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

8 December 2020

This marking guideline consists of 7 pages.

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QUESTION 1

1.1	1.1.1	C		
	1.1.2	A		
	1.1.3	D		
	1.1.4	A		
	1.1.5	B		
	1.1.6	B		
	1.1.7	C		
	1.1.8	A		
	1.1.9	C		
	1.1.10	D		
			(10 × 1)	(10)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	True		
	1.2.4	True		
	1.2.5	False		
	1.2.6	False		
	1.2.7	True		
	1.2.8	False		
	1.2.9	False		
	1.2.10	True		
			(10 × 1)	(10)
1.3	1.3.1	E		
	1.3.2	B		
	1.3.3	H		
	1.3.4	J		
	1.3.5	A		
	1.3.6	C		
	1.3.7	G		
	1.3.8	D		
	1.3.9	L		
	1.3.10	F		
			(10 × 1)	(10)
				[30]

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QUESTION 2

2.1
2.1.1 Home language
2.1.2 Citizens' rights
2.1.3 Relevance
2.1.4 Physiological
2.1.5 Music
2.1.6 Plan
2.1.7 Dialect
2.1.8 Printed
2.1.9 Barriers
2.1.10 Extra resources

(10 × 1) (10)

2.2
2.2.1 Methodology
2.2.2 Perspective
2.2.3 Moral
2.2.4 Reality
2.2.5 Library
2.2.6 Self-actualisation
2.2.7 Disadvantage
2.2.8 Environment
2.2.9 Proactive
2.2.10 Interdependent

(10 × 1) (10)

2.3 The leaner is participating and actively involved in the learning process.(1 × 2) (2)

2.4
- Relevance of content
- Democratic learning climate
- Variety of resources
- Spirit of cooperation
- Individual responsibility
- Flexibility (Any 4 × 1) (4)

2.5
- Technology is expensive.
- Cellphones are mostly used for communication.
- Teachers and learners are not always computer literate.
- There might be a lack of comprehension and reading skills.
- The Internet is not always available.
- Too much or too little information might be available. (Any relevant 4 × 1) (4)

[30]

QUESTION 3

3.1 3.1.1
- FIGURE B (1)
- Autonomous means to learn on your own and he is learning on his own. (Any relevant answer) (1 × 2) (2)

3.1.2
- In FIGURE A the learners work in a group and share the information.
- In FIGURE B the learner learns on his own and uses additional resources. (Any relevant answers 2 × 2) (4)

3.2 3.2.1
- The learner will procrastinate.
- The work will not be completed.
- The learner will get behind in the curriculum.
- The learner will fall into temptation to look at irrelevant information on the web. (Any relevant 2 × 2) (4)

3.2.2
- The learner must come up with his own concepts.
- The learner works on his own, therefore the presentation of his work is only his.
- It is only his ideas that need to be considered.
- He knows if he fails, he can only blame himself.

(Any relevant 2 × 2) (4)

3.3
- Mrs Kombe attends seminars and receives the quarterly magazine.
- She keeps up to date with the latest developments.
- She makes use of additional resources by showing YouTube videos.
- She has regular meetings with peer educators.
- She has positive results as the attendance and pass rate improved.

(Any relevant 3 × 2) (6)

3.4 3.4.1
- Mrs Kombe can buy plastic insect toys.
- She can buy construction toys, whereby learners can make their own fantasy creatures by mixing body parts.

(Any relevant 1 × 2) (2)

3.4.2
- Mrs Kombe can buy puzzles.
- She can get matching cards. (Any relevant 1 × 2) (2)

3.5
3.5.1 Participative
3.5.2 Autonomous
3.5.3 Autonomous
3.5.4 Cooperative
3.5.5 Participative

(5 × 1) (5)
[30]

QUESTION 4

4.1 4.1.1 They live in poverty and travelling is not possible. (1 × 2) (2)

4.1.2 It deals with nature and not cultures. (1 × 2) (2)

4.1.3 Visual learners. (1 × 2) (2)

4.1.4
- Mrs Jones could use crushed ice and allow visually impaired learners to play with it.
- She could fill a container with very cold water and one with lukewarm water and ask them to describe the difference.
- Let them touch a pack of frozen food. (Any relevant 2 × 2) (4)

4.1.5
- The poster is promoting multicultural living.
- It is visually attractive. (Any relevant 1 × 2) (2)

4.2 4.2.1
- The learners can repeat the words used in the DVD.
- Mrs Jones can read stories about snow.
- She can use flash cards with pictures and learners should identify the object, e.g. a snowman. (Any relevant 1 × 2) (2)

4.2.2
- She can arrange song and dance activities.
- She can use moon sand and let the learners build a snowman (Any relevant 1 × 2) (2)

4.3
- Maintain excellence in standards.
- Nurture an environment for intellectual stimulation, innovation and creativity.
- Recognise learners' needs.
- Recognise own teaching needs.
- Embrace cultural differences.
- Act with integrity and fairness. (6 × 1) (6)

4.4
- Cultural background
- Age
- School
- Educator
- Language
- Environment
- Classroom
- Developmental level
- Social background (Any FOUR answers) (4 × 1) (4)

4.5
- Develop positive attitude towards other cultural groups.
- Increase awareness of own cultural identity and heritage.
- Understand and appreciate contributions from other cultural groups.
- Reduce cultural prejudice.
- Develop variety of competencies for meaningful participation in a culturally diverse society.
- Help people explore ways to expand their contact with other cultural groups.
- Develop cross-cultural communication skills. (Any 2 × 2) (4)

[30]

QUESTION 5

5.1 Agree. (1 × 1) (1)
Our survival is fundamental to our existence. (1 × 2) (2)

5.2 We will:
- Know what food we may eat or what to avoid.
- Be aware of weather patterns and how and when to seek shelter.
- Know the dangers of the environment.
- Be able to think of ways in which to get back to safety. (Any relevant 2 × 2) (4)

5.3 5.3.1
- When learners achieve success, they will believe that they are capable of doing even better.
- A visionary learner will be more successful.
- Learners living in poverty would like to improve their circumstances. (Any relevant 1 × 2) (2)

5.3.2
- Internet
- Cellphone
- Tablet/Ipad
- DVD player (Any 3 × 1) (3)

5.4
- Equality
- Tolerance
- Freedom of speech
- Freedom of choice (4 × 1) (4)

5.5 5.5.1 Deductive reasoning (1 × 2) (2)

5.5.2 The learners tasted the apples. (1 × 2) (2)

5.5.3 Learning from peers
(Also accept participative or cooperative learning) (1 × 2) (2)

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5.5.4
- Different types of apples
- Books about apples
- Posters about fruit
- DVD about apples
- Models of apples (Any relevant 2 × 2) (4)

5.5.5
- The educator can let them draw apples.
- Learners can paint apples.
- Learners can cut apples in half and do apple prints.

(Any relevant 1 × 2) (2)

5.6 Social need (1 × 2) (2)
[30]

TOTAL: 150

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