higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

19 NOVEMBER 2018

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 True
1.2 False
1.3 True
1.4 True
1.5 False
1.6 True
1.7 True
1.8 False
1.9 True
1.10 True

(10 × 1) **[10]**

QUESTION 2

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

(10 × 2) **[20]**

QUESTION 3

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

(10 × 2) **[20]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 4.1.1 Piaget
4.1.2 Bandura
4.1.3 Skinner
4.1.4 Pavlov
4.1.5 Tolman

(5 × 2) (10)

4.2 4.2.1 Sensory memory
4.2.2 Short-term memory
4.2.3 Long-term memory

(3 × 2) (6)

4.3 4.3.1
- Fidgeting
- Running and climbing excessively
- On the go
- Talking excessively
- Difficulty in waiting his/her turn
- Impatient
- Shouts out answers (Any appropriate answer)

4.3.2
- Allow child to change work sites often
- Plan activities involving movement
- Vary tone of voice to ensure that child is paying attention
- Let the child sit in front so as not to be distracted by children moving around
- Do not use bright colours and posters that can distract his/her attention
- Teach child to verbalise a task before doing it to help him/her to focus (Any appropriate answer)

(2 × 5) (10)

4.4 4.4.1
- To know someone is to understand – therefor the educator must know the child to be able to understand him/her.
- The adult must understand what it means to be a child.
- The adult must know what the child is capable of.
- The adult must understand that each child is an individual.

(Any THREE appropriate facts)

4.4.2
- The adult is placed in a position of authority.
- The child must trust the adult.
- The adult must practice what he/she preaches.
- The adult must give direction in the child's life.
- The adult must set limits. (Any THREE appropriate facts)

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4.4.3
- The child must develop basic trust in the world around him.
- The child must be willing to give himself/herself 'over' to the adult.
- The child needs to trust the adult in all aspects.
- The adult must create an atmosphere of trust.

(Any THREE appropriate facts)
(Any 3 × 3) (9)

4.5 4.5.1
- The child does not attend school regularly.
- The child does not feel well physically and cannot learn.
- The child misses classes and cannot keep up with the work.

4.5.2
- The child is afraid to go to school.
- The child does not like the educator and therefore does not like the subject.
- The child does not ask questions if he or she does not understand – afraid.

4.5.3
- The child cannot form basic concepts first in his/her home language.
- The child does not always understand verbal explanations.
- The child struggles to understand written content.

4.5.4
- Children do not get individual attention.
- Children cannot learn on their own.
- Children become de-motivated.
- Children stay at home and miss opportunities to learn.

4.5.5
- The environment is restless.
- The teacher cannot control the class.
- Children do not get individual attention.

(5 × 2) (10)

4.6 4.6.1 Aesthetic
To be able to appreciate beauty

4.6.2 Religious
Faith and worship/believing in a higher being

4.6.3 Physical
To do with the body and muscles

4.6.4 Large muscle movement
Gross motor movements; using the large muscles in your body to move

4.6.5 Coordination
The working together of muscles and senses, e.g. eye hand/eye hand/foot coordination

(5 × 1) (5)
[50]

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QUESTION 5

5.1 5.1.1 Assimilation – adding new information to already existing information

5.1.2 Accommodation – changing behaviour because of assimilation/accommodating new information

(2 × 2) (4)

5.2 5.2.1 Egocentric – the person thinks everybody shares his/her viewpoint. Thinks the world revolves around him/her.

5.2.2 Conservation – the object/volume stays the same although the shape changes.

5.2.3 Sensory motor period – during this period the child learns through his/her senses and through movement.

(3 × 2) (6)

5.3 5.3.1 Self-image – she praises them when they build a steady tower.

5.3.2 Fine motor movement – they build blocks using small muscles.

5.3.3 Moral normative – they have to follow the rules she made.

5.3.4 Social – they share the blocks.

5.3.5 Cognitive – they learn about shapes and sizes.

(5 × 2) (10)

5.4 5.4.1 Treats sport injuries
5.4.2 Can identify problems and refer child to specialists
5.4.3 Works mainly with babies and young children
5.4.4 Assists with emotional problems and prescribe medication
5.4.5 Tests eye sight

(5 × 1) (5)

5.5 5.5.1 Mild mentally challenged

- Can do light work
- Reading writing on moderate level
- Speaks fluently
- Has skills
- Can do simple jobs/tasks

5.5.2 Moderate mentally challenged

- Can communicate
- Social consciousness not well developed
- Learns to read and write at elementary level
- Sensory motor control is poor-clumsy
- Can do semi-skilled and unskilled work

5.5.3 Severe mentally challenged

- Motor and speech development seriously impaired
- Understands speech
- Difficulty in expressing themselves
- Reading and writing nonexistent
- Mostly in institutions

5.5.4 Profound mentally challenged

- Adjustment behaviour absent
- They can be toilet trained
- Able to walk
- Simple communication
- Physical malformation
- Disorders – epilepsy etc. present
- Mostly in institutions

(Two facts under each heading) (4 × 2) (8)

5.6 5.6.1

- Sense of security – feeling safe
- Allowed to express feelings
- Development of a good self-image (3 × 1) (3)

5.6.2

- She can let the child feel safe by creating a friendly atmosphere; know the child's name; have a locker for each child; plan appropriate activities.
- She must allow the child to be free to express feelings of happiness; anger and others BUT needs to know how to control them in an appropriate way.
  She can read books on emotions.
- She can praise the child. Encourage the child. Plan activities that ensures success (ANY appropriate ideas) (6)

5.7

- To share
- To take turns
- To be considerate
- To respect others
- To work in a group (Any 4 × 1) (4)

5.8 5.8.1 Hypo-active

5.8.2 Educationally deprived

(2 × 2) (4)
[50]

QUESTION 6

6.1 6.1.1 Environment
6.1.2 Heredity
6.1.3 Environment
6.1.4 Motivation
6.1.5 Gender/culture

(5 × 1) (5)

6.2 6.2.1 Aesthetic
- Let the children go on outings in nature
- Put up colourful posters for them to enjoy
- Create a clean and neat outdoor environment where they can play

6.2.2 Moral normative
- Make classroom rules
- Let children play games with rules
- Explain the rules of the road

6.2.3 Fine motor movement
- Let them build blocks
- Let them draw
- Painting
- Cutting and pasting
- Threading beads

6.2.4 Language
- Sing songs
- Say rhymes
- Ask and answer questions
- Play language games

6.2.5 Sexual
- Make two groups for a game – girls and boys apart
- Let them paste boy and girl pictures from magazines onto two separate posters

(5 × 2) (10)

6.3 6.3.1 Intrinsic
6.3.2 Extrinsic
6.3.3 Extrinsic
6.3.4 Intrinsic
6.3.5 Extrinsic

(5 × 2) (10)

6.4
- Works at a slow pace
- Trouble following directions
- Trouble memorizing
- Lacks love of reading
- Does not understand abstract ideas
- Problems with numbers and reading
- Dyslexia
- Dysgraphia
- Dyscalculia
- Dyspraxia (5 × 1) (5)

6.5 6.5.1
- Brain absorbs info more easy
- Organises material
- Revision can be done easily
- Picture memory
- All info on one page
- Fun to use
- Keeps you focused (4 × 1) (4)

6.5.2
- Main idea in centre – capital letters
- Thick spikes coming from the centre – colour
- Main ideas in capital letters on spikes
- Secondary ideas from main ideas
- Use of pictures
- Use of colour (6 × 1) (6)

6.6 6.6.1 Lack of educational facilities
- Not enough schools in the area – overcrowding
- Schools do not have sufficient text books
- Schools do not have other educational facilities such as computers or a library

6.6.2
- Sick parents – children do not get attention or need to take care of the parent
- Single parents – cannot provide all necessary aids because of lack of money
- Poverty
- No stimulation or support at home

(2 × 4) (8)

6.7 Dyslexia affects how a person processes language. Reading and writing are challenging. (2 × 1) (2)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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