higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCATION N4

25 NOVEMBER 2014

This marking guideline consists of 6 pages.

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SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

2.1 Toxic substances

2.2 Socio-economic

2.3 Learning problems

2.4 Heredity

2.5 Visual sequence

2.6 Environment

2.7 Educational deprivation

2.8 Closure

2.9 Spatial relationships

2.10 Fine motor skills

(10 × 2) **[20]**

QUESTION 3

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

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 4.1.1 Encourage child; know his name; pay interest; praise him – any practical ideas

4.1.2 Group work; outings; play games – any practical ideas

4.1.3 Let child feel safe; help him to express his feelings in an appropriate way; work towards a good self-image (any other ideas)

4.1.4 Songs; pray; read from the Bible/religious book (any other appropriate answers)

4.1.5 Rhymes; songs; stories etc

(5 × 2) (10)

4.2 Knowledge and understanding

- Get to know the child and his parents to enable you to understand their circumstances.
- Remember what it is to be a child.
- Children differ – treat them accordingly.
- The child must know that you are there for him. You make rules to help towards order in class.
- Do whatever you can to create a good self-image in the child. (3 × 2) (6)

4.3 4.3.1 Group work

4.3.2 Room is neat and tidy

4.3.3 Use small and large muscles

4.3.4 Feels good that they have been part of the project

4.3.5 Talk to each other/listen to the instructions of the teacher

(5 × 2) (10)

4.1 4.4.1 Self-image – her mother's opinion is important for the picture she has of herself

4.4.2 She can handle criticism better and can revive if she made a mistake

4.4.3 Your friends/grandparents/relatives

4.4.4 What the child did wrong must be criticised not the child. The child must still be acceptable although the deed is not.

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4.4.5
- Praise the child if he does good
- Take notice of the child, show unconditional love, involve him in your activities

(5 × 2) (10)

4.5 4.5.1 Let the child feel safe with you; he should know that you will protect him.

4.5.2 Give the child the opportunity to learn to express and control emotions such as sadness; fear; joy.

4.5.3 Establish a relationship with the child to teach him to trust other people in a relationship.

(3 × 2) (6)

4.6
- Do not humiliate him
- Do not force him into scary situations
- Allow him to talk about his fears
- Create a stimulating environment (4 × 2) (8)

[50]

QUESTION 5

5.1 5.1.1
- Language – children talk to each other and to teacher
- Emotional – children experience closeness; get attention; experience emotions with characters
- Social – children sit together
- Intellectual – children use problem-solving skills
- Physical – uses muscles to keep body in sitting position (4 × 2) (8)

5.1.2
- She sits with the children – closeness
- She is involved in their activities (2)

5.1.3 Imitation and reinforcement (repetition) (2)

5.1.4 The educarer uses WORDS with pictures to familiarise the children with the fact that words refer to objects/pictures. Pre-reading activity – incidental reading. (2)

5.1.5 Reading; listening (2)

5.2 5.2.1 Learning – change in behaviour due to experience

5.2.2 Memory – information is stored and retrieved

(2 × 2) (4)

5.3 5.3.1 Sensory

5.3.2 Short-term

5.3.3 Long-term

(3 × 2) (6)

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5.4 5.4.1 Extrinsic

5.4.2 Extrinsic

5.4.3 Intrinsic

(3 × 2) (6)

5.5 5.5.1 Motivation

5.5.2 Attention

5.5.3 Action

5.5.4 Memory

5.5.5 Motivation

(5 × 2) (10)

5.6 Hyperactivity
- Restless
- Cannot sit still
- Cannot wait their turn
- Shouts out answers
- Attention deficit
- Talks a lot

(Any other characteristic) (Any 5 × 1) (5)

5.7 5.7.1 Your mental potential determined by a test

5.7.2 Your birth age – your real age in years

5.7.3 It is your intelligence quotient – your potential in numbers

(3 × 1) (3)
[50]

QUESTION 6

6.1 6.1.1 Lazy, slow, reluctant to move

6.1.2 Struggle to pay attention; active

6.1.3 Struggles to learn; lack of social skill; IQ less than 70

6.1.4 Children who do not get the opportunity to learn

6.1.5 Struggles with closure, foreground background, sequence

6.1.6 Perception problems; struggle with spelling, reading, maths

(6 × 2) (12)

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6.2 6.2.1 Home environment/school does not provide physical, financial support.

6.2.2 Child only focuses on what is causing the stress and not on school work.

6.2.3 Struggles because he was absent when work was explained.

6.2.4 Children need expert to explain work to them.

6.2.5 The child does not know how to cope on his own.
Child wants everything.

(5 × 2) (10)

6.3
- Struggles with eating, dressing himself
- Talks later than expected
- Lack of emotional stability
- Physical limitations
- Struggles with abstract thinking

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

6.4
- Be accessible
- Refer for identification if necessary
- Keep contact with educarer
- Prevent boring routines
- Do not have too low/high expectations

(5 × 2) (10)

6.5
- Mild (50–69)
- Moderate (35–49)
- Severe (20–34)
- Profound (less than 20)

(4 × 2) (8)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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