



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 6 pages.

SECTION A

QUESTION 1

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

(10 × 1) [10]

QUESTION 2

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

(10 × 2) [20]

QUESTION 3

- 3.1 Coordination
- 3.2 Imitation
- 3.3 Whole-child approach
- 3.4 Creativity
- 3.5 Elements of education
- 3.6 Motor skills
- 3.7 Role model
- 3.8 Negative self-image
- 3.9 Play
- 3.10 Language

(10 × 2) [20]

TOTAL SECTION A: 50

SECTION B

QUESTION 4

- 4.1
- Construction play
 - Discovery play
 - Sand and water play
 - Fantasy play
 - Problem solving
- (5 × 2) (10)

- 4.2
- Sharing
 - Patience
 - Accepting differences
 - Good manners
 - Respect
 - Following instructions
- (6 × 2) (12)

4.3

EXTRINSIC	INTRINSIC
B	A
D	C
E	F
G	H
I	J

(10 × 1) (10)

- 4.4
- 4.4.1 Getting used to something; no longer responding to a stimulus if it is repeated many times.
- 4.4.2 The act of thinking about thinking
- 4.4.3 The reason a person has for an action or for wanting to accomplish something
- 4.4.4 Believing that inanimate objects can act, feel and have other similar characteristics
- (4 × 2) (8)

- 4.5
- 4.5.1 Memory
- 4.5.2 Accommodation
- 4.5.3
- (a) Sensory memory
 - (b) Short-term memory
 - (c) Long-term memory
- (5 × 2) (10)
- [50]**

QUESTION 5

5.1	5.1.1	Generalisation	(5 × 2)	(10)
	5.1.2	Reinforcement		
	5.1.3	Shaping		
	5.1.4	Spontaneous recovery		
	5.1.5	Extinction		
5.2	5.2.1	Classic condition	(5 × 2)	(10)
	5.2.2	Operant condition		
	5.2.3	Insight learning		
	5.2.4	Observation/Social learning		
	5.2.5	Learning by being actively involved in the environment		
5.3	5.3.1	It is the interaction and connection between educators and children.	(Any relevant 3 × 2)	(6)
	5.3.2	- Knowing and understanding – These include having enough information about the child to understand him/her, who the child is, what the child is capable of and also knowing yourself as an educator. - Trust – Believing and having confidence in a person and feeling that he/she wants the best for you. - Authority - Setting clear and understandable boundaries for the child in a way that has his/her interest in mind.		
5.4	5.4.1	- A good thinker and can think logically - Learns quickly - Develops language skills early - Has good memory - Can focus and concentrate well on tasks - Is curious - Has a strong motivation to learn - Is a perfectionist - Thinks about moral issues of justice and fairness - Has a wide range of interests - Has a great sense of humour - Is a keen observer - Has a strong imagination - Is highly creative - Tends to question authority - Is good with numbers - Is good at understanding jigsaw puzzles and mazes - Can think in an abstract way	(Any 5 × 2)	(10)

5.4.2

- Encourage the parents to spend time with their child, so they can pay attention to their child's interests and provide appropriate toys, books and other resources.
- Tell them it is important to read to their child often, even when the child can read.
- They should introduce their gifted child to books, quality children magazines and any appropriate reading materials at an early age. If the child has a lot to read, he/she will find new information and can experience worlds that would otherwise be unknown to him/her. If you do not have access to a library, borrow or swap books and other reading material.
- Parents need to carefully select toys and games for a gifted child. They should stimulate his/her creativity and thoughts. A magnet can entertain a gifted child for hours. For the older child, chess is an excellent game.
- The correct approach to television is important, as it has become part of most families' lives. Select educational programmes and guide the child in his/her choices. Make time to answer questions and discuss any questions the child might have.
- Advise the parents to find out about their child's interests and support these interests practically. However, they should also expose the child to other interests, such as art, nature, music, museums and sports.

(Any 5 × 2)

(10)
[50]

QUESTION 6

- 6.1 6.1.1 • Classical conditioning: People learn to have an unconditioned response (automatic reaction) to a neutral stimulus (for the dogs it was the bell) that was previously not linked to their response.
- Operant conditioning: To understand behaviour, one should look at the causes of an action and its consequences. (2 × 2) (4)
- 6.1.2 • Assimilation: Incorporating new information and making it fit into the existing mental structure.
- Accommodation: Making changes in your mental structure when new information does not fit into it. (2 × 2) (4)

6.2

	CLASSICAL CONDITIONING	OPERANT CONDITIONING
Type of response	Involuntary (automatic)✓✓	Voluntary (usually) but can be both✓✓
When does the stimulus take place	Before the response✓✓	After the desired response✓✓
When does the response take place	After the stimulus✓✓	Before the stimulus✓✓
Role of learner	Passive✓✓	Active✓✓

(8 × 2) (16)

- 6.3 6.3.1 Gifted
- 6.3.2 Intellectually disadvantaged
- 6.3.3 Learning problems
- 6.3.4 Hyperactive
- 6.3.5 Hypoactive
- 6.3.6 Educationally deprived
- (6 × 2) (12)

- 6.4 Any relevant mind map (14)
- [50]

TOTAL SECTION B: 150
GRAND TOTAL: 200