higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCATION N4

21 NOVEMBER 2016

This marking guideline consists of 6 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

SHORT-TERM MEMORY	LONG-TERM MEMORY
A	D
B	F
C	H
E	I
G	
J	

(10 × 2) **[20]**

QUESTION 3

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

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 4.1.1 The teacher talks to the children and the children to one another.

4.1.2 The children are playing together.

4.1.3 They use their hands and eyes together to play.

4.1.4 Each one does their own thing – create their own model.

4.1.5 They use their small muscles to play with dough.

(5 × 2) (10)

4.2 4.2.1 Trust
4.2.2 Knowledge
4.2.3 Authority

(3 × 2) (6)

4.3 4.3.1 Cognitive
4.3.2 Physical
4.3.3 Creative
4.3.4 Aesthetic
4.3.5 Social

(5 × 2) (10)

4.4 4.4.1 Self-image (1)

4.2.2
- Appearance – what I do look like
- Intelligence – how clever I am
- Skills – what I can do well
- Status – I am important

Any other aspect that is relevant (friends/family et cetera) (4)

4.4.3
- Children with a good self-image handles criticism better.
- They are not afraid to try new things.
- When they experience failure, they accept it and get on with their lives. (Any 2 × 1) (2)

4.4.4
- Children hear what they want – if you say 'Don't run' they only hear 'Run'. Rather
- Say: In our school we WALK in the passages. (2)

4.4.5
- Encourage and praise them.
- Know their names.
- Acknowledge their input in activities. (Any 2 × 1) (2)

4.5 4.5.1 Social means being with other people. (1)

4.5.2
- Share
- Take turns
- Be considerate of other people
- Work in groups (4)

4.5.3 Parents must find opportunities to let their children play with other children:

- Invite friends over.
- Enrol your child for a kind of sport or extra-mural activities where he/she can learn social skills. (2)

4.5.4
- Building puzzles together
- Building blocks
- Outdoor play
- Group work (Any 3 × 2) (6)

[50]

QUESTION 5

5.1 5.1.1 Environmental factors
5.1.2 Within the child
5.1.3 Educational
5.1.4 Educational
5.1.5 Environmental
(5 × 2) (10)

5.2 5.2.1 Learning
5.2.2 Memory
(2 × 2) (4)

5.3 5.3.1 He misses out on important work.

5.3.2 The relevant information is not given to the children.

5.3.3 Children only focus on the problems and feel detached from the world.
(3 × 2) (6)

5.4 5.4.1
- Cannot sit still
- Looses belongings
- Cannot pay attention
- Moves from one task to the other
- Uncontrolled movement (Any 4 × 1) (4)

5.4.2
- Make sure the child sits in front so that you can remind him/her to focus.
- Call his name from time to time.
- Make sure there is no distracting posters, et cetera that can withdraw his attention.
- Give him smaller tasks to do – break down large amounts of work. (Any 3 × 2) (6)

5.5
5.5.1 Gifted
5.5.2 Intellectually handicapped
5.5.3 Learning problems
5.5.4 Hyperactive
5.5.5 Educationally deprived
(5 × 2) (10)

5.6
5.6.1 Extrinsic
5.6.2 Intrinsic
5.6.3 Extrinsic
5.6.4 Intrinsic
5.6.5 Extrinsic
(5 × 2) (10)
[50]

QUESTION 6

6.1 6.1.1 Information summarised using pictures, colours and 'spider web' formation (2)

6.1.2
- Absorbs more information.
- Revision can be done quickly.
- It is fun.
- We have a picture memory.
- All information on one page.
- Uses both side of the brain. (Any 5 × 1) (5)

6.1.3
- The topic is put in the centre.
- Draw spikes clockwise.
- Spikes from middle
- Words in capital letters on thick lines
- Words in small letters on thin lines
- Draw pictures.
- Use colour. (Any 6 × 1) (6)

6.2 Information to be included:

- Genetic causes
- Illnesses of the mother (rubella, et cetera)
- Toxic substances (drugs, alcohol and medication)
- Meningitis (4 × 2) (8)

6.3 6.3.1
- Needs care
- Lack of eye contact
- Struggles to be toilet trained
- Struggles with personal care (4)

6.3.2
- Use music
- Let them tear paper
- Read stories to them
- Teach them personal care – brushing teeth, et cetera
- Develop language skills through songs and rhymes

(Any 4 × 1) (4)

6.3.3
- Give them unconditional love
- Teach them to walk, talk and personal care
- Healthy diet
- Protect him from danger
- Protect him from social criticism (Any 3 × 1) (3)

6.4 6.4.1 Action
6.4.2 Memory
6.4.3 Motivation
6.4.4 Attention

(4 × 2) (8)

6.5 6.5.1
- They ask a lot of questions.
- They can reason.
- They understand quickly.
- They remember what they have learnt.
- They need extra stimulation not to be bored. (Any 3 × 2) (6)

6.5.2
- They have a good self-image.
- They are very self-confident.
- They are reliable.
- They are critical on their own efforts. (Any 2 × 2) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved