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

10 November 2022

This marking guideline consists of 10 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 learning
2.2 teaching
2.3 adapt to
2.4 abilities
2.5 examine
2.6 Holistic
2.7 Criterion-referenced
2.8 Balanced
2.9 professional
2.10 physical
2.11 portfolio
2.12 appraisal
2.13 Checklist
2.14 real life
2.15 manner

(15 × 1) **[15]**

QUESTION 3

3.1 B
3.2 A
3.3 D
3.4 E
3.5 C
3.6 G
3.7 H
3.8 F
3.9 J
3.10 I
3.11 L
3.12 N
3.13 O
3.14 Q
3.15 P

(15 × 1) **[15]**

Copyright reserved

QUESTION 4

4.1 4.1.1 A learning programme is a phase-long plan that provides a framework for planning, organising and managing classroom practice for each phase.

4.1.2 The work schedule indicates the sequence, context, knowledge and pace of teaching for a particular year.

4.1.3 A lesson plan sets out how teaching, learning and assessment activities will be managed and performed in the classroom for a specific time period.

(3 × 2) (6)

4.2

TYPE	**EXPLANATION**
Chalkboard/Whiteboard	Most used and most valuable resources in classroom. Write explanations to whole class at the same time.
Overhead projector	Transparencies are used with the OHP.
Pictures and models	Essential resources in all learning areas and levels.
Chart	Prepare beforehand and has an immediate effect.
Flashcard	Has pictures with words and phrases on them.
Textbook	Good textbooks provide valuable information about content.
Maps and world globes	Useful in various learning areas, e.g. History and Tourism.
Human resources	People are often a good source of information
Objects from everyday life	Bring examples into classroom, good source.
Outings and excursions	Actual experiences of items and places
Auditory media, e.g. Tapes, CDs	Bring sound into the classroom.
Visual media, e.g. photos, pictures	Links to learners' visual sense.
Films, videos, DVDs	Additional information and a visual source.
Checklist	Helps educators to select and present support materials, because these can make a huge difference to the success of a lesson.

(Any related 3 × 2) (6)

Copyright reserved

4.3
- Horizontal row:✓ Learners can focus on the teacher, who stands in front of the class.✓ Good for individual work, because each learner has a lot of personal space. Also suitable for demonstrations, because a learner should have a clear view of the person demonstrating.
- Cluster of four:✓ Often, groups of four learners are seated together.✓ Best for interacting when working as a group. Allows learners to talk to one another and share materials.
- Stack formation:✓ The learners are close together, near the focus of attention.✓ This type of arrangement should only be used for short periods of time because it can be uncomfortable for learners. Works well with group work. Also useful arrangement for demonstrations. (3 × 2) (6)

4.4 Internal moderation ensures that assessment done at or by a school is consistent within the organisation e.g., a teacher is moderated or all classes in a grade.

External moderation ensures that different providers presenting the same programmes are consistently assessing the same learning outcomes and assessment standards e.g., classes or grades at different schools. It verifies the credibility of the institution. (2 × 2) (4)

4.5
- Visual barriers
- Auditory barriers
- Oral barriers
- Cognitive barriers/intellectual disability
- Physical barriers
- Medical barriers
- Psychological barriers/autistic
- Learning impairment barriers/ADHD/ADD
- Emotional/behavioural disorders
- Communication disorders (Any 8 × 1) (8)

4.6 The reflective teacher plans a lesson.✓ Then she acts✓ by presenting the lesson. She observes✓ her action and makes observations about the lesson. Then she reflects✓ on her plan, actions and observations.✓

OR

When teachers reflect on their teaching, they think about✓ their teaching strategies, methods, material, learners and decisions. Also means they recall or think forward.✓ Think about, comment on✓ and evaluate✓ what you have learned.✓ (5)

[35]

TOTAL SECTION A: 75

QUESTION 5

5.1
- Learners are assessed regularly, and their progress is continually updated.
- Provides feedback during the course of learning.
- Allows a variety of strategies to be used.
- Allows various kinds of assessment to be used.
- The learners know what LOs and assessment standards are, and the ongoing assessment provides information.
- It provides information regarding how well the learner is doing in achieving these outcomes.
- It helps learners to monitor their own progress in the learning process.
- It provides feedback on what learners know and can do.
- It is supportive and constructive for learners and facilitates their development. (Any 5 × 2) (10)

5.2 To understand✓ our ability to integrate✓ our performance so that we can adapt to changed circumstances✓ and explain the reasons behind them.✓

OR

Looking✓ at your teaching very closely✓ and identifying what works and what does not work✓ and using the insight to be a more effective teacher.✓ (4)

5.3
- Ages
- Interests
- Stages of development
- Preferred learning styles
- Knowledge and skills
- Home language
- Home situations
- Socio-economic background
- Cultural background
- Previous educational experiences
- Any barriers to learning. (Any 5 × 1) (5)

5.4 Technical, Vocational Education and Training. (1)

5.5
- Have rules in class.
- State rules in a positive way.
- Mare sure the rules are flexible.
- Refer to rules often.
- Make sure that rules are written clearly and displayed.
- Let the learners help to set up the rules.
- Be consistent in handling situations. (5)

[25]

QUESTION 6

6.1
- Peter✓ – loves to write stories – Linguistic intelligence.✓
- Sarah✓ – loves mathematics – Logical-mathematical intelligence.✓
- Mary✓ – making a poster with bright colours – Spatial intelligence.✓
- Puleng✓ – planning a dance for the musical evening – Musical intelligence.✓
- John✓ – keeping record of the rainfall and daily temperature – Naturalist intelligence.✓ (5 × 2) (10)

6.2
- Equally
- Freedom
- Orderly (3)

6.3
- Learners are much more confident to participate actively in classroom activities.
- The educator provides support and guidance in a relaxed classroom, and in this way, she promotes creativity.
- Because learners are involved in learning activities, they are not necessarily in competition with one another. (Any 2 × 2) (4)

6.4
- Be aware of the language skills of each learner.
- Reading material must have a predictable structure.
- Use pictures to supplement reading materials.
- Give learners opportunity to work in their home language.
- Allow extra time to help those learners whose home language is not the language of teaching and learning.
- Practise pronunciation and to repeat difficult words.
- Create an atmosphere of acceptance in the classroom.
- Encourage learners to use dictionaries.
- Teach them songs and rhymes in different languages.
- Teach them ways of greeting in different languages. (Any 4 × 2) (8)

[25]

QUESTION 7

7.1 7.1.1

- You did really well but you need to work on a few things.
- I appreciate your neat model. You are very creative.
- You could try to work in a group next time.
- Next time, look at the audience so that they could see you are passionate about your work. (Any related 3 × 2) (6)

7.1.2

- John is a very talented and creative student.
- We have to work on his self-image to improve his confidence.
- Encourage him to speak to an audience. (Any related 2 × 1) (2)

7.2

- Give a direct message.
- Feedback should be timely.
- Only give negative feedback on things that can be changed or improved.
- There should be enough evidence for the feedback.
- Feedback should be individual, sincere, clear and specific.
- Show appreciation for good work when giving positive feedback.
- Show concern when giving negative feedback.
- Educator should encourage learners to make the necessary improvements pointed out in feedback.
- Feedback should not be critical, judgemental or threatening.
- Feedback should be a dialogue where each participant listens carefully to what others have to say.
- State what you have observed or seen and not your interpretations.
- Avoid using sarcasm.
- Constructive feedback should be praise first, after which problems could be tackled.

(Any 5 × 2) (10)

7.3

- Goal of moderation is to confirm the reliability and authenticity of assessments and their results.
- Aims to improve the quality of assessments and assessors (teachers).
- Develops assessment quality because assessors will make consistent and comparable judgements.
- Moderation develops the consistent application of standards. (Any 3 × 2) (6)

7.4 external (1)

[25]

QUESTION 8

8.1
- Include all cultures in the everyday learning.
- Encourage learners to share their traditions and customs with the class.
- Create opportunities for learners to learn from one another.
- Encourage intercultural group work.
- Invite guests to explain/demonstrate different cultures in the class.
- Display posters/pictures on the wall which include the cultures in your class.
- Teach learners songs from different cultures.
- Read stories about different cultures. (Any 3 × 2) (6)

8.2
- Lesson title/Topic
- Date of the lesson
- Learning outcomes
- Assessment standards
- Lesson content
- Teaching methods
- Learner activities
- Resources
- Assessments
- Closure
- Lesson evaluation/review/reflection
- Time allocation
- Looking back/looking forward/reflection (Any 10 × 1) (10)

8.3
- There should be no sharp or other dangerous objects lying around.
- No exposed electrical cables, broken glass or other hazards.
- When using dangerous objects for a lesson, pack them away as soon as they are no longer needed.
- Learners need to feel that the classroom is a non-judgemental place where they are allowed to make mistakes.
- Bullying and other aggressive behaviour should not be tolerated.

(Any 3 × 2) (6)

8.4 Yes✓

Reasons:
- Young learners do not need very detailed information.✓✓
- HIV/AIDS education should start in childhood and continue through the learner's whole school career.
- Ensure that learners are well informed about HIV/AIDS before they are at the age when they begin to find themselves in high-risk situations.

(1 for answer) + (Any relevant reason - 1 × 2) (3)

[25]

QUESTION 9

9.1
- Motivation of learners
- By managing diversity
- By managing multiple intelligences
- By managing different learning styles (3)

9.2
- Managers need to break up work into smaller parts and then delegate tasks to increase worker effectiveness.
- Daily classroom tasks could be delegated to learners.
- Learners could clean the board, change the weather chart or collect and pack the books.
- Before an activity starts, the educator must ensure that each learner has a task to complete.
- The educator must take control immediately when an activity starts, as it determines the success of the activity.
- This will give the learners a sense of responsibility in the classroom.

(Any 4 × 2) (8)

9.3

PROACTIVE	PREVENTATIVE
• Positive and are implemented to prevent misbehaviour.✓✓ • Focus on encouraging and supporting learners.✓✓ • Focus on building confidence in learners. • Educators are aware of and sensitive to each learner's needs. • Educator takes interest in learners' personal problems and goals. • Proactive measures have a reward element.	• Provide effective instruction.✓✓ • Help learners experience more success than failure.✓✓ • Recognise and reward desirable behaviour. • Communicate desirable behaviour. • Give early attention to potentially disruptive learners. • Change circumstances that may produce misbehaviour. • Use physical closeness to prevent misbehaviour.

(Do not penalise if not in table form)(Any 2 × 2) (4)

9.4
- Validity:✓ The assessment should measure the knowledge, skills or attitudes that you intend it to measure and should not be influenced by other factors.✓
- Transparency:✓ Assessment process should be clear and open to leaners.✓
- Reliability: Assessment task should consistently get the same responses.
- Consistency: Judgements should have the same results time after time.
- Appropriateness: Methods of assessment that have been used and the evidence collected are appropriate to the purpose of assessment as well as the special and particular needs of the learner.
- Fairness: Assessment should be accessible to all people. Learners must have equal opportunities, resources and learning opportunities in terms of skills and knowledge.
- Practicability: Assessment is cost effective and does not take too long to carry out.

(Any 2 × 2) (4)

Copyright reserved

9.5 Choice of task should depend✓✓ on knowledge, skills, values, attitudes and competencies you will be assessing.✓✓ (2 × 2) (4)

9.6 A blended-learning opportunity is where the traditional✓ method of teaching is integrated with online learning✓ in a way that the one complements the other. (2)
[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

Copyright reserved