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

21 November 2023

This marking guideline consists of 7 pages.

Copyright reserved

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 B
2.2 C
2.3 A
2.4 B
2.5 A
2.6 C
2.7 D
2.8 C
2.9 A
2.10 A

(10 × 1) **[10]**

QUESTION 3

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

(10 × 1) **[10]**

Copyright reserved

QUESTION 4

4.1 Independent
4.2 School ready
4.3 Self-discipline
4.4 Conducive
4.5 Social development
4.6 Language skills
4.7 Validity
4.8 Textbook
4.9 Parents
4.10 Peer learning

(10 × 1) **[10]**

QUESTION 5

5.1 It is based on making a decision that is based on facts and not feelings or beliefs.

5.2 The ability of clear, sensible thinking based on reasoning and logic rather than emotions.

5.3 Be responsible for the effects of your actions and willing to take responsibility for them.

5.4 Be able to work hard, carefully, and thoroughly.

5.5 Things develop and change gradually over a long period.

5.6 Context-sensitive takes the context into account when planning activities and themes for children.

5.7 It is a large amount of work that you need to complete especially work that should already have been completed.

5.8 It is including people from all different backgrounds and cultures.

5.9 It is learning by repetition without an understanding of the reasoning or relationship.

5.10 They are organs of the body that provide us with information (eyes; nose; skin; tongue).

(10 × 1) **[10]**

TOTAL SECTION A: 50

Copyright reserved

SECTION B

QUESTION 6

6.1 6.1.1

- They look at the storybook and listen to what the teacher is saying
- They will answer the questions asked by the educator
- Make comments on what they know about the story
- Have discussions with their peers
- Correct each other if a peer makes a mistake
- Share ideas with peers and the educator (Any 3 × 2) (6)

6.1.2

- The room has been arranged according to different areas, storage spaces and equipment
- There are shelves for packing various items
- A space where the educator gathers with learners for discussions
- Storage containers for toys
- There are different charts on the walls arranged according to different content, e.g., alphabet, counting, words, pictures, etc.
- Tables for learners to work on (Any 4 × 2) (8)

6.1.3

- Open-ended: drawing crayons, paints, play dough
- Self-correcting materials: puzzles, games (2 × 2) (4)

6.2 Agree✓
Learners are building vocabulary on:

- The name of ingredients(flour, sugar, margarine, baking powder)✓
- The names of the cooking process (mixing, spreading, cutting, rolling)✓
- Learners learn through play and will have fun✓
- Measurements (half cup, ml, etc.)

OR

Disagree✓

- Learners are too young to understand✓
- They can make mess✓
- Become impatient, both learners and educator✓ (1 + 3) (4)

6.3

- Classifying
- Discovering
- Counting
- Language
- Mathematical (Any 3 × 1) (3)

[25]

QUESTION 7

7.1 7.1.1

- Learning needs of the learners
- Outcomes to be achieved
- Select the topic
- Plan different activities
- Time of each activity on the daily programme
- Relevant teaching methods
- Plan the resources
- Age of the learners
- Consider the cognitive, affective and psychomotor aspects

(Any 6 × 2) (12)

7.1.2

- Cognitive: Demonstration,✓ presentation, simulation
- Affective: Discussion,✓ role play
- Psychomotor: Practice,✓ discussion (3)

7.1.3 Ms Smith identified the needs of the learners and the age of the learners to plan the lesson/content. (2)

7.2

- Music with dancing
- Singing with hand movements
- Learners moving according to the rhythm/tempo of the music
- When the educator beat a drum, walk like an elephant
- When playing the tambourine again slowly fly like a bird
- Learners pretending to play the instruments of the music they are listening to

(Any 3 × 2) (6)

7.3 ABET (Adult Basic Education and Training) (2)
[25]

QUESTION 8

8.1 Pretend play OR fantasy play OR imagination play (2)

8.2 Jean Piaget (2)

8.3 YES✓

- Students played different roles that they selected or enjoyed✓✓
- Ms Thandeka comforted Matome when she cried✓✓
- There were different roles the learners could choose from

NO✓

- Lindy has a short limb and couldn't get the coat on✓✓
- Matome was fearful of syringes and injections✓✓

(1 + 2 × 2) (5)

8.4
- Lack of education and poor life skills development
- Barriers that will prevent them to become productive members of society
- High unemployment rate
- Problems such as crime, gangsterism
- Selling or using drugs
- Dependable on grants from the government
- Epidemics such as HIV/AIDS
- Slow economic growth
- Unable to break the poverty cycle (Any 3 × 2) (6)

8.5
- The current education system with new courses.
- Qualifications are being delivered by educational institutions.
- Bursary and subsidy system to encourage disadvantaged learners to improve their skills.
- Policies such as learnership opportunities.
- The country has a microeconomic policy called GEAR.
- Need for training young entrepreneurs.
- School programme and learning content structured in such a way that learners will develop a sense of self–worth and belonging.
- Parents to be motivated to become involved in their children's education.

(Any 5 × 2) (10)
[25]

QUESTION 9

9.1
- Learners are studying on their own.
- Situations where a set of skills can be learnt and applied in self-directed learning.
- In a natural ability that is blocked by institutional education.
- Learners exercise responsibility for their own learning.
- For the right of learners to determine the direction of their own.
- Learners learn at their own pace.
- Learners use a learning style that suits them best.
- Learners use different learning resources. (Any 5 × 1) (5)

9.2
- It provides opening qualifications to those who want to make teaching a career.
- It empowers them to get ahead and prepare for change, focused on the teaching world.
- It is a method of teaching and learning that helps to understand the field of teaching.
- It provides worthwhile linkages with tertiary institutions.
- Equipped students with the knowledge, skills, attitudes, and values required to work effectively and efficiently in the field of Education and Development.

(Any 4 × 2) (8)

Copyright reserved

9.3 It refers to changes in a child's cognitive, emotional, motor, and social abilities from the beginning of life throughout the life of an individual.

OR

Relating to the bodily movement started by mental activity. (2)

9.4
- Mr Jonty brought a television to school
- He recorded programs for students to watch
- He uses his laptop for the special needs learner
- He encourages the use of cell phones
- Recorded videos of students on his cell phone
- Show them the use of technology at a shop
- The use of bar codes (Any 3 × 2) (6)

9.5
- Knowledge sharpens our skills like reasoning and problem-solving.
- A strong base of knowledge helps brains function more smoothly and effectively.
- We become smarter with the power of knowledge and solve problems more easily.
- Knowledge helps to make decisions, solve problems, and understand the world around you.
- Without knowledge, any intelligence you have would be useless.
- We can make better decisions. (Any 1 × 2) (2)

9.6
- Activities must be planned with learners' abilities in mind.
- Resources must be well maintained to attract the interest of the learners.
- Learners' emotional readiness needs to be considered.
- Consider the level of understanding and the environment they are coming from. (Any 1 × 2) (2)

[25]

TOTAL SECTION B: 100
GRAND TOTAL: 150

Copyright reserved