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

21 November 2023

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 False
1.5 True
1.6 True
1.7 True
1.8 False
1.9 True
1.10 True

(10 × 1) **[10]**

QUESTION 2

2.1 routine
2.2 eliminate
2.3 discipline
2.4 bilingual
2.5 excluded
2.6 sparingly
2.7 reactive
2.8 Overlapping
2.9 authentic
2.10 critically
2.11 Foundational
2.12 reflect
2.13 technique
2.14 samples
2.15 internal

(15 × 1) **[15]**

QUESTION 3

3.1 D
3.2 G
3.3 A
3.4 J
3.5 N
3.6 E
3.7 H
3.8 B
3.9 M
3.10 P
3.11 F

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3.12 I
3.13 C
3.14 L
3.15 O

(15 × 1) **[15]**

QUESTION 4

4.1 4.1.1 The correct steps to follow when doing a task OR a series of actions conducted in a certain order.

4.1.2 Punishment that is intended to cause physical pain.

4.1.3 Teaching and learning of adult learners OR Adult-based Education and Training.

4.1.4 The opportunity to act or to take charge before someone else does OR the ability to assess and initiate things independently.

4.1.5 Doing things according to a fixed plan or system.
(Any relevant answers) (5 × 2) (10)

4.2
- Foundation Phase
- Intermediate Phase
- Senior Phase (3 × 1) (3)

4.3
- Moderated common assessments will be fair according to assessment principles.
- All assessments will be of the same standard for every school.
- The competence levels of learners promoted will be of the same standard.
- An impartial moderation will have to ensure quality of assessments.
- Different learning providers will work together to set quality assessments.
- Learners will know exactly what is expected from them since the assessment was set according to specific guidelines.

(Any FIVE relevant answers) (5 × 2) (10)

4.4
- Are the resources accurate and appropriate?
- Are the resources discriminatory?
- Can the resources be used constructively?
- Are they easily accessible to all learners?
- Is the printed material easily readable?
- Are the resources interesting and varied?
- Are the resources applicable to the topic?

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

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4.5
- Reliable
- Practicable
- Fair
- Valid
- Appropriate
- Transparent (6 × 1) (6)

4.6 4.6.1 Outcomes-based
4.6.2 Traditional (2 × 1) (2)
[35]

TOTAL SECTION A: 75

SECTION B

QUESTION 5

5.1 5.1.1 Democratic approach
5.1.2 Autocratic approach
5.1.3 Laissez-faire approach
5.1.4 Crises approach
5.1.5 Chameleon management approach (5 × 2) (10)

5.2 5.2.1
- The principal does not accept these learners at the school because of their HIV and AIDS status.
- Learners are discriminated against because of their HIV and AIDS status.
- Outside organizations should be invited to speak positively to learners and not to reprimand.
- The principal feels that it is a waste of money to train teachers about HIV and AIDS.
- Learners are also taking on the same negative attitudes like the principal and educators, towards these learners. (5 × 2) (10)

5.2.2
- As a principal, I do not have the right to show any learner away, based on their HIV and AIDS status, therefore I will accept these learners.
- I will not allow the learners to be separated from other learners.
- I will send educators to receive training, to learn about all the correct facts and information about the virus.
- I will invite outside organisations to come and reinforce the seriousness of the virus.
- I will demonstrate to the educators and other learners to be accepting of these learners and not to discriminate against any learner. (5 x 1) (5)

(Any FIVE relevant answers) **[25]**

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QUESTION 6

6.1 Students write their own answers, for example:

- Teachers do not keep a professional distance from learners in their classes.
- Learners know that corporal punishment is not allowed.
- Learners give in under peer pressure.
- Learners record situations in class to get attention on social media.
- There could be lack of parent involvement in schools.
- There is an imbalance between learners' rights and responsibilities.

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

6.2 6.2.1

- No baseline assessment was done to determine what learners already knew.
- The learners were tired so late in the afternoon.
- The learners lost interest during the lesson.
- The teacher was not well prepared for the lesson.

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

6.2.2

- When preparing the lesson, determine the learners' current knowledge on the topic.
- Link prior knowledge to the new knowledge.
- Schedule the lesson for earlier in the day when their minds are still fresh.
- Have different colour wheels or posters about the different colours available so that they could understand better.
- Demonstrate by mixing different colours of paint in front of them.

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

6.3 6.3.1 Inclusivity Policy
6.3.2 Language Policy
6.3.3 Assessment Policy
6.3.4 Inclusivity Policy
6.3.5 Assessment Policy (5 × 2) (10)
[25]

QUESTION 7

7.1 7.1.1

- Sportsman – Bodily-kinaesthetic
- Ability to use whole body to express feelings and take part in sports, like soccer.

7.1.2

- Musician – Musical
- Ability to express musical forms, like playing guitar.

7.1.3

- Child with dogs – Naturalist
- Ability to recognise animals and strong interest in the natural world.

7.1.4
- Teacher – Interpersonal
- Learning by using cooperative work groups.

7.1.5
- Writer – Linguistic intelligence
- Use of writing tasks.

(Any relevant answers) (5 × 2) (10)

7.2 7.2.1
- Journals
- Recording lessons
- Lesson plans
- Learner feedback

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

7.2.2 Master reflection (1)

7.3 7.3.1 Invite someone from the aquarium to be your guest speaker.

7.3.2 Bring a sound system into your classroom and allow learners to listen and identify the different sounds that sea animals make.

7.3.3 Allow learners to bring their own sea animals that they have at home as pets eg fish/turtle etc.

7.3.4 Arrange an excursion to the aquarium. (4 × 2) (8)
(Any relevant examples) **[25]**

QUESTION 8

8.1

NAME OF SCHOOL: Little Kitty's Educare	
OBSERVATION SHEET	
NAME OF CHILD: Chloe September **CLASS GROUP:** Freddy Frogs **TERM:** First term (4 × 1)	
ASPECT OF DEVELOPMENT	OBSERVATIONS:
Physical Development	
gross motor skills	excellent
fine motor skill	excellent
body awareness	excellent
(Any ONE of the above)	(Any ONE of the above)
Language development	
Verbal skills	Good
Listening skills	Good
(Any ONE of the above)	(Any ONE of the above)
Social & Emotional Development	
Social skills	Poor
Independence	Poor
(Any ONE of the above)	(Any ONE of the above)
Intellectual development	

Concepts (shapes; colors; numbers)	Good/excellent
Concentration span	Very short
(Any ONE of the above)	(Any ONE of the above)
(name ONE aspect under each development) (make ONE comment next to each aspect under observations) (2 × 4)	(12)

8.2

Learning Programme	Work schedule	Lesson plan
• Team Planning. • Includes all grades. • All teachers in a phase work together. (Any TWO answers)	• Teachers in a specific grade. • List all learning outcomes for the year. • All work for the year must be on the schedule. (Any TWO answers)	• Individual educator planning. • Describe contents of each lesson. • Must be prepared for the whole week. (Any TWO answers)

(3 × 2) (6)

8.3 8.3.1
- Be a good role model to his learners.
- Set a good example to his learners.
- As an educator set rules in place in the beginning of the year.
- Allow learners to help make the rules, in order for them to be more willing to follow these rules.
- Be consistent in maintaining discipline in the classroom.
- Teach learners to respect authority.

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

8.3.2
- Start by telling learners the DO's and DON'T's in the classroom. /Lay down the rules in the classroom.
- Give learners specific tasks for the day, this will help learners to accept responsibility.
- Help learners to set goals by giving them a due date when a task must be done.
- Encourage learner participation by asking for their input.
- Explain that if one learner is disruptive, this affects everyone else in the class. Emphasise the bigger picture.
- Inform learners what good manners are and that they are expected to display good manners at all times.

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

[25]

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QUESTION 9

9.1

Disability barrier	Language and communication barrier	Socio-economic barrier	Discriminatory attitude barrier
•Attention Deficit Disorder •Psychological disorder •Struggling to understand new concepts because of below average intellectual functioning. (Any TWO answers)	• Home Language is different to language of Learning and Teaching. • Most teachers in South Africa being unable to use sign language as a language of learning and Teaching. (Any TWO answers)	• Poor oral language development as a result of a lack of communication and learning opportunities. • Poverty and Hunger. • Learner-headed households' due to death of both parents. (Any TWO answers)	• Negative attitudes towards learners who speak Isizulu. • Negative attitude towards learners who have Cerebral Palsy. (Any TWO answers)

(4 × 2) (8)

9.2 Students' own answers, such as the following:

- We have 11 official languages, in other words 11 different cultures, which is difficult to manage in a classroom.
- Cultural differences include traditional beliefs, attitudes and values, food, clothing and art.
- Different cultures also have different non-verbal communication such as gestures, eye contact, and asking and responding to questions.
- Different religious beliefs and traditions.

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

9.3 9.3.1 Formative assessment

9.3.2 Baseline assessment

9.3.3 Summative assessment

9.3.4 Diagnostic assessment

9.3.5 Summative assessment

9.3.6 Formative assessment

9.3.7 Baseline assessment (7 × 2) (14)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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