higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

8 JUNE 2018

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 True
1.2 False
1.3 True
1.4 True
1.5 False
.6 True
1.7 True
1.8 False
1.9 True
1.10 True

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

QUESTION 2

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

(10 × 2) **[20]**

QUESTION 3

3.1 C
3.2 A
3.3 C
3.4 D
3.5 D
3.6 A
3.7 C
3.8 C
3.9 A
3.10 B

(10 × 2) **[20]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 4.1.1
- Socio-economic circumstances – no opportunities for the child.
- No stimulation – child does not develop to his or her full potential.
- Different cultures and language – children are not taught in their home language.
- Influences from the peer group may be negative – they do not motivate one another to learn.

4.1.2
- Child may have a minimal brain dysfunction.
- Child may be hyperactive.
- Child may be nervous.
- Depression
- May have inherited learning problems.
- Deaf; blind

4.1.3
- Children do not get individual attention.
- They are restless.
- Teacher is often not in control.
- There are not enough learning materials.

(Any 3 × 2) (6)

4.2 4.2.1 You need to pay attention during the learning process.

4.2.2 You need to remember what you have observed.

4.2.3 You then have to DO what you have remembered – put into action.

4.2.4 There must be a reason why you want to learn – something to motivate you.

(4 × 2) (8)

4.3 4.3.1 Children

4.3.2 Eyes – testing and can prescribe glasses and contact lenses.

4.3.3 Emotional problems

4.3.4 With exercises and therapy the therapist can restore normal functioning of the body.

4.3.5 Is there to see to the wellbeing of people in society. They deal with social issues such as homelessness and abuse.

(5 × 1) (5)

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4.4 4.4.1 Long-term
4.4.2 Sensory
4.4.3 Short-term
(3 × 2) (6)

4.5 4.5.1 Authority
4.5.2 Trust
4.5.3 Knowing and understanding
(3 × 2) (6)

4.6
- Physical✓ – the children play on the equipment.✓
- Social✓ – they play together.✓
- Moral normative✓ – she makes rules.✓
- Self-image✓ – they feel good if she praises them.✓
- Emotional✓ – they enjoy the activity.✓
- Cognitive✓– she teaches them new words.✓ (6 × 2) (12)

4.7 The whole child approach studies the child as a whole✓ as a total being.✓ All eleven aspects✓ are important.✓ (Any TWO relevant facts) (2)
[50]

QUESTION 5

5.1 5.1.1
- Information from teachers
- Information from previous reports
- Information from informal tests
- Information from formal standardised tests (4)

5.1.2 The info from the formal tests as it is reliable and standardised. (2)

5.1.3 They cannot read,✓ write✓ and reason✓ yet and cannot do the formal tests.✓ (3)

5.2
- Restless
- Cannot sit still
- Shouts out answers
- Loses belongings
- Cannot concentrate very long
- Move from one task to another
- Very talkative
- Always on the move (5)

5.3 5.3.1 They then get the opportunity to move around – get rid of energy.

5.3.2 The ball provides the activity he needs – helps him to focus.

5.3.3 If you vary your tone of voice it forces the child to pay attention.

5.3.4 You allow them to get rid of their energy during active play.

5.3.5 By dividing the work into smaller portions you allow the child to complete a task by having courage to continue.

(5 × 2 (10)

5.4 5.4.1 Intrinsic
5.4.2 Intrinsic
5.4.3 Extrinsic
5.4.4 Extrinsic
5.4.5 Intrinsic

(5 × 2) (10)

5.5 5.5.1
- Play dough
- Cutting
- Pasting
- Threading
- Puzzles

5.5.2
- Painting
- Drawing
- Cutting and pasting
- Baking and making
- Play dough

5.5.3
- Sing songs
- Say rhymes
- Tell stories
- Read books
- Language games

5.5.4
- Read books
- Learn shapes
- Build puzzles
- Block play
- Learn numbers and sizes

5.5.5
- Kick a ball
- Thread beads
- Colouring in
- Cutting and pasting
- Writing
- Paging through a book

(Any 5 × 2) (10)

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5.6
- To share
- To work in a group
- To take turns
- To respect their teachers
- To respect other children
- To be considerate of others (6)

[50]

QUESTION 6

6.1 6.1.1
- Genetic conditions
- Problems during pregnancy – drugs; alcohol
- Problems during childbirth – lack of oxygen
- Illness or injury
- Rubella; meningitis (Any 4 × 2) (8)

6.1.2
- Slow to learn to walk
- Slow to talk
- Difficulty in remembering
- Slow to potty train
- Struggle to feed himself
- Cannot dress himself
- Need constant care (Any 4 × 1) (4)

6.1.3
- Give him love.
- Be patient.
- Teach him to be independent.
- Teach him to make eye contact.
- Protect the child from danger.
- Protect the child from criticism. (Any 4 × 1) (4)

6.2 6.2.1
- Learning is any permanent change✓ in behaviour or knowledge✓ because of experience.
- Adding new knowledge to already existing knowledge.✓✓

(Any 1 × 2)

6.2.2 The process during which you store✓ information and then retrieve✓ it again.

(2 × 2) (4)

6.3 6.3.1 Heredity
6.3.2 Gender
6.3.3 Motivation
6.3.4 Environment
6.3.5 Culture

(5 × 2) (10)

6.4 6.4.1 After you have learnt something you change your behaviour.

6.4.2 You think the world revolves around you – you are the most important.

6.4.3 You learn by using your senses and through movement.

6.4.4 An objects still exists although you cannot see it.

6.4.5 Although the shape changes the volume stays the same.

(5 × 2) (10)

6.5 6.5.1 Creative✓ – making something new✓

6.5.2 Cognitive✓ – need to think✓/fine motor – uses his hands

6.5.3 Physical✓ – they play✓/ social – playing together

6.5.4 Language – the teacher talks/Emotional✓– the child is brave✓

6.5.5 Aesthetic✓ – they appreciate the nice pictures✓ they learn

Any other appropriate answer (5 × 2) (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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