higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCATION N4

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This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 E

1.2 F

1.3 A

1.4 B

1.5 C

1.6 D

1.7 J

1.8 H

1.9 I

1.10 G

(10 x 2) **[20]**

QUESTION 2

2.1 insight learning

2.2 assimilation

2.3 classical conditioning

2.4 operant conditioning

2.5 observation learning

2.6 reinforcement

2.7 extrinsic motivation

2.8 intrinsic motivation

2.9 spontaneous recovery

2.10 accommodation

(10 x 2) **[20]**

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QUESTION 3

3.1 True

3.2 False

3.3 True

3.4 True

3.5 False

3.6 True

3.7 False

3.8 True

3.9 False

3.10 True

(10 x 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 4.1.1 discovery play – examples of activities where a child realises something new

4.1.2 construction play – any building game blocks, etc.

4.1.3 fantasy play – any activity with costumes and/ or imagination

4.1.4 problem solving play – activity that involves thinking

4.1.5 sand and water play: activity 1 – let the children make mud cakes with sand and water.
activity 2 – let the children make roads and create a 'town' in the sand.
OR any other relevant activity.

(5 x 2) (10)

4.2 4.2.1 Trust

- show the child that you accept him unconditionally although he is sometimes disobedient
- the child must be able to trust you with his secrets
- provide him with what he needs – toys food love, etc.
- care for him enough and treat him with respect
- never lie

(2)

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4.2.2 Authority:
- show him that you are in control
- help him respect and not out of fear
- practice what you preach
- Be firm and sympathetic (2)

4.2.3 Knowledge and understanding:
- get to know the child and his parents so that you know where he comes
- remember what it is to be a child from
- realise that not all children are the same and treat them accordingly
- The child should be made aware that you are there to guide him make rules for proper classroom management
- Do your best to establish a good Self Image in the child (2)

4.3 4.3.1 Physical – small and large muscles

4.3.2 Creative

4.3.3 moral-normative

4.3.4 intellectual/ mental/ cognitive

4.3.5 religious

(5 x 2) (10)

4.4 4.4.1 Sharing

4.4.2 taking turns

4.4.3 take other people into consideration (3 x 2) (6)

4.5 . A child needs to be taught how to behave in an acceptable way Let them participate in group activities/ make rules for games and classroom behaviour (2)

4.6
- praise the child if he shows good behaviour
- take notice of the child, know his name, let him participate in activities (2)

4.7 4.7.1 The child must learn how to talk about his fears.

4.7.2 Do not force him into situations arousing fear.

4.7.3 Do not humiliate him.

4.7.4 Except that for him his fear is real.

4.7.5 make life easier for him by leaving a night light on.

(5 x 2) (10)

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4.8 Give any two appropriate classroom rules, for example: do not fight; no running (2 x 2) (4)

[50]

QUESTION 5

5.1 5.1.1
- LANGUAGE: children are talking to one another – the teacher gives hints
- EMOTIONAL : the children experience success and feel good about it
- SOCIAL: children work together in a group
- INTELLECTUAL : the children use problem solving kills ,thinking skills, closure
- PHYSICAL : small muscles in the fingers are used (4 x 2) (8)

5.1.2
- make sure that all pieces are put back in the box
- everyone should work together and should not fight – they can even take turns in packing the pieces (2)

5.1.3 Yes and no. She must give them the opportunity to try by themselves and give hints how to complete is. Prevent frustration and giving up by helping if necessary. (2)

5.1.4 *Closure* means to complete the picture in your mind. You "see" the completed puzzle while you are building. (2)

5.1.5 Children talk to one another. Teacher gives orders. New words can be learnt children and teacher communicates. (2)

5.2. 5.2.1 Learning

5.2.2 Memory (4)

5.3 5.3.1 Sensory

5.3.2 Short term

5.3.3 Long term (3 x 2) (6)

5.4 5.4.1 Children are afraid to go to school. Violence takes place outside and in the school environment (2)

5.4.2 There should be opportunities created to develop intelligence – the community and the financial resources should buy for instance educational toys. Without stimulation the child suffers. - education accessible to all children (2)

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5.4.3 In good school there are well trained teachers and enough educational equipment to stimulate learning
Schools are without books, stationery and Educational toys. (2)

5.5 5.5.1 Attention: I look to see how the cake is baked – give attention to the process (2)

5.5.2 Memory: I remember what I have seen (2)

5.5.3 What I remember I put into action (2)

5.5.4 Want to be successful because I want to impress my friends or parents (motivation) (2)

5.6
- brain absorbs easier if info is given in different directions
- brain organises material in a way that makes understanding easier
- revision can be done quickly
- It is fun
- we have a picture memory
- allow easy additions
- All info on one page
- keep you focused (5 x 2) (10)

[50]

QUESTION 6

6.1 6.1.1 educational deprived

6.1.2 hyperactive

6.1.3 intellectually disabled

6.1.4 hypo-active

6.1.5 gifted (5 x 2) (10)

6.2 6.2.1 auditory memory

6.2.2 closure

6.2.3 discrimination – fore and background

6.2.4 spatial relationships

6.2.5 visual sequence (5 x 2) (10)

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6.3
- genetic disorders such as Down syndrome – extra chromosome diseases such as rubella, syphilis that can affect the fetus in the first 3 months
- intake of toxic agents – the mother drinks, smokes, uses drugs or medication that is harmful to the baby
- trauma during birth – baby can because of lack of oxygen experience brain damage
- post natal diseases such as meningitis/encephalitis (5 x 2) (10)

6.4
- teach child to be independent – eating, using the toilet
- child should be taught to make eye contact
- insist on answers if you call his name
- teach him symbols, shapes colour etc
- stimulate his senses
- beautify the environment (5 x 2) (10)

6.5
- learn quickly and easily
- can reason
- ask many questions
- original in thought
- large vocabulary

(Any 5 x 2) (10)

TOTAL SECTION B: 150
GRAND TOTAL 200

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