



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATION N4

20 November 2024

This marking guideline consists of 7 pages.

SECTION A

QUESTION 1

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

(10 × 1) [10]

QUESTION 2

- 2.1 Physical aspect✓
- 2.2 Moral development✓
- 2.3 Intellectual development✓
- 2.4 Social✓
- 2.5 Creativity ✓
- 2.6 Aesthetics ✓
- 2.7 Self-image ✓
- 2.8 Sexual development✓
- 2.9 Religion✓
- 2.10 Language✓

(10 × 2) [20]

QUESTION 3

- 3.1 Shaping✓
- 3.2 Discrimination✓
- 3.3 Classical condition✓
- 3.4 Generalisation✓
- 3.5 Piaget✓
- 3.6 Operant condition✓
- 3.7 Reinforcement✓
- 3.8 Tolman✓
- 3.9 Extinction✓
- 3.10 Spontaneous recovery✓

(10 × 2) [20]

TOTAL SECTION A: 50

SECTION B

QUESTION 4

- 4.1 4.1.1 Remember what you have seen; Lesedi rides a bicycle like the brother taught her.✓✓
- 4.1.2 Paying attention to what you have seen; Lesedi remembers what she was being taught by her brother.
- 4.1.3 Put into action what you remember; Lesedi rides a bicycle alone.✓✓
- 4.1.4 Factor that encourages us to learn; Lesedi rides a bicycle because she wants to impress her friends and outshine them.✓✓
- (4 × 2) (8)
- 4.2
 - Sharing✓✓
 - Patience✓✓
 - Accepting differences✓✓
 - Good manners✓✓
 - Respect✓✓
 - Following instructions✓✓
- (4 × 2) (8)
- 4.3
 - Physical ✓✓
 - Social✓✓
 - Emotional ✓✓
 - Cognitive✓✓
 - Language✓✓
- (5 × 2) (10)
- 4.4
 - Social play✓✓
 - Explorative✓✓
- (4)
- 4.5 4.5.1 **Language**
- Talk to and listen to the child.
 - Read stories and discuss them.
 - Sing songs together.
 - Answer questions in full sentences.
 - Provide suitable reading material.
 - Visit a library.
- 4.5.2 **Physical activities**
- Gross motor development**
- Playing outside on swing, and with balls, hoops and ropes
 - Tricycle and bicycle
 - Dancing during music-ring
 - Playing on a jungle gym or obstacle course
 - Movement play, for example, imitating the movement of favourite animals

Fine motor development

- Finger-painting
- Threading beads
- Hanging washing on the line
- Cutting with child-safe scissors

4.5.3 Aesthetic

- Take the children for a walk and see what you observe together. Encourage them to notice things they never seen before and appreciate them.
- You are a role model, so share your favourite book, food, words and songs with the children and encourage them to do the same.
- Play many different kinds of music.
- Encourage the children to watch while others do a dance for them.

4.5.4 Moral development

- Play games with rules, and make sure everyone sticks to the rules.
- Have class rules and explain the reason behind each one.
- Read stories that provide examples of caring.
- Expose children to animals, and involve children in caring for them (in a way that is safe for the animals and the children).

4.5.5 Emotional

- Read stories and discuss the emotions of the characters.
- Encourage and facilitate fantasy play.
- Let the children play with puppets.
- Allow the children to tell a story about someone being sad or happy.

(5 × 2) (10)

4.6 4.6.1 Dyslexia – child who has dyslexia finds it difficult to read, specifically to connect written letters and their sounds.✓✓

4.6.2 Visual-perceptual – children struggle to make sense of all visual information, including written language and pictures.✓✓

4.6.3 Dyscalculia – children with dyscalculia find it difficult to understand numbers and learn maths skills.✓✓

4.6.4 Dysgraphia – affects handwriting ability and fine motor skills. ✓✓

4.6.5 Agnosia – children who have agnosia are unable to recognise objects, faces, sounds, shapes or places.✓✓

(5 × 2) (10)

[50]

QUESTION 5

- 5.1.1 Sense of and opinion of the self; self-image can be either positive or negative and plays an important role in a person's life as it determines and shapes one's behaviour and attitude towards him/herself and people around him/her. ✓✓✓✓✓ (5)
- 5.1.2
- Accept myself with my bad and good points. ✓
 - I am proud to be me! ✓
 - I accept responsibility for my own life. ✓
- (3)
- 5.1.3
- It affects the way I dress. ✓
 - It affects my choices of career and of friends. ✓
 - It affects the way other people see me.
 - If I do not like myself, who will? ✓
 - It affects my mood. ✓
 - it affects the way I communicate with others.
 - It affects my feelings. ✓
- (5)
- 5.1.4
- Remember that every child is unique. ✓
 - Avoid labelling the pre-schooler with words like shy, bossy, emotional or tough. ✓
 - Set an example by modelling politeness, sharing, patience, respect and appreciation of others. ✓
 - Create a loving and supportive environment. ✓
- (5)
- 5.2
- Sensory memory – involves your senses, so it involves sight, smell, sounds, tastes and touch. ✓✓
 - Short-term memory – means information that is remembered only for short period of time. ✓✓
 - Long-term memory – information is stored over an extended period of time. ✓✓ (3 × 2) (6)
- 5.3
- Intrinsic motivation – when children do something because they enjoy it or find it interesting; motivation that comes from within. ✓✓✓✓
 - Extrinsic motivation – motivation that comes from outside the child; it is motivation that comes from being rewarded, or to gain the favour of an adult, or avoid punishment. ✓✓✓✓ (4 × 2) (8)
- 5.4
- 5.4.1 Reinforcement ✓✓
- 5.4.2 Extinction ✓✓
- 5.4.3 Spontaneous recovery ✓✓
- 5.4.4 Shaping ✓✓ (4 × 2) (8)
- 5.5
- Attention ✓✓
 - Memory/Retention ✓✓✓✓
 - Translating (Reproduction) ✓✓
 - Motivation ✓✓

QUESTION 6

- 6.1 6.1.1
 - Genetic causes
 - Down's syndrome✓✓
 - Fragile X syndrome✓✓
 - PKU✓✓
 - Illness and problems during pregnancy✓✓
 - Foetal alcohol syndrome✓✓
 - Birth defects
 - Childhood illness or injury (meningitis and encephalitis)

Provide any FIVE causes (5 × 2) (10)
- 6.1.2
 - Starting late to roll over, sit up, crawl or walk.✓✓
 - Talking late or having trouble with talking.✓✓
 - Slow to master things such as potty training, dressing, and feeding themselves.✓✓
 - Difficulty remembering things.✓✓
 - Not being able to link their actions with consequences.✓✓
 - Behaviour problems such as explosive tantrum.
 - Difficulty with problem solving or logical thinking. (Any 5 × 2) (10)
- 6.1.3
 - Mild disability✓✓
 - Moderate disability✓✓
 - Severe disability✓✓
 - Profound disability (3 × 2) (6)
- 6.1.4
 - Recognise that you can make an enormous difference in this child's life.✓✓
 - Find out what children's strengths and interest are, and encourage them. Create opportunities for success.✓✓
 - Talk to others in your school or area (e.g., special educators) when you need to. They can help you identify effective methods of teaching this child, ways to adapt the curriculum, and how to address children's goals in your classroom.✓✓
 - Be as concrete as possible. Demonstrate what you mean rather than giving verbal instructions; for example, rather than explaining directions, sketch a simple map.✓✓
 - Break up longer, new tasks into small steps. Demonstrate the steps. Have children do the steps, one at a time.✓✓
 - Always give immediate feedback, and provide assistance when necessary.
 - Teach children life skills such as social skills and exploration, and involve children in group activities.
 - Work together with parents and other school personnel to create and implement practices and routines that are custom-made to meet the child's needs. Share information about how the child is doing. (Any 5 × 2) (10)

6.1.6	The child with intellectual disability can be sent to the following specialists: paediatrician, psychologist and psychiatrist. All these specialists can assist the child, but others can also play a part depending on child's particular problem.✓✓✓✓	(4)
6.2	6.2.1 Is the process of incorporating new information and making it fit into your existing mental structure.✓✓	
	6.2.2 Making changes in your mental structure when new information does not fit with it.✓✓	
	6.2.3 Thinking only of oneself, without regard for the feelings or desires of others; self-centred.✓✓	
	6.2.4 Involving the senses and movement.✓✓	
	6.2.5 Understand that some things or people remain constant; it doesn't change.✓✓	
		(5 × 2) (10)
		[50]
	TOTAL SECTION B:	150
	GRAND TOTAL:	200