higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENE OF TEACHING
NQF LEVEL 3

4 November 2022

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

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

(10 × 1) (10)

1.2
- General Education and Training certificate (GET): It includes the first nine grades of formal schooling.
- Further Education and Training (FET): It includes grades 10 to 12 and career-oriented education and training offered at colleges.
- Higher Education and Training: Matriculated learners study further at universities for diplomas and degrees.

(ONE mark for stage and TWO marks for explanation) (3 × 3) (9)

1.3 Adult Education and Training (1)
[20]

QUESTION 2

2.1 Abraham Maslow
2.2 Planned curriculum
2.3 Society-centred view
2.4 Micro
2.5 Empowered
2.6 Cognitive domain
2.7 Complex
2.8 Resources
2.9 SETAs
2.10 Pace

(10 × 1) **[10]**

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QUESTION 3

3.1	3.1.1	C	
	3.1.2	F	
	3.1.3	A	
	3.1.4	B	
	3.1.5	D	
	3.1.6	E	
	3.1.7	H	
	3.1.8	I	
		(8 × 1)	(8)
3.2	3.2.1	When an act or a plan is put into practice	
	3.2.2	Rules of presenting ideas and information in a way that is easier for learners to understand	
	3.2.3	Choosing to do something without being forced	
	3.2.4	The whole of something	
	3.2.5	The way in which something is understood/be aware of something through the senses	
	3.2.6	Policy that guides your actions or a fundamental truth, law or assumption	
		(Any related answer) (6 × 2)	(12)
			[20]

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1
- Bloom's mastery theory states that if learners are given enough chance
- and enough encouragement,
- most of them can be successful in their learning tasks. (3)

4.2 4.2.1 Yes/No (1)

4.2.2 If 'Yes'
- Some of the subjects are presented at universities.
- An NCV qualification provides career opportunities such as a teacher's aide.
- There are jobs at ECD centres or special needs learning centres

OR

If 'No'
- Most businesses do not know what an NCV qualification is.
- Credits are only recognised if candidates have Gr 12.

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

4.3 4.3.1 Positive interdependence: Learners are helping one another to build a tower.

OR

Face-to-face promotive interaction: Learners are sharing resources and are working together to solve a problem so that the tower does not fall.

(ONE mark for principle and TWO marks for explanation) (1 + 2) (3)

4.3.2
- Communication
- Trust building
- Decision making
- Conflict management
- Problem solving (Any 3 × 1) (3)

4.3.3
a. Category: Team building
b. Structure: Team project
c. Method: Small group work or project (3 × 2) (6)

4.4 4.4.1 Positive interdependence
4.4.2 Individual and group accountability
4.4.3 Face-to-face promotive interaction
4.4.4 Group processing
4.4.5 Interpersonal and small group skills

(5 × 2) (10)
[30]

QUESTION 5

5.1 5.1.1 Norm-referenced assessment is where learners are evaluated against the performance of their peers.

5.1.2 In criteria-referenced assessment the learners' proficiency is measured in relation to specific and standardised criteria.

(2 × 2) (4)

5.2 5.2.1 OBE focuses on learners as individuals involved in learning rather than a pupil who was more passive in learning.

5.2.2 Educator is seen as a facilitator, mentor and guide rather than a teacher who assumes complete responsibility for the learning process.

5.2.3 Grades ensure consistency and unity throughout the curriculum, while form or class had less uniformity.

5.2.4 Curriculum is centred on knowledge, value, skills and attitudes that learners must achieve whereas objectives are achieved by educators.

5.2.5 Learning areas are integrated, and each linked to critical and developmental outcomes, while subjects referred to knowledge of specific areas. (Any relevant answers) (5 × 2) (10)

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5.3
- Learners know exactly what outcomes are expected.
- Unit standards clarify what is required from the learners.
- Best educational practices were incorporated in the design of OBE.
- Assessment criteria make it clear how assessment will take place.
- Assessment is more objective and fair.
- OBE promotes the acquisition of specific skills and competencies.
- There is integration between education at school and in the workplace.
- Resources can be adapted according to what is available. (Any 6 × 2) (12)

5.4
- New concepts, rules, ideas, principles, or skills
- Examples, applications or experiments
- The content that is most suitable according to learners' needs
- Content that is promoting social justice and equity (Any relevant 2 × 2) (4)

[30]

QUESTION 6

6.1
- Democracy
- Social justice and equity
- Equality
- Non-racism
- Non-sexism
- Ubuntu (human dignity)
- An open society
- Accountability (responsibility)
- The rule of law
- Respect
- Reconciliation (10)

6.2
- The educator can prepare projects for learners to research about his life and political history.
- The learners can do role play about the life of Nelson Mandela and his role in the community.
- The educator can invite speakers to narrate their recollections from Mr Mandela's past.
- Let learners watch the movie, The Long walk to Freedom.
- A debate could be arranged about his role in creating a democratic government in the country. (Any relevant 4 × 2) (8)

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6.3
- Focusing on the learner's experience
- Lessons on being critical
- Rethinking traditional material
- Learner involvement
- Critical teaching
- Cultural sensitivity
- Creating significance
- Getting involved
- Going beyond
- Democratic classroom
- Welcome diversity
- Teach tolerance (Any relevant 9 × 1) (9)

6.4
- Speak clearly and audible.
- Listen attentively.
- Remain objective.
- Do not argue.
- Make relevant contributions. (Any relevant 3 × 1) (3)

[30]

QUESTION 7

7.1 Experimental method (2)

7.2
- Encourage learners to explore.
- Discover the process on how plants grow.
- Observe and identify the different results. (Any relevant 3 × 1) (3)

7.3 7.3.1 Open question (1)

7.3.2
- Why did the petals change to a red colour?
- What do trees or plants need to grow?
- Explain the process of growing a plant from a cutting.
- What do we want to observe with this experiment?
- How does the flower absorb the water?

(Any relevant 3 × 2) (6)

7.4
- That will help him to determine if learners understood what they were taught.
- He wants to improve his teaching and introduce new methods.

(Any relevant 2 × 2) (4)

7.5
- Redirection: Ask a follow-up question after the first responses to add to the discussion.
- Prompting: When a learner gives an incorrect or vaguely correct answer, the educator asks leading questions or gives a clue.
- Pausing: The educator waits for three to four seconds after asking questions allowing learners to respond.
- Dealing with incorrect responses: Give learners a chance to give different responses without hurting any learners' feelings.
- Calling on non-participative learners: The educator warns the class not to answer the question until the non-participative learners have given answers.
- Seeking clarification: When wrong answers are given, the educator should expand upon the question and probe for further information.
- Refocusing: The educator asks the learners to link their answers to another issue which they have studied. (Any relevant 5 × 2) (10)

7.6 7.6.1 The assessment standards in each learning area make sure that progression takes place from one grade to the following.

7.6.2 Integration ensures that educators link and relate different learning areas where possible and relevant.

(Any relevant 2 × 2) (4)
[30]

QUESTION 8

8.1 8.1.1
- In the expository teaching method the educator is the centre of learning
- and information is transferred in one direction only
- using textbooks and lecturing.

8.1.2
- In the participative teaching method the learner plays an important role
- by asking questions and finding solutions to problems.
- The educator encourages the learners to develop knowledge, skills and attitude.

(2 × 3) (6)

8.2 Experimental discussions: Learning is done via exploration, self-discovery and generalisations.

- Questioning: A teacher asks questions to link previous knowledge to new information
  Project: This occurs where a learner participates in a more problem-solving exercise using different resources.
- Small group work: Where two or more learners work together to achieve specific outcomes
- Problem solving: Where learners apply existing knowledge to a new or unfamiliar situation in order to gain new knowledge.
- Cooperative learning: Where learners work together in a more formal way to achieve a specific outcome.
- Research: A systematic enquiry to discover the new knowledge and information sought
  Case study: A narrative with a message that may be hidden or obvious in order to solve a problem.
- Writing: Where learners are able to express themselves clearly when they write

(Any 6 × 2) (12)

8.3 8.3.1 Decide on the theme of the lesson, e.g. Road transport.

8.3.2 Identify relevant learning outcomes from the curriculum and phase, e.g. identify different modes of road transport.

8.3.3 Use work schedules to present learners with the main concept, focusing on learners' personal and individual needs, e.g. 'The transport I use to come to school'.

8.3.4 Arouse the learners' curiosity by finding out what the learners know about the topic. Depending on the teaching method for the lesson, it can be introduced by asking questions about pictures the learners see on the board.

(Any relevant examples) (4 × 2) (8)

8.4

- Allows the learners to formulate and discover the rule on their own.
- Focuses on meaning and understanding first and then definitions and explanations.
- Empowers the learners to develop critical thinking and problem-solving abilities.
- Provides a context and reason for learning.
- Helps learners discover knowledge through meaningful communication.

(Any 2 × 2) (4)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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