



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**EDUCATION N4**

**31 MAY 2019**

**This marking guideline consists of 7 pages.**

**SECTION A****QUESTION 1**

- 1.1 False
- 1.2 True
- 1.3 True
- 1.4 False
- 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 F
- 2.2 E
- 2.3 B
- 2.4 A
- 2.5 C
- 2.6 D
- 2.7 G
- 2.8 H
- 2.9 J
- 2.10 I

(10 × 2) [20]

**QUESTION 3**

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

(10 × 2) [20]

**TOTAL SECTION A: 50**

**SECTION B****QUESTION 4**

- |     |       |                                                                                                                                                                    |             |      |
|-----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|
| 4.1 | 4.1.1 | Genetic conditions✓ – Disability can be because of a genetic disorder for example Down syndrome✓                                                                   |             |      |
|     | 4.1.2 | Problems during child birth✓ – Factors that interfere with the development✓ of the foetus – include alcohol and drug use; infections; pre-eclampsia; malnutrition✓ |             |      |
|     | 4.1.3 | Problems during pregnancy✓ – Oxygen deprivation;✓ premature✓                                                                                                       | (Any 3 × 2) | (6)  |
| 4.2 | 4.2.1 | The response stops/no longer exists                                                                                                                                |             |      |
|     | 4.2.2 | When the dog is put back into the experiment the response is recovered – comes back                                                                                |             |      |
|     | 4.2.3 | A stimulus similar to the original will lead to a similar response                                                                                                 |             |      |
|     | 4.2.4 | Response only to a specific stimulus                                                                                                                               | (4 × 2)     | (8)  |
| 4.3 | 4.3.1 | Pediatrician                                                                                                                                                       |             |      |
|     | 4.3.2 | Optometrist                                                                                                                                                        |             |      |
|     | 4.3.3 | Psychologist                                                                                                                                                       |             |      |
|     | 4.3.4 | Physiotherapist                                                                                                                                                    |             |      |
|     | 4.3.5 | Social worker                                                                                                                                                      | (5 × 2)     | (10) |
| 4.4 | 4.4.1 | Info fades rapidly;✓ involves the five senses;✓ hold info for a short period of time                                                                               |             |      |
|     | 4.4.2 | Storeroom for info that we have actively in mind;✓ everyday consciousness;✓ working memory✓                                                                        |             |      |
|     | 4.4.3 | Info may remain for a life time;✓ info is retrieved from the long term memory;✓ an enormous amount of info can be stored✓                                          | (Any 3 × 2) | (6)  |
| 4.5 | 4.5.1 | Authority                                                                                                                                                          |             |      |
|     | 4.5.2 | Trust                                                                                                                                                              |             |      |
|     | 4.5.3 | Knowledge                                                                                                                                                          | (3 × 2)     | (6)  |

- 4.6
- Creative – activities the teacher has planned for the day
  - Cognitive – they hear and understand instructions
  - Social – they share equipment
  - Moral – normative – rules to follow
  - Emotional – enjoys the activities
  - Physical – they use their small muscles
  - Aesthetic – they admire the art work
- (Any 6 × 2) (12)
- 4.7 The whole child approach studies/develop✓ all 11 aspects/the child in totality✓
- (2)  
[50]

**QUESTION 5**

- 5.1
- 5.1.1 Fine motor skills – do not have control to manipulate small objects or using writing materials
- 5.1.2 Hyperactivity – cannot concentrate; cannot pay attention for long in class
- 5.1.3 Aphasia – cannot understand written or spoken language
- 5.1.4 Social and emotional problems – disturbed behaviour may occur. Aggression etc. They experience social problems because they feel different
- (4 × 2) (8)
- 5.2
- Fail to pay attention
  - Do not follow through on instructions
  - Forgetful
  - Difficulty in organising tasks
  - Lose belongings
  - Fidgeting
  - Talking a lot
  - Can't play quietly
  - Can't wait his turn
  - Interrupt conversations
- (Any 6 × 1) (6)
- 5.3
- 5.3.1 If she has information she will know what to expect of the child and how to treat the child in the classroom
- 5.3.2 The child must learn how to do things for himself. There will not be someone to help him all the time
- 5.3.3 All children have a need to belong to a group
- 5.4.4 The educator and parents need to share information
- 5.4.5 It will help the child if he can finish a task before he has to start with a new one. Help him not to feel overwhelmed
- (5 × 2) (10)

|     |       |                                                                                                                                                                                                                               |         |      |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------|
| 5.4 | 5.4.1 | Extrinsic                                                                                                                                                                                                                     | (5 × 2) | (10) |
|     | 5.4.2 | Intrinsic                                                                                                                                                                                                                     |         |      |
|     | 5.4.3 | Intrinsic                                                                                                                                                                                                                     |         |      |
|     | 5.4.4 | Extrinsic                                                                                                                                                                                                                     |         |      |
|     | 5.4.5 | Extrinsic                                                                                                                                                                                                                     |         |      |
| 5.5 | 5.5.1 | Any activity where a child learns to appreciate beauty – admiring nature; painting pictures; keeping the environment clean                                                                                                    | (5 × 2) | (10) |
|     | 5.5.2 | Any activity that will help a child to feel good about himself – praising the child after completion of drawing; encouraging him when participating in a race; experiencing success when mastering to climb onto a jungle gym |         |      |
|     | 5.5.3 | Activity where gender is concerned. (boys and girls) – lining up at the toilet; boys are involved in one activity – girls are painting; boys must cut and paste                                                               |         |      |
|     | 5.5.4 | Any activity where children learn to share; take turns; work in groups – playing in the sandpit; doing creative activities; playing with a ball                                                                               |         |      |
|     | 5.5.5 | Any activity where the eyes and hands work together – threading beads; cutting; pasting; colouring in; ball games                                                                                                             |         |      |
|     |       | <b>NOTE:</b> Students need to NAME✓ and briefly EXPLAIN✓ the activity                                                                                                                                                         |         |      |
| 5.6 | 5.6.1 | If a child feels emotionally safe he is willing to make use of opportunities; be happy.                                                                                                                                       | (3 × 2) | (6)  |
|     | 5.6.2 | If the environment allows him to show appropriate emotions it helps towards emotional development.                                                                                                                            |         |      |
|     | 5.6.3 | If a child feels good about himself he experience positive emotions.                                                                                                                                                          |         |      |
|     |       |                                                                                                                                                                                                                               |         |      |

[50]

**QUESTION 6**

- |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |      |
|-----|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|
| 6.1 | 6.1.1 | <ul style="list-style-type: none"> <li>• Have a good relationship with the child as he is intensely aware of your attitude</li> <li>• Give him love care and support</li> <li>• Take an interest in his activities</li> <li>• Do not over organise the child's life</li> <li>• Be available</li> <li>• Have enrichment activities for him to do; do not ignore him</li> </ul>                                                               | (Any 4 × 2) | (8)  |
|     | 6.1.2 | <ul style="list-style-type: none"> <li>• Learn quickly and efficiently</li> <li>• Ask many questions</li> <li>• Play with older children</li> <li>• Can concentrate</li> <li>• Think fast</li> <li>• High energy level</li> </ul>                                                                                                                                                                                                           | (Any 4 × 1) | (4)  |
|     | 6.1.3 | <ul style="list-style-type: none"> <li>• Treat them as children</li> <li>• Do not restrict the child</li> <li>• Stimulate the child</li> <li>• Encourage friendships</li> <li>• Do not over organise the child's life</li> </ul>                                                                                                                                                                                                            | (Any 4 × 1) | (4)  |
| 6.2 | 6.2.1 | 'Intelligence' age – level of intellectual potential                                                                                                                                                                                                                                                                                                                                                                                        |             |      |
|     | 6.2.2 | Biological age – real age                                                                                                                                                                                                                                                                                                                                                                                                                   | (Any 2 × 2) | (4)  |
| 6.3 | 6.3.1 | There are no toys to stimulate the child intellectually                                                                                                                                                                                                                                                                                                                                                                                     |             |      |
|     | 6.3.2 | No stability – new school; new teachers every time                                                                                                                                                                                                                                                                                                                                                                                          |             |      |
|     | 6.3.3 | Gangs; being on the street; being afraid to go to school; being traumatised                                                                                                                                                                                                                                                                                                                                                                 |             |      |
|     | 6.3.4 | No parental guidance – no help from parents with school work                                                                                                                                                                                                                                                                                                                                                                                |             |      |
|     | 6.3.5 | Struggle to read and write at school. Struggle to express him/herself                                                                                                                                                                                                                                                                                                                                                                       | (5 × 2)     | (10) |
| 6.4 |       | <ul style="list-style-type: none"> <li>• Assimilation – adding new information✓ to already existing information✓</li> <li>• Accommodation – changing behaviour✓ due to new information✓</li> <li>• Egocentric – thinking that everyone✓ must share your point of view✓</li> <li>• Object permanence – although you cannot see✓ the object still exists✓</li> <li>• Animism – the child thinks that non-alive✓ objects are alive✓</li> </ul> | (5 × 2)     | (10) |

|     |       |                      |                         |             |
|-----|-------|----------------------|-------------------------|-------------|
| 6.5 | 6.5.1 | Physical/gross motor |                         |             |
|     | 6.5.2 | Language/cognitive   |                         |             |
|     | 6.5.3 | Moral normative      |                         |             |
|     | 6.5.4 | Creative             |                         |             |
|     | 6.5.5 | Fine motor/physical  |                         |             |
|     |       |                      | (5 × 2)                 | (10)        |
|     |       |                      |                         | <b>[50]</b> |
|     |       |                      | <b>TOTAL SECTION B:</b> | <b>150</b>  |
|     |       |                      | <b>GRAND TOTAL:</b>     | <b>200</b>  |