higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCATION N4

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCATION N4
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each question on a new page.
5. Use only a black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 The whole-child approach studies the child …

A in his/her environment.
B during play.
C in totality.
D in all four aspects of life.

1.2 The intelligence quotient of the average child falls within this range:

A 110–115
B 90–109
C 130+
D Less than 90

1.3 The following is a characteristic of a hyperactive child:

A Poor coordination
B Has difficulty working on creative activities
C Fidgety and cannot sit still
D Has a limited vocabulary

1.4 According to Bandura's social learning theory, …

A behaviour is learnt through observation of other people.
B genetic factors determine behaviour.
C we mainly learn through conditioning.
D learning is a cognitive process.

1.5 Playing games on a computer will promote …

A large muscle control.
B eye–hand coordination.
C long-term memory.
D creative development.

1.6 The education relationship between an educator and a child is developed to …

A assist the child in his/her total development.
B provide for the child's physical needs.
C assist and guide a child to adulthood.
D teach the child about human relationships.

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1.7 The word *sensory motor* refers to …

A learning through one's senses.
B learning through movement.
C learning through senses and movement.
D understanding the five different senses.

1.8 According to Piaget, the process whereby a child changes his/her ideas to fit into a new situation is called ...

A equilibrium.
B accommodation.
C organisation.
D assimilation.

1.9 Achievement of autonomy refers to the …

A child being able to be independent.
B possibility that the child will be a winner.
C fact that the child is the best in the class.
D creativity of the child.

1.10 Social development is dependent on …

A coordination of the muscles and the senses.
B the ability to build puzzles and solve problems.
C exposure to books and other learning material.
D the ability to get on well with other people.

(10 × 2) **[20]**

QUESTION 2

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.1–2.10) in the ANSWER BOOK.

2.1 Children learn more from what adults do than from what they say.

2.2 Mildly handicapped children understand better when working with concrete objects than with abstract ideas.

2.3 Children must not be allowed to talk about their fears, as it will just scare them more.

2.4 Reinforcement is an important factor in the process of conditioning.

2.5 The intellectually disabled child can cope well on his/her own.

2.6 The term *cognitive development* refers to intellectual development.

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2.7 A child with a learning disability has a less than average intellectual ability.

2.8 An optometrist can help with hearing problems.

2.9 The sensory memory stores information obtained from the five senses.

2.10 Skinner used a rat in his experiment in determining how children learn.

(10 × 1) **[10]**

QUESTION 3

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–K) next to the question number (3.1–3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	The inability to interpret words and symbols	A	hyperactivity
3.2	The tendency to continue with one activity without reason	B	aphasia
3.3	Thinking that non-alive objects are alive	C	assimilation
3.4	High level of activity	D	dyslexia
3.5	Although I cannot see the object, it still exists	E	hypo-activity
3.6	Procedure used in operant conditioning	F	perseverance
3.7	This term refers to balance	G	egocentric
3.8	Slow movements are a characteristic	H	object permanence
3.9	Thinking that everything is about me	I	equilibrium
3.10	Problem in producing speech	J	shaping
		K	animism

(10 × 2) **[20]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 Study the pictures identified below and answer the questions.

Picture 1: Playing with a ball
Picture 2: Reading
Picture 3: Playing hopscotch



4.1.1	Give TWO examples of large-muscle movement.	(2 × 2)	(4)
4.1.2	Give TWO examples of intellectual development.	(2 × 2)	(4)
4.1.3	Give TWO examples of eye–foot coordination.	(2 × 2)	(4)

4.1.4 TWO aspects of the *whole-child approach* are visible in all of the three pictures. Name the aspects and motivate your answers. (2 × 2) (4)

4.2 Read the scenario below and answer the question.

> Sophia is a four-year-old girl. In her culture, women are allowed to follow a career. The day-care centre she attends has a variety of stimulating activities included in the daily programme. Sophia's father is a highly intelligent man and she finds the activities not too challenging. Her parents encourage her to do her best.

Identify FIVE factors influencing Sophia's cognitive development. Motivate your answers (5 × 2) (10)

4.3 Choose the correct word or words from those given in brackets. Write only the word or words next to the question number (4.3.1–4.3.5) in the ANSWER BOOK.

4.3.1 The child struggles to sit still. (hyperactive/hypo-active)

4.3.2 The child has an above-average IQ, but he/she struggles with spelling and reading. (social problems/learning problems)

4.3.3 The child is in a class where the teacher is often absent and the child does not get proper teaching. (hypo-active/educationally deprived)

4.3.4 This child has an IQ of more than 130. (hyperactive/gifted)

4.3.5 The child needs constant care and he/she cannot cope on his/her own. (intellectually disabled/unmotivated)

(5 × 2) (10)

4.4 Discuss *classical conditioning* under the following TWO headings:

4.4.1 The name and nationality of the researcher of this learning theory (2)

4.4.2 How people learn according to his theory (2)

4.4.3 Briefly explain the process in this type of learning by referring to the experiment. (5)

4.5 State FIVE possible signs of an environmentally handicapped/deprived child. (5)

[50]

QUESTION 5

5.1 Compare the characteristics of the short- and long-term memory using the statements below. Draw two columns.

5.1.1 Capacity is limited.

5.1.2 Information can be stored permanently.

5.1.3 It is responsible for your everyday consciousness.

5.1.4 It has a large capacity.

5.1.5 People normally refer to it as memory.

5.1.6 It holds information briefly.

(6 × 2) (12)

5.2 Emotional development is dependent on the following aspects:

experiencing a sense of security; having the freedom to express one's feelings; a good self-image

5.2.1 Explain each of the above-mentioned terms. (3 × 2) (6)

5.2.2 Give ONE example for each on how you will promote these aspects in your classroom. (3 × 2) (6)

5.3 Although very young children cannot be identified as gifted, there are guidelines that can be used to indicate giftedness.

State FIVE of these guidelines. (5)

5.4 Name and explain TWO activities for each of the following to promote the whole-child approach:

5.4.1 Physical development

5.4.2 Language development

5.4.3 Emotional development

5.4.4 Intellectual development

5.4.5 Moral-normative development

(5 × 2) (10)

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5.5 Study the characteristics of the mildly intellectual handicapped child below and identify FIVE relevant to this condition. Write out the sentence next to the relevant question number.

5.5.1 The child has a good self-image.

5.5.2 The child learns better by handling concrete objects.

5.5.3 The child remembers information well.

5.5.4 The child is a slow learner.

5.5.5 The child may experience periods of frustration.

5.5.6 The child is a natural leader.

5.5.7 The child may struggle with schoolwork.

5.5.8 The child appears clumsy.

(5 × 2) (10)

5.6 What does the word *motor* refer to in the term sensory motor development? (1)

[50]

QUESTION 6

6.1 Identify the elements of *trust; knowledge;* and *authority* that form part of the education relationship in the following statements. Just write down 'Trust', 'Knowledge' or 'Authority' next to the question number (6.1.1–6.1.5) in the ANSWER BOOK:

6.1.1 The adult must give direction to a child's life.

6.1.2 The adult must understand that each child is an individual.

6.1.3 The child expects the adult to provide in all his/her needs.

6.1.4 There are set rules to follow.

6.1.5 The child will do what you ask him/her to do, as the child knows you know best.

(5 × 2) (10)

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6.2 Explain the guidelines for parents of gifted children in your own words:

6.2.1 Treat them as children.

6.2.2 Do not overschedule your child's life.

6.2.3 The child must be stimulated.

6.2.4 Allow them to watch TV programmes.

6.2.5 Allow them to ask many questions.

(5 × 2) (10)

6.3 Researchers published different theories on how people learn. State the learning theory of each of the following researchers:

6.3.1 Pavlov

6.3.2 Piaget

6.3.3 Skinner

6.3.4 Tolman

6.3.5 Bandura

(5 × 2) (10)

6.4 Mind maps are learning tools.

Draw a mind map, explaining to a fellow student the advantages of using mind maps to study. (5 × 2) (10)

6.5 Explain the following terminology:

6.5.1 Gross motor development

6.5.2 Object permanence

6.5.3 Heredity

6.5.4 ADHD

6.5.5 Educationally deprived

(5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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