higher education & training

Department:
Higher Education and Training
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MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

ART AND SCIENCE OF TEACHING
NQF LEVEL 3

8 December 2020

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 D
1.2 A
1.3 E
1.4 F
1.5 B
1.6 C
1.7 H
1.8 G
1.9 J
1.10 I
1.11 L
1.12 M
1.13 O
1.14 N
1.15 K

(15 × 1) **[15]**

QUESTION 2

2.1 OBE
2.2 Learners
2.3 Educator
2.4 Grades
2.5 Learning programme
2.6 Learning areas
2.7 Outcomes
2.8 Assessment
2.9 Formative assessment
2.10 Summative

(10 × 1) **[10]**

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QUESTION 3

3.1 Outcome
3.2 Incorporate
3.3 Competent
3.4 Application
3.5 Reformer
3.6 Analysis
3.7 Best practices
3.8 Accelerate
3.9 Expertise
3.10 Evaluation
3.11 Mobility
3.12 Synthesis
3.13 Manipulate
3.14 Significant
3.15 Comprehension

(15 × 1) **[15]**

QUESTION 4

4.1 C
4.2 C
4.3 A
4.4 A
4.5 A
4.6 A
4.7 A
4.8 A
4.9 B
4.10 B

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 5

5.1 5.1.1 Yes (1)

5.1.2
- For learners, it makes doing research much easier.
- You can learn from home.
- Communication is also easier and more affordable. (3)

5.2
- Some learners understand new ideas faster and better than their peers.
- Some are slower and need more time than other learners to complete a task.
- Others are too shy and scared to ask the educator to repeat something. Consequently, they fall behind. (3 × 2) (6)

5.3 5.3.1 Montessori approach
5.3.2 Steiner Waldorf
5.3.3 Reggio Emilia approach

(3 × 2) (6)

5.4

TRADITIONAL APPROACH	OUTCOMES-BASED EDUCATION	VOCATIONAL EDUCATION
• Rote learning. • Teacher centre of the classroom. • Teacher does most of the talking.	• Focuses on outputs. • Encourages lifelong learning. • Learner-centred.	• Focuses on trade. • Does not focus on academic skills. • Also called technical education.

(3 × 3) (9)

5.5
- Leadership
- Conflict management
- Decision-making
- Communication
- Trust building (5)

[30]

QUESTION 6

6.1
- Learners work together to find a solution.
- Communication takes place amongst the learners.
- There is cooperation amongst the learners.
- They end up treating each other with respect because they have the same goal. (2 × 2) (4)

6.2 6.2.1
- He will be the director of the play.
- He will guide them. (Any ONE) (1)

6.2.2
- He should decide what learning outcomes should be achieved by the learners.
- He should prepare the resource materials used by the learners.
- He should select the learners that should be directly involved and those playing a silent role.
- He should explain to the learners what is expected from them.
- He should allow them to stage the performance.
- He should debrief the learners afterwards.
- He should check if the desired outcomes have been achieved.

(Any 5 × 2) (10)

6.3
- The teacher should do a context analysis to determine their background.
- The educator must look at their prior knowledge and build on that.
- Teaching practice should be based on educational principles to ensure quality teaching.
- Explain to the learners what the lesson is all about.
- Focus their attention to the main ideas and concepts of the lesson.
- Go from simple to complex. (Any 4 × 2) (8)

6.4 6.4.1 Yes (1)

6.4.2
- She uses multicultural textbooks.
- She researches her learners' backgrounds.
- She accommodates all her learners in her classroom. (3 × 2) (6)

[30]

QUESTION 7

7.1 7.1.1 Peer assessment (2)

7.1.2
- She paired them up.
- They had to exchange papers to check each other's answers.

(2 × 2) (4)

7.2 7.2.1 Traditional principle.✓– She links her teaching to their prior knowledge,✓ and then she moves to what they do not know.✓

7.2.2 Principle of totality✓ – The child's behaviour at school and at home should be the same;✓ education at home should link with education at school. ✓

7.2.3 Principle of activity✓ – Playing must be a starting point to learning.✓
Lessons can be made interesting by playing group games. ✓

7.2.4 Socialisation principle✓ – Learning in groups can be fun. They learn how to work with others.✓ They also learn how to respect each other. ✓ (4 × 3) (12)

7.3
- Figure 1 – Group discussion
- Figure 2 – Experimental
- Figure 3 – Problem solving
- Figure 4 – Questioning (4 × 2) (8)

7.4
- She divides her tasks into small units.
- She is very patient and often repeats instructions. (2 × 2) (4)

[30]

QUESTION 8

8.1
- He or she should sit near the teacher.
- Have interesting topics to keep his/her attention.
- Teach lessons in shorter sections and make use of as many of the senses as possible.
- Praise the learner's progress, even if it just a small change.
- Interact regularly with his/her parents.
- Give the learner enough time and opportunity to learn and practise until they are comfortable. (Any 2 × 2) (4)

8.2 8.2.1 Ubuntu
8.2.2 Democracy
8.2.3 Non-sexism
8.2.4 Equity
8.2.5 Accountability

(5 × 2) (10)

8.3
- Group work encourages them to talk.
- It helps them feel part of the class.
- They do not feel isolated.
- It helps them compete with their peers.
- Even learners with cerebral palsy can participate by using their senses.

(Any 4 × 2) (8)

8.4
- Learning material must depict or include all cultures.
- Have thoughtful discussions about the real world.
- Discuss how racism can affect everybody's lives if we do not learn to accept one another.
- We must accept each other; despite the way we perceive gender or sexuality. (4 × 2) (8)

[30]

QUESTION 9

9.1 9.1.1 Outcomes – all lessons are based on an outcome because, ultimately, you want to know if your learners understand the work.

9.1.2 Context – It is very important that the curriculum should accommodate learners' backgrounds, because not all of them have the same background.

9.1.3 Learning content – this must make sense to the learners. It must be relevant.

9.1.4 Strategy – not all learners learn in the same way. Therefore, teachers should apply different strategies to help and assist all learners.

9.1.5 Assessment – teachers need to do assessments to see if learners achieved the outcome and if they understood the work.

(5 × 2) (10)

9.2 9.2.1 Challenge
9.2.2 Challenge
9.2.3 Advantage
9.2.4 Advantage
9.2.5 Advantage
9.2.6 Challenge
9.2.7 Challenge
9.2.8 Challenge
9.2.9 Advantage
9.2.10 Challenge
9.2.11 Advantage
9.2.12 Advantage

(12 × 1) (12)

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9.3
- DVDs
- Slides
- Pictures
- Videos
- Overhead projector.
- Music
- Television (Any 5 × 1) (5)

9.4
- They all want to talk simultaneously.
- They do not show respect for each other.
- Some learners want to give all the answers.
- They do not ask for help. (Any 3 × 1) (3)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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