by giving the student the assessment tool.
- She should show appreciation for correct answers.
- Ms Dlamini should only give negative feedback on answers that could be improved.

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

9.4
- She could keep a diary or journal and record her positive and negative experiences about assessments.
- She could ask a colleague to observe her teaching and then advise her on improvements that she could make.
- A mentor could be allocated to her to guide her through the new academic year.
- She could ask the learners to report on how they experienced her classes and apply it going forward.

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

[25]

TOTAL: 200

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