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

10 November 2022

This marking guideline consists of 8 pages.

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INSTRUCTIONS TO MARKERS

1. Mark all the questions.
2. Follow the answers according to the numbering system used in this question paper.
3. Use only red ink.
4. Put your ticks and crosses neatly and legibly.

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SECTION A

QUESTION 1

1.1	1.1.1	True	
	1.1.2	False	
	1.1.3	True	
	1.1.4	True	
	1.1.5	False	
	1.1.6	False	
	1.1.7	True	
	1.1.8	True	
	1.1.9	False	
	1.1.10	False	
			(10 × 1) (10)
1.2	1.2.1	G	
	1.2.2	D	
	1.2.3	A	
	1.2.4	B	
	1.2.5	F	
	1.2.6	E	
	1.2.7	J	
	1.2.8	C	
	1.2.9	K	
	1.2.10	I	
			(10 × 1) (10)
1.3	1.3.1	B	
	1.3.2	C	
	1.3.3	A	
	1.3.4	A	
	1.3.5	B	
	1.3.6	B	
	1.3.7	A	
	1.3.8	B	
	1.3.9	D	
	1.3.10	A	
			(10 × 1) (10)
1.4	1.4.1	Educator	
	1.4.2	Outgoing	
	1.4.3	Heritage	
	1.4.4	Biased	
	1.4.5	Physical development	
	1.4.6	Language skills	
	1.4.7	Learning and teaching support material	
	1.4.8	Egocentric	
	1.4.9	Reasoning	
	1.4.10	Tolerance	
			(10 × 1) (10)

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1.5 1.5.1
- It is teaching or learning in schools, colleges and universities.
- The theory aspect of learning (Any 1 × 1)

1.5.2 It is a noise, sight, or anything that distracts the attention and prevents concentration.

1.5.3 Including people from all background, culture or abilities

1.5.4
- Quality of being honest and morally upright
- Having strong moral principles (Any 1 × 1)

1.5.5
- It is when one is interested in a lot of different things and wants to find out more about them.
- When children are curious about things
- When children are eager to find out more about things

(Any 1 × 1)
(5 × 1) (5)

1.6
- Learning styles
- Preferences (2)

1.7 1.7.1 Management
1.7.2 Communication
1.7.3 Problem solving
(3 × 1) (3)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- To lay a foundation for children
- Preparing them for academic life-long learning
- Develop children holisitically before formal schooling
- Develop their own skills by adapting to new teaching methods and changes taking place at the centers
- Nurture children so that they can become capable and responsible future citizens (Any 2 × 2) (4)

2.2 2.2.1
- Ms Cathy changed from the aquarium to the statue
- Allow interaction to take place in classroom
- Allow interaction to take place during the visit
- Allow learners to elaborate on their work (Any 1 × 2)

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2.2.2
- Learners were encouraged to find information other than what was given by Ms Cathy.
- Encourage learners to gather information from family members, community members, peers, books, the internet, etc.
- Teach learners to do research.
- Create awareness that there is more information available.

(Any 1 × 2)

2.2.3
- Learners are encouraged to express themselves, their views and experiences.
- Encourage the spirit of teamwork between educator and learner and among learners.
- Everyone will have a turn to express themselves. (Any 1 × 2)

2.2.4
- Encourage learners to take responsibility for their own learning.
- Ensure learners have been assigned specific roles to achieve specific outcomes.
- Passive children should be transformed into active, responsible and participating learners. (Any 1 × 2)

(4 × 2) (8)

2.3 2.3.1
- They are passionate about their work
- Dedicated to their work
- Prepare and plan their work
- Choose appropriate objectives or outcomes for learning
- Plan and prepare lessons before going to the class to teach
- Reflect on or evaluate their teaching (Any 3 × 2) (6)

2.3.2
- Mrs Magoba fosters learning among the learners and they are eager to learn new things on their own.
- She has subject knowledge and knows how to present the information in a different way when the learners have trouble understanding.
- She understands human behaviour and knows the learners will be despondent when they struggle.
- Her teaching skills helps her to solve any problems she might encounter with the learnerss with learning disabilities.

(Any 4 × 2) (8)

2.4 2.4.1 Science of Teaching
2.4.2 Consistent

(2 × 2) (4)

[30]

QUESTION 3

3.1 3.1.1

- The age of the learners
- Their family backgrounds
- Home languages of the learners
- The different cultures of the learners
- The fact that a hungry student will not be able to concentrate
- Lack of concentration from a tired learner
- Learners with barriers
- Learners' genders (Any 5 × 2) (10)

3.1.2

- To organise transport for students who are far from school.
- The school can start a feeding scheme.
- Encourage children to bring extra lunch for learners who don't have.
- Get the community involved by giving lifts or food. (Any 2 × 2) (4)

3.1.3

- Interaction is encouraged and learners work together to help one another in activities.
- It improves social interaction amongst learners from different cultural, gender, language and social groups.
- Encourage language development as they interact (learn each other's language).
- Improve positive relationships among the learners.
- It reduces cultural and language barriers and the learners get to know one another.
- Learners acquire more friends from other racial groups, as they learn in groups. (Any 2 × 2) (4)

3.2

- It refers to the whole context of instruction, learning, and actual operations involved therein.
- It is concerned with how and what must be done.
- Techniques used for teaching and learning (Any 1 × 2) (2)

3.3

- I can use technology to connect to other learners.
- Do research for my practical components. (Any 1 × 1) (1)

3.4

- Counting games
- Sensory play and counting
- Sort it out: Colour sorting game and counting colours
- Ten black dots: Counting and grouping circles
- Give them objects to count. (Any 2 × 2) (4)

[25]

QUESTION 4

4.1
- Knowledge exists only in the minds of people and their experiences.
- Knowledge is not in books or activities or support materials.
- The meanings or interpretation that people give to things depends on their knowledge or experience.
- Educators and learners give different meanings to support materials depending on their existing knowledge.
- Knowledge is constructed from within the person in interaction with the world.
- Knowledge can never be certain; it has no right or wrong answers or ideas.
- Knowledge is constructed through perception and action.
- Learners learn through problem solving and conflict resolution. (Any 2 × 2) (4)

4.2
- The need for active learning
- Learners must be active in their learning to make their own conclusions.
- The need for personal interpretations
- They need to be able to interpret things according to their own understanding.
- The need for independent thinking
- The learner must be able to adapt to a changing world.
- The need for nurturing inquisitiveness
- Children and adults must be encouraged to be inquisitive and make learning a life-long practice. (Any 3 × 2) (6)

4.3
- It is a way of governing a country whereby people are given an opportunity to choose through their right to vote.
- After voting, the majority votes will determine the ruling party and policy for everyone.
- In a classroom, it can be what most learners choose. (Any 1 × 2) (2)

4.4
- The educator has to provide equal support to all learners.
- Encourage learners to be responsible for their own learning.
- Be free to access information they need for learning without waiting for the educator.
- Encourage learners' right to believe what they want.
- Allow learners to express their viewpoint without any judgement.
- Discourage any act of discrimination or being biased.
- Be transparent in their actions. (Any 4 × 2) (8)

[20]

QUESTION 5

5.1
- When working and learning with learners from a variety of backgrounds and cultures in the classroom.
- Rainbow nation refers to the variety of cultures and it is inevitable that the different cultures will end up in one classroom. (Any 1 × 2) (2)

5.2
5.2.1 Disadvantage
5.2.2 Advantage
5.2.3 Disadvantage
(3 × 2) (6)

5.3
- I believe that education can help me create a better future.
- With education I can get a better job.
- I want to help children by becoming a teacher.
- We can improve people's lives through education. (Any 2 × 2) (4)

5.4
5.4.1
- Educational apps and games to improve learners' reading and mathematical skills
- E-books to improve reading and gain knowledge
- Online activities for learners who finish work early
- Create digital content for her lessons.
- Share classroom calendar messages daily.
- Include video and multimedia into lessons. (Any 2 × 2) (4)

5.4.2
- Fast learners are mentors for slower learners.
- When working in groups, they can help each other find answers. (Any 1 × 2) (2)

5.5
- Educators
- Peers
- Parents
- Friends or older children
- Other adults (Any 3 × 1) (3)

5.6
- Safety and security
- Social/love and belonging
- Ego
- Self-actualisation (4)

[25]

TOTAL SECTION B: 100
GRAND TOTAL: 150

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