higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

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09:00–12:00

This question paper consists of 10 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCATIONAL PSYCHOLOGY N6
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 section 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

1.1 Choose a/an term/item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1.1	A medical term for bed-wetting	A	gustatory perception
1.1.2	Remembering what the eyes see	B	olfactory perception
1.1.3	Founded by Dina Stachel	C	obesity
1.1.4	Making up his/her own story	D	enuresis
1.1.5	When children act in a babyish way	E	socially immature
1.1.6	Associated with various smells	F	corporal punishment
1.1.7	South African Montessori Association	G	passive language development
1.1.8	When the eyes follow an object in the line of vision	H	visual memory
1.1.9	Promotes ECD in Cape Town	I	MATAL
1.1.10	Walking on a rope	J	grassroots
		K	ocular motor control
		L	Montessori
		M	eye-foot coordination
		N	active language development
		O	SAMA

(10 × 1) (10)

1.2 Indicate whether the following statements are TRUE or FALSE by writing 'True' or 'False' next to the question number (1.2.1–1.2.7) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.2.1 Wheelbarrow walking promotes body stability.

1.2.2 The concept of 'work' is referred to as 'play' in much of Montessori's research.

1.2.3 School maturity deals mainly with a child's physical development.

1.2.4 Outcomes Based Education (OBE) was introduced in South Africa in 1999.

1.2.5 It is normal for children to experience tantrums between 5 and 7 years of age.

1.2.6 The behaviour of a child is inappropriate when it affects the rights of others.

1.2.7 A phobia is a normal part of growth and development.

(10)

1.3 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 (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 Working on a … surface will enhance a child's fine motor skills.

A horizontal
B upright
C vertical
D soft

1.3.2 An emotionally developed child will …

A participate in group activities.
B tend to daydream.
C tend to be shy.
D respond to instructions slowly.

1.3.3 A permissive parent will …

A impose rules that children must follow.
B have little knowledge of their children's doings.
C not offer much discipline to children.
D use consequences instead of punishment.

1.3.4 An activity that promotes gross motor skills is …

A threading beads with a needle and wool.
B playing on the jungle gym.
C cutting pictures from a magazine.
D rolling play dough into tiny balls.

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1.3.5 The most appropriate learning unit to teach measurement skills in the MATAL program is …

A sensing and knowing.
B sorting and classifying.
C observing the sky and weather.
D observing the world around us.

1.3.6 Feeling the texture of different fabrics enhances a child's …

A olfactory perception.
B gustatory perception.
C tactile perception.
D visual perception.

1.3.7 Normal misbehaviour for a child aged 4 years is that he/she …

A can share with smaller children.
B display physical independence (toilet-trained).
C may throw tantrums.
D may be easily excited.

1.3.8 The following activity promotes passive language development during ECD …

A listening to stories on television.
B having a telephone conversation.
C telling news from home.
D completing a sentence during a group activity.

1.3.9 The first school opened by Maria Montessori was called …

A Casa Dei Mia.
B Casa Del Alfreidi.
C Casa Dei Bambini.
D Casa Duo Bambini.

1.3.10 Bheki enjoyed a piece of the chocolate cake his mum baked, which enhanced his …

A olfactory perception.
B gustatory perception.
C tactile perception.
D visual perception.

(10 × 2) (20)

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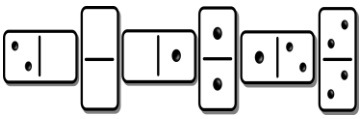
1.4 Study the following pictures and indicate the skills that will be developed through them. Write only ONE skill per picture.

1.4.1



Activity: Playing a game of Dominoes

DOMINOES

1.4.2



Activity: Storytelling

1.4.3



Activity: Colouring in a picture

1.4.4



Activity: Crawling under chairs

1.4.5



Activity: Kicking a ball

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 Read the extract below and answer the question that follows:

Children Don't Misbehave

Thinking in terms of children misbehaving not only spells trouble for the kids but, it brings on unnecessary problems for their parents. Why is this so?
The origin of the concept of child misbehaviour goes back so far in history, that it is doubtful if anyone knows when it started or why. Misbehaviour then is 'parent language', tied up somehow with the way parents traditionally have viewed their offspring. Parents say children misbehave whenever their actions are contrary to how parents think their children ought to act or behave.

Author: Thomas Gordon, Ph.D.
[Source adapted from: *www.gordontraining.com*

Identify and explain FIVE causes of misbehaviour in children. (5 × 2) (10)

2.2 Read the scenario below and answer the questions.

Nonki broke out into a sweat, after ending the call with the school principal. She could not believe what she just heard. Samai, her 10-year-old daughter, was brought to school by the local mall manager and security guard. Samai and her two friends were caught shoplifting from the local TYPO stationery retail store. This was the same child who completed her homework on time, helped clear the table after dinner and even helped with housework on weekends. How can it be true, that the same child was caught stealing? The last thing Nonki needed was any negative attention drawn to Samai's custody hearing.

2.2.1 List FIVE possible reasons why children steal. (5)

2.2.2 Advise Nonki on how to handle the situation of children stealing. List FIVE strategies. (5 × 2) (10)

2.2.3 Analysing the scenario, explain possible reasons for Samai resorting to stealing.

Highlight THREE reasons. (3)

2.3 Define the following terms:

2.3.1 Psychiatrist

2.3.2 Time-out

2.3.3 Phobia

(3 × 2) (6)

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2.4 Read the extract below and answer the questions that follow:

CHILDREN'S EATING HABITS: A TRUE DILEMMA

Children can be stubborn about food. As parents and caregivers, we know it's important for our children to eat well. According to a recent national survey, 'nearly all parents (97%) agree that a child's eating habits during childhood will have a lifelong impact on their child's health'. But day-to-day, feeding our little ones can be a struggle. Another survey showed that 'getting a toddler to eat green vegetables' ranked third among the toughest things to do in life, right behind 'advanced algebra' and 'time travel'.

[Adapted from Website Source:http://www.firstthingsfirst.org. Author: Kavita Bernstein Date: 29 November 2017]

2.4.1 From your understanding of eating problems in children, explain what the following disorders are:

(a) Anorexia
(b) Obesity
(c) Pica
(d) Finicky eaters

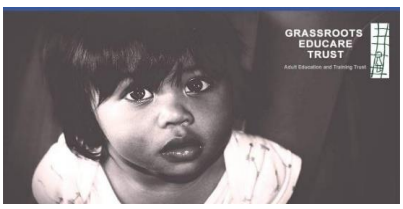
(4 × 2) (8)

2.4.2 Advise parents/caregivers on how to handle each of the above-mentioned. List ONE strategy per problem. (4 × 2) (8)

[50]

QUESTION 3

3.1 Read the following extract and answer the questions that follow:







eNCA News broadcasted an interview with Ms Mareldia Tape, Director of Grassroots Educare Trust on The Importance of Early Childhood Development which outlined the structure of ECD programmes in South Africa and the concept of learning through play.

[Source: eNCA News Date: 18 November 2020]

3.1.1. Highlight THREE aims of the Grassroots Educare Trust. (3 × 2) (6)

3.1.2 Outline FIVE key purpose elements proposed by the Grassroots Educare Trust. (5 × 2) (10)

3.1.3 Identify SIX services offered by the Grassroots Educare Trust. (6)

3.2 Explain FIVE roles of the parent in Montessori education. (5 × 2) (10)

3.3 List FOUR ways how the ELRU program includes capacity building. (4 × 2) (8)

3.4 Refer to the pictures of the Montessori classroom and answer the questions that follow:

Montessori Classrooms

PICTURE 1



PICTURE 2



Describe FIVE aspects of a Montessori classroom. (5 × 2) (10)
[50]

QUESTION 4

4.1 Read the article below and answer the questions that follow:

<u>SCHOOL READINESS:</u> Social and Emotional Development, Oral Language and Pre-Reading Skills



School readiness refers to the extent to which a child exhibits the behaviours, skills, and knowledge necessary to be successful in school. These can be grouped into FOUR categories: social and emotional development, oral language development and pre-reading skills, oral mathematics development and pre-mathematics skills and general knowledge.

Source: https://education.stateuniversity.com]

4.1 4.1.1 Identify SIX characteristics that indicate a child is NOT ready for school. (6 × 1) (6)

4.1.2 Describe the informal test that parents can do, to determine school maturity. (4)

4.2 Define the following terms:

4.2.1 Midline

4.2.2 Visual discrimination

4.2.3 Auditory perception

4.2.4 Passive language development

4.2.5 Gustatory perception (5 × 2) (10)

4.3 Read the scenario below and answer the questions that follow:

> Ms Karabo Duma is the Grade R teacher at Little Darlings Pre-primary School. She has occupied this post at the school for the past 5 years. Her concerns rally around the challenges that her students experience around grasping concepts about the mathematics curriculum. She has noted this pattern, and there has been a slight increase in the number of these students experiencing these challenges annually.

4.3.1 Upon analysing the concepts present in the mathematics curriculum, which in your opinion may pose challenges for students?

Highlight THREE concepts. (3)

4.3.2 From your experience in the ECD sector, advise Ms Duma on activities to assist in the above-mentioned concepts.

List TWO activities for each concept. (3 × 2) (6)

4.4 4.4.1 List FOUR activities that promote shape recognition. (4 × 2) (8)

4.4.2 List THREE geometric shapes used in shape recognition. (3)

4.5 Highlight FIVE physical characteristics that indicate school maturity in a child. (5 × 2) (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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