higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCATION N4

6 JUNE 2016

This marking guideline consists of 6 pages.

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SECTION A

QUESTION 1

1.1 A
1.2 C
1.3 B
1.4 C
1.5 C
1.6 D
1.7 A
1.8 A
1.9 C
1.10 C

(10 x 2) (20)

QUESTION 2

2.1 H
2.2 A
2.3 I
2.4 D
2.5 B
2.6 G
2.7 E
2.8 C
2.9 F
2.10 J

(10 x 2) (20)

QUESTION 3

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

(10 x 1) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 4.1.1 Cognitive refers to the intellectual and mental development of the child.

4.1.2 The child's brain should be stimulated through stimulating activities

4.1.3 Building blocks; puzzles; stories; educational games – any relevant activity

4.1.4 Parents can – read stories, take children on outings; buy educational games; - any relevant activity

(4 x 2) (8)

4.2 4.2.1
- Trust
- Authority
- Knowledge (3 x 1) (3)

4.2.2 4.2.2.1 Children see how problems are solved in the home environment and think that is the way it should be done – so negative behaviour will be copied.

4.2.2.2 Not all children are the same. Everybody is unique.

(2 x 2) (4)

4.3 Adults must realise that their behaviour and the way they solve problems is imitated by children. They must therefore be careful what example they set (2)

4.4 4.4.1 Water and sand play – children are building with sand and using water from the sea.

(2 x 2) (4)

4.4.2 Social – playing with others
Fine motor – use small muscles to build
Emotional – enjoy the play
(Any other aspect that is relevant) (3 x 2) (6)

4.4.3 Aesthetic refers to beauty - on the beach we can appreciate the beauty in nature as well as the beautiful sand castle they build; the sunny day; show them the crab. (4)

4.5
- Give unconditional love.
- Teach skills such as eye contact.
- Stimulate language.
- Teach her personal care.
- Protect her against danger.
- Protect her against social criticism.
- Make her as independent as possible. (Any 4 x 2) (8)

4.6 4.6.1 Can assist with physical problems and sport injuries

4.6.2 Is a specialist in the treatment of diseases in infants and in children

4.6.3 Can assist in the diagnoses of learning disabilities and other problems in the brain

(3 x 2) (6)

4.7 4.7.1 Extrinsic
4.7.2 Extrinsic
4.7.3 Intrinsic
4.7.4 Intrinsic
4.7.5 Extrinsic

(5 x 1) (5)
[50]

QUESTION 5

5.1 5.1.1 Motivation can come from factors from inside (internal) or factors outside (external).

5.1.2 Parents and teachers must make sure that there are activities to stimulate the child.

(2 x 2) (4)

5.2 5.2.1 Assimilation = new knowledge is added to already existing knowledge

5.2.2 The person's behaviour changes because of the new knowledge gained.

5.2.3 The child cannot understand that everybody does not share his point of view – everything revolves around him.

5.2.4 The child learns through his senses and movement.

5.2.5 Although I cannot see an object it still exists.

(5 x 2) (10)

5.3 5.3.1 We must observe and pay attention to the behaviour.

5.3.2 We must remember what was observed.

5.3.3 We must put into action what we can remember.

5.3.4 There must be a reason (motivation) why we want to copy the behaviour.

(4 x 2) (8)

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5.4 5.4.1 Pavlov
5.4.2 Skinner
5.4.3 Tolman or Kohler
5.4.4 Bandura
5.4.5 Piaget

(5 x 2) (10)

5.5 5.5.1 Reinforcement
5.5.2 Extinction
5.5.3 Spontaneous recovery
5.5.4 Conditioning

(4 x 2) (8)

5.6
- Cannot sit still
- Is restless
- Loses his belongings
- Shouts out answers
- Interrupts people
- Cannot wait his turn
- Short attention span
- Other relevant signs

(Any 5 x 2) (10)
[50]

QUESTION 6

6.1 6.1.1 A mind map is a learning tool that focuses on using both sides of the brain in the learning process. (2)

6.1.2
- All info on one page
- We have a picture memory
- Allows easy additions
- Revision is easily done
- It is fun
- Focus on main idea
- Uses both sides of the brain

(Any 5 x 1) (5)

6.1.3
- Theme in the centre
- Spikes clockwise
- Main ideas on lines
- Capital letters
- Pictures to be added
- Sub-ideas in small letters
- Use colour

(Any 6 x 1) (6)

6.2 6.2.1
- Introduce child to books and the library
- Gain knowledge from reading books
- Encourage child to read on his own
- Read to your child
- Teach him proper use of words (Any 2 x 1) (2)

6.2.2
- All children should be allowed to play.
- Toys should stimulate creativity and thinking.
- Must be able to create his own world with toys.
- Must be safe.
- Quality is important. (Any 3 x 1) (3)

6.2.3
- Programmes to be selected
- Discuss programmes with child
- Through TV new knowledge is gained

(Any 2 x 1) (2)

6.3
- Mentally alert
- Ask many questions
- Tuned into the adult world
- Large vocabulary
- Day dreams

Any relevant characteristic (5 x 2) (10)

6.4

Short term	**Long term**
The capacity is limited Is responsible for info you have actively in mind Info is received from the sensory memory It is also known as the working memory	Holds information for a long time Information can be stored through elaborative rehearsal This memory allows you to remember your first day at school Info can be stored permanently An enormous amount of information can be stored here

(10 x 2) (20)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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