



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

15 November 2022

This marking guideline consists of 7 pages.

SECTION A**QUESTION 1**

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

(10 × 1) [10]

QUESTION 2

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

(10 × 2) [20]

QUESTION 3

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

(10 × 2) [20]

TOTAL SECTION A: 50

SECTION B**QUESTION 4**

4.1	4.1.1	A mind map		(2)
	4.1.2	• Using both sides of the brain • All information on one page • Easy to do revision • Easy to add information • It is fun and helps with learning • We have a picture memory • Keeps you focus on the main idea • It organises material • Brain absorbs more if information is given in all directions	(Any 4 × 2)	(8)
4.2	4.2.1	Motivation		
	4.2.2	Gender		
	4.2.3	Heredity		
	4.2.4	Culture/religion		
	4.2.5	Environment	(5 × 2)	(10)
4.3	4.3.1	Paediatrician		
	4.3.2	Physiotherapist		
	4.3.3	Occupational therapist		
	4.3.4	Audiologist		
	4.3.5	Optometrist	(5 × 2)	(10)
4.4	4.4.1	Fine motor activities • Drawing • Paging through books • Colouring in • Cutting • Pasting • Building with blocks	(Any 2 × 1)	
	4.4.2	Activities to develop creativity • Playing with play dough • Baking and making • Painting • Drawing • Cutting and pasting	(Any 2 × 1)	

- 4.4.3
 - Read stories
 - Say rhymes
 - Sing songs
 - Have conversations
 - Name objects
 - Listen to stories (Any 2 × 1)
- 4.4.4 Any game in groups:
 - Play with blocks
 - Dancing
 - Singing
 - Educational toys
 - Outdoor play
 - Listening to stories (Any 2 × 1)
- 4.4.5 Organise activities such as:
 - Playing ball
 - Kicking
 - Catching
 - Colouring in
 - Cutting and pasting
 - Threading a needle (Any 2 × 1)
(5 × 2) (10)
- 4.5
 - Stimulate the child
 - Make the environment interesting
 - Teach him/her independence – to do things for himself/herself
 - Stimulate his/her language
 - Encourage relationships
 - Encourage verbal response
 - Encourage eye contact
 - Teach numbers
 - Alphabet
 - Rhymes
 - Songs (Any 5 × 2) (10)
[50]

QUESTION 5

- | | | | | |
|-----|-------|--|----------------------|------|
| 5.1 | 5.1.1 | <ul style="list-style-type: none"> • Check the teacher-child ratio in the class • Teacher professionalism • Security • Outdoor area neat and safe • Availability of educational equipment • Stability – staff works at day care centre for longer periods • Recognition of the children's needs | (Any 6 × 1) | (6) |
| | 5.1.2 | Any relevant choice with a reason, for example: <ul style="list-style-type: none"> • Trained teachers✓ • If the staff is well-trained they will know how to deal with any situation. | | (2) |
| | 5.1.3 | <ul style="list-style-type: none"> • YES it does, in most cases. • If it follows a stimulating daily programme that for example pays attention to language and cognitive skills (counting; shapes; colours) it will definitely. | | (2) |
| 5.2 | 5.2.1 | Extrinsic | | |
| | 5.2.2 | Intrinsic | | |
| | 5.2.3 | Extrinsic | | |
| | 5.2.4 | Intrinsic | | |
| | 5.2.5 | Extrinsic | | |
| | | | (5 × 2) | (10) |
| 5.3 | 5.3.1 | Egocentrism | | |
| | 5.3.2 | Assimilation | | |
| | 5.3.3 | Conservation | | |
| | 5.3.4 | Object permanence | | |
| | 5.3.5 | Accommodation | | |
| | | | (5 × 2) | (10) |
| 5.4 | 5.4.1 | It is the picture/image that a person has of himself/herself/It is how a person sees himself/herself. | | |
| | 5.4.2 | <ul style="list-style-type: none"> • Helps to handle criticism better • Willing to try new things • Does not worry too much of what other people think of him/her • Has self-confidence | (Any relevant 2 × 1) | |
| | 5.4.3 | <ul style="list-style-type: none"> • Praise them when doing something good, for example when the child builds a tower. • Let them experience success by giving them any task or activity that they can achieve. • Build their self-confidence by letting them do things independently. | (Any relevant 2 × 1) | |

	5.4.4	If I feel good about myself I will choose a career and friends that fit into the picture I have of myself. This is also true of a negative self-image.		
	5.4.5	A negative self-image is the opposite of feeling positive about yourself. You experience a negative feeling towards yourself.	(5 × 2)	(10)
5.5	5.5.1	Motivation		
	5.5.2	Memory		
	5.5.3	Motor control/action		
	5.5.4	Attention		
	5.5.5	Motivation	(5 × 2)	(10)
				[50]

QUESTION 6

6.1	6.1.1	• Social • Emotional • Cognitive • Language • Moral normative • Small muscles • Large muscles • Aesthetic	(Any 5 × 1)	(5)
	6.1.2	• Social – all the children take part in the activity • Emotional - they get excited; they are praised • Cognitive – they remember the words of the song • Language – singing a song • Moral normative – following the instruction to be quiet • Small muscles – clapping hands • Large muscles – moving in a circle	(Any 5 × 1)	(5)
6.2	6.2.1	• Genetic conditions • Problems during pregnancy • Problems during the birth process • Illness • Injury		(5)
	6.2.2	• Genetic conditions – cannot be prevented. • Problems during pregnancy – smoking; intake of alcohol or drugs or malnutrition can be prevented. • Problems during childbirth – if there is expert medical assistance available, most of these problems can be prevented. • Illness – meningitis, rubella can be treated with immunisation before falling pregnant. • Injury – taking good care of a baby can prevent injury.		(5)

6.3	6.3.1	• Trust • Authority • Knowledge and understanding		(3)
	6.3.2	Knowledge and understanding • To know is to understand. • The adult must have information about the child so that the adult can understand the child. • The child must understand that the adult is there to help him/her. • The educator should have self-knowledge. • All activities should help the child towards developing a good self-image. (Any FOUR relevant aspects) (Any 4 × 1)		(4)
6.4	6.4.1	Memory		
	6.4.2	Learning	(2 × 2)	(4)
6.5	6.5.1	• Information comes from the senses • Information is stored for seconds • Limited storage space	(Any 1 × 2)	
	6.5.2	• 'Working memory' • Information actively in mind • Limited storage • Information stays for a brief period • Information from sensory memory	(Any 1 × 2)	
	6.5.3	• Information can be stored indefinitely • Large storage space • Information comes from the short-term and sensory memories	(Any 1 × 2) (3 × 2)	(6)
6.6	6.6.1	Not receiving the education a child is supposed to get		
	6.6.2	Using large muscles		
	6.6.3	Studying the child in totality – in all aspects		
	6.6.4	Having an IQ of 130 and above and a special talent		
	6.6.5	The aspect that moves someone to action/encourages someone to do something		
	6.6.6	Knowing the difference between right and wrong	(6 × 2)	(12)
6.7	Eleven aspects ✓			(1) [50]

TOTAL SECTION B: 150
GRAND TOTAL: 200