higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

XX February 2020

This marking guideline consists of 6 pages.

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SECTION A

QUESTION 1

1.1 baseline
1.2 learning area
1.3 application
1.4 creative
1.5 accelerate
1.6 extension
1.7 empathy
1.8 social
1.9 constructive
1.10 dominate

(10 × 2) **[20]**

QUESTION 2

2.1 True
2.2 True
2.3 False
2.4 True
2.5 False
2.6 False
2.7 False
2.8 False
2.9 True
2.10 True
2.11 False
2.12 True
2.13 True
2.14 True
2.15 True

(15 × 1) **[15]**

QUESTION 3

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

(15 × 1) **[15]**

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QUESTION 4

4.1 Broad plan of action for teaching and learning (2)

4.2
- Redirective
- Prompting
- Pausing (Any 2 × 1) (2)

4.3 Enquiry carried out systematically and purposefully with the intention of finding some new knowledge (2)

4.4
- Positive interdependence
- Interpersonal skills
- Distributed leadership
- Heterogeneous grouping
- Group autonomy (Any 2 × 1) (2)

4.5 Relating to the sense of hearing (2)
[10]

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1
- Learners of all ages can be involved.
- It helps them to understand the feelings and perspectives of others.
- It helps learners with communication.
- It helps the shy learners enjoy a certain lesson or topic.
- They can act their dreams and fantasies.
- Learners can develop skills on how to handle a situation.
- Learners can take on the role of the person they want to be. (Any 5 × 2) (10)

5.2 5.2.1 Outcomes-based education
5.2.2 Traditional approach
5.2.3 Vocational education
(3 × 2) (6)

5.3
- Different values and beliefs – all children have different beliefs and need to be accommodated.
- The different ages, abilities and needs of children – depending on the age of children their needs differ.
- The social background of the children – they may not understand concepts beyond their frame of reference. (Any 2 + 2) (4)

[20]

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QUESTION 6

6.1 6.1.1 Clarity of focus
6.1.2 High expectations and high levels of success
6.1.3 Expanded opportunities
6.1.4 Designing down

(4 × 2) (8)

6.2
- Identifying different sources of drinking water.
- Explaining how to save water.
- Understanding the importance of water pollution.
- Explaining the role of government in providing clean drinking water. (4 × 2) (8)

6.3
- Provide support to learners from different social backgrounds.
- Accommodate learners with visual needs by providing them with assistive devices.
- Providing deaf learners with interpreters.
- Make classrooms accessible for the physical disabled. (2 × 2) (4)

[20]

QUESTION 7

7.1
- They respect one another and they can work quietly together.
- The shy learners are included and they accommodate one another's faults.
- They are not scared to ask questions and have good communication skills.
- They are thankful for help and show gratitude.
- They are willing to take on responsibilities.
- They set goals for themselves. (Any 5 × 2) (10)

7.2 7.2.1 Arrangement or structure of the classroom

7.2.2 Having a quiet signal/order

7.2.3 Deciding on class rules

7.2.4 Communicating expectations in a clear and concise manner

7.2.5 Clearly stating appreciated behaviour

(5 × 2) (10)

[20]

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QUESTION 8

8.1
- From the known to the unknown, for example, making sure that children can count objects before numbers are taught.
- From the simple to complex, for example, starting to ask them to count in twos or threes.
- Concrete to abstract, for example, giving them concrete objects to arrange in groups of twos or threes.

(If the student combines the principle and relevant example, give 2 marks per answer) (3 × 2) (6)

8.2
- Involve parents and invite them to explain their culture to teachers and learners.
- The teachers and staff should embrace every culture and be the first to participate in cultural celebrations.
- Educators should not be biased and embrace one culture more than the other.
- Learners should be encouraged to do research about other cultures in their class so they can stay informed. (Any 4 × 2) (8)

8.3 8.3.1 Reflective method. (2 × 1) (2)

8.3.2
- Reflects daily on ways to improve
- Plans ways to keep learners busy
- Plans strategies to keep noise levels down
- Pays attention to slow learners
- Gives fast learners additional tasks to do (Any 2 × 2) (4)

[20]

QUESTION 9

9.1
- Allow group work.
- Display the work of learners on the classroom walls.
- Get extra resources to make lessons interesting.
- Change her attitude and learn to be more compassionate.
- Allow discussions in her classroom so learners can take an active part in teaching and learning. (Any 5 × 2) (10)

9.2
- Accommodates and guides all learners
- Allows them to work on their own
- Allows free thought
- Encourages critical thinking
- Being accommodating by engaging in discussions about their decisions
- Encourages independence (Any 5 × 2) (10)

[20]

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QUESTION 10

10.1 10.1.1 Food and social welfare
10.1.2 Education
10.1.3 Health care services or medical care
10.1.4 Freedom and security
10.1.5 Freedom of trade, occupation and work

(5 × 2) **[10]**

QUESTION 11

11.1 11.1.1 Expository method – learners have no choice but to listen, the teacher is the only one talking

11.1.2 Participative method – learners may ask questions

(2 × 4) (8)

11.2 Knowledge-centred focus is on content whereas social-centred focus is on social improvement and change to prepare students for the world.

(2 × 1) (2)
[10]

QUESTION 12

12.1 12.1.1 Foetal alcohol syndrome – brain damage

12.1.2 Autism – hates cuddles and has selective memory

12.1.3 Cerebral palsy – cannot control her muscles

12.1.4 Epilepsy – sometimes forgets where he is

(4 × 2) (8)

12.2
- Learners fight because of different personalities
- Too much noise
- Shy learners not participating
- Some lazy learners (4 × 2) (8)

12.3
- Assist with problems.
- Encourage group cohesion; learners should feel that they belong in the group.
- Control the group dynamics, make sure learners can work together.
- Encourage all learners to participate.
- Form groups of an appropriate size.
- Supervise group work.
- Help group leaders to be effective. (Any 2 × 2) (4)

[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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