higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

31 May 2021

This marking guideline consists of 7 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

2.1 False
2.2 True
2.3 False
2.4 True
2.5 False
2.6 True
2.7 True
2.8 False
2.9 True
2.10 True

(10 × 1) **[10]**

QUESTION 3

3.1 religious
3.2 autonomy
3.3 response
3.4 mind map
3.5 metacognition
3.6 insight learning
3.7 motor skills
3.8 reinforcement
3.9 closure
3.10 coordination

(10 × 2) **[20]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 4.1.1
- Genetic conditions / heredity
- Problems during pregnancy / alcohol/drugs malnutrition
- Problems during child birth / deprived of oxygen
- Illness or injury / head injury / meningitis (4)

4.1.2 Problems during pregnancy – alcohol; drugs; malnutrition.
The woman can stay away from toxic substances and make sure she eats healthy. (2)

4.1.3
- Reach miles late
- Slow to master toilet training
- Behaviour problems
- Often impatient
- Lack of emotional stability
- Develop at a slower pace (Any 5 × 2) (10)

4.1.4
- Help them to identify shapes and colours.
- Assist with toilet training.
- Expand their language skills.
- Promote social behaviour.
- Help them to become independent. (Any 2 × 1) (2)

4.2 4.2.1
- Cognitive
- Language

4.2.2
- Physical / Large and small muscle movement
- Social

4.2.3
- Creative
- Aesthetic

4.2.4
- Moral normative
- Gender

4.2.5
- Language
- Moral normative

(5 × 2) (10)

4.3 4.3.1 Sensory
4.3.2 Short term
4.3.3 Long term
4.3.4 Long term
4.3.5 Sensory

(5 × 1) (5)

4.4 4.4.1
- Sense of security
- Freedom to express feelings
- Developing a good self-image

4.4.2
- Know children's names.
- Meet them in the morning.
- Listen to them.
- Comfort them if necessary.
- See to their needs.
- Be kind to them. (Any 3 × 2) (6)

4.5 4.5.1 The possibility increases that the behaviour will re-occur./ Behaviour is encouraged.

4.5.2 A response is a reaction to a stimulis.

4.5.3 The response stops/disappears/does not exist anymore.

4.5.4 When the rat is put back in the box, he pushes the lever again. The response recovers/comes back.

4.5.5 The condition that activates the response/reaction

(5 × 2) (10)

4.6 NO ANSWER PROVIDED (1)

[50]

QUESTION 5

5.1 5.1.1 Fantasy play
She is using her imagination / imitating a situation where the doll and bear are talking to one another.

5.1.2 Small/fine muscles
He uses his fingers to manipulate the blocks.

5.1.3 No
He is using the large muscles in his arms and hands to pull the cart

5.1.4
- There are beautiful pictures on the walls.
- The children can appreciate and enjoy the fish tank with fish.

5.1.5 No – The children are playing on their own.
Yes – If the children play together later, there will be.

(5 × 2) (10)

5.2 5.2.1 Environment
5.2.2 Factors relating to education
5.2.3 Biological
5.2.4 Factors relating to education
5.2.5 Biological
(5 × 2) (10)

5.3 5.3.1 Intrinsic: motivated by an internal factor / factor coming from inside

5.3.2 Extrinsic: motivated by something external / outside factors
(2 × 2) (4)

5.4 Extrinsic motivation (2)

5.5 5.5.1 You need to pay **attention** to what you want to learn (in the social environment).

5.5.2 You have to **remember** what you have seen/learnt.

5.5.3 You must now **do/put into action** what you have remembered.

5.5.4 There must be a factor that **encourages/motivates** you to learn.
(4 × 2) (8)

5.6 5.6.1 Attention Deficit Hyperactivity Disorder (2)

5.6.2 Increased continuous physical movement / Child is more active than normal. (2)

5.6.3
- Struggle to pay attention
- Don't complete tasks
- Forgetful
- Difficulty organising tasks
- Lose belongings
- Fidgeting
- Cannot sit still (Any 5 × 1) (5)

5.6.4 NO ANSWER PROVIDED (5)

5.6.5 Yes (2)
[50]

QUESTION 6

6.1 6.1.1 Mind map (2)

6.1.2
- Pictures
- Colour
- Summary not bulleted
- Summary in 'spider web' format – in different directions

(Any 2 × 1) (2)

6.1.3
- Organises material
- Revision can be done quickly
- It is fun and enjoyable
- All information on one page
- Allows for easy additions
- We have a picture memory
- Keep you focused (Any 5 × 1) (5)

6.1.4 It indicates the topic of the mind map. (2)

6.2 6.2.1 Aesthetic
6.2.2 Memory
6.2.3 Heredity
6.2.4 Environment
6.2.5 getting used to a stimulus

(5 × 2) (10)

6.3 6.3.1
- Let the children stand in two lines – boys and girls – when going to a toilet.
- Read stories about boys and girls
- When completing the register – let the boys stand and count them, then let the girls stand
- Make a collage – boys on one poster, girls on the other

(Any 2 × 1)

6.3.2
- Play ball
- Let them play outside on the jungle gym
- Skipping
- Hop scotch (Any 2 × 1)

6.3.3
- Teach them shapes and colours
- Let them count from 1–10
- Let them count objects
- Name objects (Any 2 × 1)

6.3.4
- Let them paint; draw
- Help them to make a collage
- Let them build a box construction
- Baking activities
- Playing with play dough (Any 2 × 1)

6.3.5
- Let them sing together
- Playing outside together on the jungle gym
- Let children play together with blocks
- Let them sit together and listen to a story (Any 2 × 1)

(5 × 2) (10)

6.4 6.4.1
- Tumi does not have text books.
- The educators are demotivated and often absent. (2)

6.4.2 *Educationally deprived* means the educational opportunities she should have was taken away from her. (2)

6.4.3 They struggle to teach properly because the students don't all have textbooks. It may also be that the students complain all the time because of the lack of books. (2)

6.4.4
- If something motivates you, it encourages you. You want to do it
- If it demotivates you, it discourages you and you are reluctant to do it. (2)

6.4.5 (a)
- Principal can contact the bursary fund and follow up on the process.
- He can contact other colleges to hear if he can't borrow books from them.
- He can contact previous students to return their textbooks.

(Any 2 × 1)

(b)
- The principal can call them in and encourage them.
- He can suggest solutions to the problem,

(c)
- He can organise a fund-raising event to repair the machine
- He can find out if there is someone with a next of kin to help with reparations and promise to pay later.

(3 × 2) (6)

6.5
- Small teacher:child ratio
- Educators are trained
- The response to the needs of children
- Stability – things do not change too often
- Security
- Equipment for inside activities
- Outdoor equipment available
- Hygienic circumstances (Any 5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved