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

27 February 2020

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 E
1.2 F
1.3 H
1.4 C
1.5 G
1.6 B
1.7 I
1.8 A
1.9 J
1.10 D

(10 × 1) **[10]**

QUESTION 2

2.1 Creates
2.2 Awareness
2.3 Overlapping
2.4 Effective
2.5 Variety
2.6 Delegate
2.7 Authority
2.8 Remuneration
2.9 Equity
2.10 Morale

(10 × 1) **[10]**

QUESTION 3

3.1 False
3.2 False
3.3 True
3.4 False
3.5 True
3.6 True
3.7 False
3.8 True
3.9 False
3.10 False

(10 × 1) **[10]**

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QUESTION 4

4.1 Baseline
4.2 Diagnostic
4.3 Formative
4.4 Peer
4.5 Summative

(5 × 2) **[10]**

QUESTION 5

5.1
- Democracy
- Social justice
- Equality
- Non-racism and non-sexism
- Ubuntu
- Open society
- Accountability
- Human dignity
- Rule of law
- Respect
- Reconciliation (Any 5 × 1) (5)

5.2 South Africa has 11 official languages and we need to embrace our language diversity. (2)

5.3
- Literacy
- Numeracy
- Life skills (3)

5.4
- Tests
- Examinations
- Assignments
- Case study
- Questionnaire
- Project, task (Any 2 × 1) (2)

5.5
- Observation
- Peer assessment
- Free play
- Discussions
- Verbal questions (Any 2 × 1) (2)

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5.6 5.6.1 Lists the criteria of a task, giving graded levels for each criterion

5.6.2 Specific knowledge or skills that the learners should have while doing a task

5.6.3 List of statements about what learners need to accomplish in order to complete a task successfully

5.6.4 Maintaining standards so that assessments are fair

5.6.5 Randomly taking a predetermined number of assessments from the total to moderate

(5 × 2) (10)

5.7
- Managing physical environment
- Managing resources
- Managing socio-emotional environment
- Establishing positive teacher-learner relationship
- Maintaining discipline and order
- Managing learner participation
- Managing classroom administration
- Proper division of work
- Authority to make decisions
- Receiving rewards for better performance (Any 7 × 1) (7)

5.8
- Generate and collect evidence of achievement.
- Evaluate this evidence against the outcomes.
- Record the findings of the evaluation and use it to help the learner's development.
- The process of learning and teaching improve. (4 × 1) (4)

[35]

TOTAL SECTION A: 75

SECTION B

QUESTION 6

6.1

AUTHORITARIAN LEADERS	DEMOCRATIC LEADERS
• Only one decision maker • Exerts power • Manages with threats • Work orientated • Not a good listener	• Applies creative leadership • Values input from others • Delegates duties • Good communication skills • Cooperative decision making

(5 + 5) (10)

6.2
- Learners are encouraged to speak and be able to write in more than one of the eleven official languages.
- All languages are respected, even sign language.
- It encourages communication between learners of different ethnicities, religions and languages.
- The policy seeks to maintain home languages, but encourages learners to learn and practise additional languages.
- It states that learners should be able to choose the language in which they prefer to be taught. (5 × 2) (10)

6.3
- Free online courses
- Twitter chats for teachers
- Pinterest boards
- Free classroom programs
- Classroom blogs
- Windows movie-maker
- E-books
- Skype with other classes (Any 5 × 1) (5)

[25]

QUESTION 7

7.1 7.1.1

- Provides detail and depth to work schedule
- Specifies learning outcomes of particular activity
- Specifies assessment standards as well as the assessment tasks
- Describes activities that will take place
- Describes content of lesson
- Lists resources to be used
- Gives the actual time, date and duration of each lesson
- Describes links to previous and future lesson plans
- Describes strategies for dealing with issues such as multilingualism or inclusivity (Any 5 × 2) (10)

7.1.2

- Human resources (people)
- Items from everyday life
- Outings and excursions
- Auditory media
- Visual media
- Print media
- Textbooks
- Films, video's, DVD's
- Checklist (Any 4 × 1) (4)

7.1.3

- Be a role model for the learners.
- Use nonsexist language at all times.
- Do not communicate gender-role expectations.
- Women and men must be shown in a variety of gender roles.
- Guide learners to identify sexist language in the media and encourage them to use nonsexist language. (Any 3 × 2) (6)

7.2

- Visibility
- Accessibility
- Flexibility
- Comfort
- Ventilation
- Aesthetics (Any 5 × 1) (5)

[25]

QUESTION 8

8.1 Planning:
If you do not spend time planning well, your management is likely to experience challenges.
Example: The educator plans ahead and manages his workload in such a way that he has enough time to complete the marking before the examination starts.

Organising:
An educator who is well organised is able to arrange the work in the most effective way possible.
Example: Organising includes which activities will take place, what resources are needed, how this should happen and who will be responsible for doing what. (Any 4 + 4) (8)

8.2 8.2.1
A Mental disability or ADHD
B Emotional disorder or communication disorder
C Hearing loss or impaired hearing (3 × 1) (3)

8.2.2
A
- Assistance to cope with level of impairment
- Special intervention if disability is severe
- Extra support
- Understanding and acceptance
- Special learning programme (Any TWO)

B
- Treatment or therapy
- Variety of activities to support abilities
- Calm and supportive classroom climate
- Speech therapy
- Space to practice communication without fear (Any TWO)

C
- Assessment for possible hearing aid
- Consulting with parents
- Ensuring learner follows work and instructions
- Providing supportive environment
- Making adjustments (Any TWO)

(3 × 2) (6)

8.3
- Ramps and elevations for wheelchairs
- Ordering learning materials with bigger print or written in braille
- Sending teachers for training in different special needs, for example sign language (3 × 2) (6)

8.4 The White Paper makes provision for people with abilities to attend mainstream education without exclusion. (1 × 2) (2)

[25]

QUESTION 9

9.1
- Natural intelligence – allowing learners to do tasks outside in natural environment
- Intrapersonal intelligence – learners work alone on part of task
- Interpersonal intelligence – sharing activities and resources, board games like chess, and interviewing
- Musical intelligence – playing music at some stage during learning period
- Bodily-kinaesthetic intelligence – making allowances for learners to move around, role-playing, dancing
- Spatial intelligence – displaying posters, graphics symbols, cartooning
- Logical-mathematical intelligence – using flow charts, graphic organisers and other mathematically based tools
- Linguistic intelligence – learning materials and activities using words and text (1 mark for intelligence + 1 mark for explanation) (Any 3 × 2) (6)

9.2

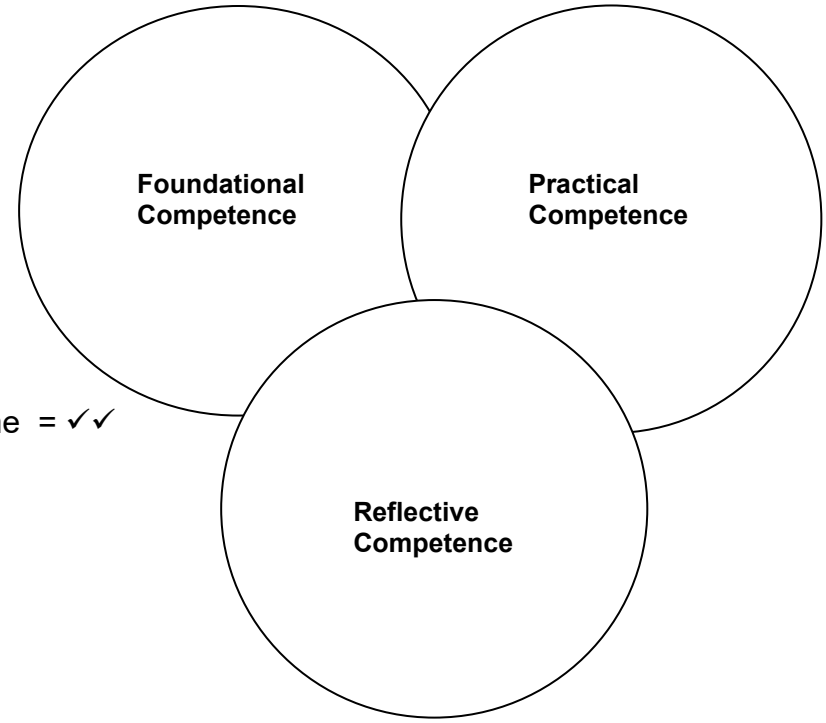

Diagramme = ✓✓

- Foundational competence – This is the demonstrated understanding of what we are doing and why we are doing it.
- Practical competence – This is the demonstrated ability to perform a set of tasks in authentic contexts.
- Reflective competence – The demonstrated ability to integrate our performances and demonstrate understanding why we do it.

(2 + 3 × 2) (8)

9.3
- Learners active participants in own learning
- Knows learning outcomes and assessment standards
- Assessments provide information about learner achievement.
- Helps learners to monitor their progress
- Provides feedback on what learners know and can do
- Supportive and constructive for learners and facilitates their development
- Ensures that learners are assessed regularly and their progress is updated
- Allows various kinds of assessment to be used, including summative assessment (Any 5 × 2) (10)

9.4. Credible (1 × 1) (1)
[25]

QUESTION 10

10.1
- Sufficient evidence for feedback
- Timely – sooner is better
- Should be individual, clear and specific
- Clear criteria informing the assessment judgement
- Actively encourages learners to make necessary improvements pointed out in feedback
- Should not be critical, judgemental or threatening
- Negative feedback allowed only on things that can be changed or improved
- Dialogue where each participant listens carefully what others have to say
- Praise first, then problems tackled, ending with reminder of successes and way forward (Any 5 × 2) (10)

10.2
- Sufficient
- Valid
- Reliable
- Fair
- Consistent (5 × 1) (5)

10.3
- Educators working together give learners a well thought-out learning and assessment programme.
- It provides a combination of expertise of all the educators involved.
- The emphasis on fairness and reliability also benefits the learners.
- Learners know exactly what is expected of them.
- Learners understand their strengths and weaknesses from assessment feedback.
- A good moderator ensures that the outcome of the assessment is impartial and objective. (Any 5 × 2) (10)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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