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

XX FEBRUARY 2020

This marking guideline consists of 7 pages.

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QUESTION 1

1.1
1.1.1 B
1.1.2 C
1.1.3 A
1.1.4 B
1.1.5 B
1.1.6 A
1.1.7 A
1.1.8 D
1.1.9 C
1.1.10 D

(10 × 1) (10)

1.2
1.2.1 diligent
1.2.2 educator
1.2.3 cognitive
1.2.4 knowledge
1.2.5 interdependent
1.2.6 diverse
1.2.7 literate
1.2.8 facilitation
1.2.9 tolerant
1.2.10 stimulating

(10 × 1) (10)

1.3
- Learners must ask questions
- Should give own view or opinions to educator
- Answer peer's questions with own opinion
- Try different solutions to content-related problems
- Consult other sources for clarity
- Learners should seek information from experts
- Supply own point of view with relevant facts
- Evaluate the learning content
- Apply learnt content to solve problems
- Discuss the content with peers
- Apply content in real life (Any applicable answers 4 × 1) (4)

1.4
- Planning
- Objectives
- Being well organised
- Respect for learners
- Relevance to life
- Knowledge of children's development (Any relevant answers 3 × 1) (3)

1.5 Learning and Teaching Support Material (2)

1.6 Democratic (1)

[30]

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QUESTION 2

2.1
2.1.1 True
2.1.2 False
2.1.3 True
2.1.4 True
2.1.5 True
2.1.6 False
2.1.7 True
2.1.8 False
2.1.9 False
2.1.10 True

(10 × 1) (10)

2.2
2.2.1 mathematics
2.2.2 introvert
2.2.3 primary
2.2.4 autonomous
2.2.5 independent
2.2.6 invisible
2.2.7 discomfort
2.2.8 genes
2.2.9 media
2.2.10 parents

(10 × 1) (10)

2.3
- limited time to plan and prepare learning materials
- difficulty in motivating learners
- lack of self-motivation
- educator's role changes to facilitator
- requires a lot of preparation by the facilitators
- the educator's burden could be increased (Any relevant answers 3 × 1) (3)

2.4
- More than one of a different kind
- Recognising our individual differences (Any relevant answer 1 × 2) (2)

2.5
- educator
- peers
- parents
- other adults
- subject expert (Any relevant answers 3 × 1) (3)

2.6 The internet and technology enables South Africa to take part in a global market (2)

[30]

QUESTION 3

3.1
3.1.1 G
3.1.2 B
3.1.3 I
3.1.4 C
3.1.5 H
3.1.6 J
3.1.7 E
3.1.8 D
3.1.9 A
3.1.10 F

(10 × 1) (10)

3.2 3.2.1
- He planned the topic for the week
- Well organised by bringing different items to class
- Well organised by identifying relevant videos
- Well organised because he did a worksheet and notes for the learners
- Relevant to life since the learners are going on a trip
- Reaching the objectives of preparing them for the trip
- Knowledge of children's development by making sure they are all prepared for the trip (Any relevant answers 2 × 3) (6)

3.2.2 The learners should
- know what to expect
- know exactly where they are going
- recognise items discussed in class
- be familiar with elements in the environment

(Any relevant answers 2 × 2) (4)

3.2.3
- Money will be spent on transport
- They will be staying in a hotel
- They will eat meals at restaurants
- Some will buy gifts and novelties
- They will pay entrance fees at the places they visit

(Any relevant answers 2 × 2) (4)

3.2.4
- The aeroplane
- Booking online for flights or hotels
- Phoning parents on cellular phones
- Printed information at places (Any relevant answers 2 × 2) (4)

3.2.5 All people must be treated the same and be given equal opportunity. (2)

[30]

QUESTION 4

4.1 4.1.1 Sally was becoming more confident the more she baked.

4.1.2 She was exploring a new recipe by making chocolate cupcakes.

4.1.3 She knew not to open the oven door while the cupcakes were baking.

(2 × 3) (6)

4.2
- It prepares people for life
- It produces people that can think, reason and create
- People learn to solve problems
- People explore and do research
- People become flexible, thinking people
- A solution can be found for any situation or problem

(Any relevant answers 2 × 2) (4)

4.3 4.3.1 John and Sipho could build a robot in any way they liked

4.3.2 The way the blocks could fit into each other e.g. two small block are equal to one large block

4.3.3 The electronics only worked when they were connected in a certain way

(2 × 3) (6)

4.4 4.4.1 Their social background is based on reality and that is all they know.

4.4.2 The movie may have cultural aspects that are not familiar to them, and may be disrespectful of their culture.

4.4.3 There are no televisions in their environment and the children may be confused about what is real and what is fiction.

4.4.4 Children can be too young to separate fantasy from reality and that can influence their future perspective or create phobias.

(2 × 4) (8)

4.5
- The educator
- Language
- School/Classroom
- Learning styles
- Developmental levels

(Any relevant answers 2 × 2) (4)

4.6 No.✓ This is not in line with their culture/religion.✓
No. They are poor and may not have food to eat and may find it difficult to understand why people are not eating when they have food.
OR
Yes.✓ They have been taught about different cultures and religions.✓
Yes. Some learners may be from that faith.
(Any relevant answer) (2)
[30]

QUESTION 5

5.1 5.1.1
- Suggest different reading material e.g. a magazine
- Reading short stories
- Ask her to write a story (Any relevant answer 1 × 2) (2)

5.1.2
- She could make notes
- Use a mind map
- Write facts on flash cards (Any relevant answer 1 × 2) (2)

5.2
- Educators do not need to prepare and present lessons
- Students find their own information rather than asking the lecturer
- The responsibility falls on the learner to become familiar with the content
- The educator can bring in guest speakers (Any relevant answers 2 × 2) (4)

5.3
- The experience and knowledge of the learners may change
- The content may be outdated
- The learner's development may be above or below the content
- Content can be adapted to make it relevant to a current situation
(Any relevant answers 2 × 2) (4)

5.4
- Parents can be role models to their children
- Teach their children basic manners and knowledge, numbers, at home
- Encourage the child to learn more
- Encourage independent study
- Show interest in the child's work and life (Any relevant answers 2 × 2) (4)

5.5
- Become consumers that only buy what is needed
- Compare prices of different items at different shops
- Be critical about advertisements they see
- Learning about budgets
- Saving money before buying items to prevent paying interest
- Managing their finances
- Having a positive attitude towards work
- Learn entrepreneurial and business skills (Any relevant answers 2 × 3) (6)

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5.6 5.6.1
- Suzie feels traumatised by the separation from her family
- She feels neglected because the mother is paying too much attention to the new baby
- Visitors are making a fuss about the baby and ignoring Suzie
- Suzie might think that her parents are going to get rid of her now that they have a new baby (Any relevant answers 2 × 2) (4)

5.6.2 The therapist
- could use dolls to depict a family
- can show a video about families to Suzie
- she can ask Suzie to tell her a story about families

(Any relevant answers 2 × 2) (4)

[30]

TOTAL: 150

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