higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

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This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

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

(10 × 1) **[10]**

QUESTION 3

3.1 D
3.2 F
3.3 K
3.4 A
3.5 H
3.6 J
3.7 I
3.8 E
3.9 G
3.10 B

(10 × 2) **[20]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 4.1.1 Picture 1✓ – using large muscles in legs to kick ✓the ball/to run
Picture 3✓ – using large muscles to jump✓/balance in hopscotch (2 × 2) (4)

4.1.2 Picture 2✓ – using language in reading
Picture 3✓ – learning numbers while jumping (2 × 2) (4)

4.1.3 Picture 1✓ – eye–foot coordination while kicking a ball
Picture 3✓– eye–foot coordination to be able to jump into the blocks (2 × 2) (4)

4.1.4
- Social✓ – playing together✓
- Emotional✓ – enjoying the activities✓ (2 × 2) (4)

4.2 4.2.1
- Culture✓ – The family allow girls to study.✓
- Environment✓ – The day-care centre stimulates her.✓
- Heredity✓ – She has her father's intelligence genes.✓
- Motivation✓ – Her parents motivate and encourage her.✓
- Gender✓ – Sophia is a girl, and at this stage, she may be intellectually stronger than boys.✓ (5 × 2) (10)

4.3 4.3.1 Hyperactive
4.3.2 Learning problems
4.3.3 Educationally deprived
4.3.4 Gifted
4.3.5 Intellectually disabled
(5 × 2) (10)

4.4 4.4.1 Pavlov – Russian researcher (2)

4.2.2 They learn through conditioning (classical). (2)

4.4.3
- A dog was given food (stimulus) – automatic mouth-watering (response)✓
- A bell (neutral stimulus) was rung – no mouth watering✓
- Food and bell presented (stimuli) – mouth-watering (due to food at this stage)✓
- After conditioning, the bell was rung – mouth-watering (response)✓
- Conditioning✓ took place – dog now reacted to a neutral stimulus (conditioned response) (5)

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4.5
- Poor health
- Poor dental care
- Behavioural problems (for example, aggression; low self-image)
- Less than average intellectual abilities
- Poor language skills
- Emotional neglect (Any relevant 5 × 1) (5)

[50]

QUESTION 5

5.1

LONG TERM	SHORT TERM
• Information can be stored permanently • It has a large capacity • People normally refer to it as memory	• Capacity is limited • It is responsible for your everyday consciousness • It holds information briefly

(6 × 2) (12)

5.2 5.2.1 Sense of security:✓ The child must feel safe in the environment.✓
Freedom to express feelings:✓ The child must know that it is okay to have feelings. It is the way you express it that must be learnt.✓
Good self-image:✓ The child must feel good about him-/herself.✓
(3 × 2) (6)

5.2.2 Meet the child at the door in the morning; know his/her name; have a seat and locker for each child; love each child unconditionally.
(Any relevant TWO)

Allow the child to show emotions when something happens; read stories about children being sad, happy, etc.
(Any relevant TWO)

Self-image: Know the child's name; encourage the child; focus on his/her strengths; compliment him/her on work well done
(Any relevant TWO)
(3 × 2) (6)

5.3
- Above-average IQ
- Well-developed vocabulary
- Speak earlier
- Can read early
- Ask questions
- Can carry out multi-step directions
- Understand and participate in adult conversations
- Learn quickly
- Creative thinking (Any relevant 5 × 1) (5)

5.4 5.4.1 Activity 1 – ball play: Let the children stand in a circle. Throw the ball and encourage them to throw it back.✓
Activity 2 – jungle gym: Allow children to use the equipment outside.✓ (Any relevant 2 × 1) (2)

5.4.2 Activity 1 – reading stories: The educator can read stories to promote language.✓
Activity 1 – singing songs or saying rhymes: Let the children participate in these language activities.✓ (Any relevant 2 × 1) (2)

5.4.3 Activity 1 – singing a song to make them feel special: I love you; you love me.✓
Activity 2 – read stories: Choose stories with an emotional content to deal with emotions such as fear, happiness, sadness, etc.✓
(Any relevant 2 × 1) (2)

5.4.4 Activity 1: Teach children different colours/shapes/sizes.✓
Activity 2 – show pictures: Let the children name the pictures.✓
(Any relevant 2 × 1) (2)

5.4.5 Activity 1: Make classroom rules and encourage children to obey the rules.✓
Activity 2: Teach children how to behave in different situations using role play or stories✓ (Any relevant 2 × 1) (2)

5.5
- The child learns better by handling concrete objects.
- The child is a slow leaner.
- The child may experience periods of frustration.
- The child may struggle with schoolwork.
- The child appears clumsy. (5 × 2) (10)

5.6 The word *motor* means movement. (1)
[50]

QUESTION 6

6.1 6.1.1 Authority
6.1.2 Knowledge
6.1.3 Trust
6.1.4 Authority
6.1.5 Trust
(5 × 2) (10)

6.2 6.2.1 Although gifted children are intellectually advanced, parents must remember to allow them to also do the things that other children enjoy. They are not young adults.

6.2.2 Gifted children have many talents, but parents need to remember that they also need time for themselves – do not over-organise their programmes.

6.2.3 Give the child stimulating activities that can keep his active mind busy.

6.2.4 Allow them to watch TV – for the fun of it and to expand their knowledge.

6.2.5 These children are very curious, therefore allow them to ask many questions and make sure to answer them.

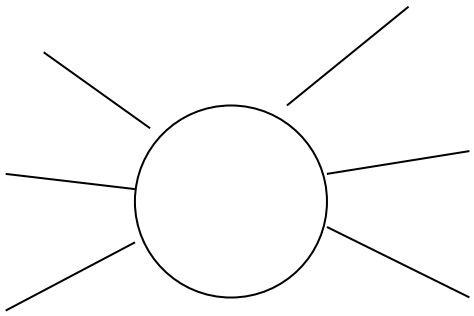
(5 × 2) (10)

6.3 6.3.1 Classical conditioning
6.3.2 Learning by being actively involved in the world around you
6.3.3 Operant conditioning
6.3.4 Cognitive learning
6.3.5 Social/observational learning

(5 × 2) (10)

6.4 **Drawing**

- Place the topic in the centre – using capital letters or an image – in the shape of a circle or any other shape.
- Use thick lines for main points of information.
- The lines should be running from the centre of the mind map.
- Use only words; not sentences.
- Make use of pictures.
- Make use of colour.
- The summary is not linear – see the diagram.
- Use information on the lines. (Any 5 × 1) (5)



The advantages of information on lines:

- Facilitate revision
- Material is organised
- Both sides of the brain are used
- Easier to remember information
- Because it is fun, you remember more easily
- A picture memory is created
- Allowing for easy additions
- Keeping you focused on the main idea (Any 5 × 1) (5)

6.5 6.5.1 Movement using large muscles

6.5.2 Although I cannot see it, it still exists.

6.5.3 What you inherit or receive by birth from your parents (also called genes)

6.5.4 Attention deficit hyperactivity disorder

6.5.5 The child does not have access to good education, or the privilege is taken away from him.

(5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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