higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

8 November 2022

This marking guideline consists of 9 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1
1.1.1 K
1.1.2 D
1.1.3 O
1.1.4 L
1.1.5 C
1.1.6 A
1.1.7 N
1.1.8 I
1.1.9 H
1.1.10 E

(10 × 1) (10)

1.2 1.2.1 False✓ – an uninvolved parent does not meet their child's basic needs.✓

OR

An authoritative parent sets rules that children are expected to follow.✓

1.2.2 False✓ – playing hopscotch enhances eye-foot co-ordination.✓

OR

Throwing beanbags into a hula hoop/Playing 'hit the balloon'/ Hitting bowling pins with a ball enhances eye-hand co-ordination.✓
(Any acceptable eye-hand coordination activity may be considered.)

1.2.3 False✓ – the ELRU concentrates on development during early childhood.✓

1.2.4 True

1.2.5 True

1.2.6 True

1.2.7 True

(10 × 1) (10)

1.3 1.3.1 C
1.3.2 C
1.3.3 B
1.3.4 D
1.3.5 C
1.3.6 A
1.3.7 B
1.3.8 C
1.3.9 A
1.3.10 C

(10 × 2) (20)

1.4 1.4.1 Shape recognition

OR

Eye-hand co-ordination

OR

Fine motor skills development
(Any ONE suitable answer will be acceptable)

1.4.2 Balance

OR

Gross motor skills development/Large muscle development
(Any ONE suitable answer will be acceptable)

1.4.3 Fine motor skills development/Small muscle development

OR

Eye-hand co-ordination
(Any ONE suitable answer will be acceptable)

1.4.4 Gross motor skills development/Large muscle development

OR

Eye-hand co-ordination
(Any ONE suitable answer will be acceptable)

1.4.5 Eye dominance

OR

Eye-hand co-ordination
(Any ONE suitable answer will be acceptable)

(5 × 2) (10)

[50]

TOTAL SECTION A: 50

Copyright reserved

SECTION B

QUESTION 2

2.1

- Developmental level✓

Moral and social behaviour has an important influence on the child's behaviour,✓ e.g., it is normal for a 2-year-old to throw a tantrum, but this is not appropriate for a 5-year-old. It is normal for a 1-year-old to touch everything, but not a 6-year-old.✓

- The environment✓

Acceptable and unacceptable behaviour is learned by children.✓ They react to their environment and the people in it. While interacting with peers and other people, children learn ways of reacting in social situations. They adapt to behaviour that seems to be acceptable to others. In this way, unacceptable behaviour can be acquired.✓

- Unrealistic expectations of children✓

Parents sometimes set standards that are too high for their child to achieve.✓ Being aware of a child's development level is important. This will prevent parents from having unrealistic expectations. Often children are compared to other children in their own age group, but they do not have the same potential. Disobedience can occur if the expectations are too high or too low.✓

- Health problems✓

A child's health influences his/her behaviour.✓ Children cannot verbally explain how they feel. Medication will also influence the behaviour of a child, e.g., it can make the child hyper-active or sleepy, which can result in them being irritable. Educators must be aware of medication that a child may be taking and be sensitive towards the child's health.✓

- Allergies

Food can have a negative effect on a child. E.g., Coca Cola and colourants in other cooldrinks make children hyperactive. Too much sweets and sugar cause the child to be overactive and difficult to handle.

- Attention

Adults tend to react when children do something wrong. The child receives the message that to gain attention, they must misbehave. Adults should pay attention to a child's positive behaviour too so that it will not be necessary for them to be disobedient in order to get attention.

- Confusing guidelines

Children must know what is expected of them. Rules need to be simple and clear. People often over-estimate children's ability to understand their expectations.

(Any FOUR of the above-mentioned answers will be acceptable.
1 mark for technique, 1 mark for explanation) (Any 4 × 3) (12)

2.2 2.2.1
- When parents spank their children
- Any form of physical punishment metered out to a child

(Any ONE) (2)

2.2.2
- It is a natural form of discipline.
- Perhaps the parents were spanked as children themselves.
- All other discipline measures may have failed.
- A parent may spank a child just because he/she gets angry.
- The parent wants to send a strong message to the child.

(Any 3 × 2) (6)

2.2.3
- It does not teach the child why the behaviour is wrong.
- Spanking models aggressive behaviour for the child to learn.
- It teaches the child that physical punishment is acceptable.
- As the child gets older, he/she will get angry at their parents – feelings of anger may foster over a long period of time.
- It does not encourage the child to make decisions.
- The child will focus on the punishment, instead of thinking about what wrong was done. (Any 3 × 2) (6)

2.3 2.3.1 A specialist who deals with emotional problems✓ and can prescribe medication for the problem.✓

2.3.2 A medical practitioner✓ who deals with physical problems✓ in children.

2.3.3 A medical practitioner✓ who deals with medical problems✓ in childhood.

(3 × 2) (6)

2.4 2.4.1
- It is a type of anxiety.✓
- It is an irrational, unreasonable fear✓ of an object or situation.✓ (3)

2.4.2 (a) A fear in children that develops in the first 6 months,✓ characterised by crying/whimpering✓ when introduced to unfamiliar people.✓

(b) A fear experienced during infancy✓ whereby children fear whether or not their mother cares for them. ✓✓

(c) A child's fear of the dark,✓ due to lack of co-ordination and knowledge,✓ whereby they often imagine goblins and ghosts hidden in the darkness that surrounds them.✓

(3 × 3) (9)

2.4.3
- Try to neutralise the object/situation of fear with something positive.
- Gradually expose the child to his/her fear.
- Try explaining the fear to the child.
- Do not deny the child's fear.
- Do not tease the child about it, try to be sympathetic.

(Any 3 × 2) (6)
[50]

TOTAL SECTION B: 50

SECTION C

QUESTION 3

3.1 3.1.1
- Respect for the child
- The absorbent mind
- Sensitive periods
- The prepared environment
- Auto-education (5)

3.1.2
- She has respect for children and their privacy.
- She is a good observer.
- She knows that interaction with children is important.
- She is ready to guide and direct the children.
- She does not point out to the child what other children are doing.
- She never shows the child a model of how things should be done.
- She encourages the children to be independent.
- She does not punish the children.
- She diverts the child's attention when negative behaviour is displayed.
- She keeps in mind that discipline originates from within the child.
- She is cheerful and enthusiastic.
- She lets each child work at their own pace.
- She does away with the competitive spirit. (Any 5 × 2) (10)

3.1.3
- Each child is valued as a unique individual.
- Montessori children develop order, co-ordination, concentration, and independence.
- Students are part of a close, caring community.
- Montessori students enjoy freedom within limits.
- Students are supported in becoming active seekers of knowledge.
- Self-correction and self-assessment are part of the approach.

(Any 4 × 2) (8)

Copyright reserved

3.1.4
- It limits children to the development of the senses and intellect.
- The method is too intellectually orientated.
- The child's imagination is not sufficiently stimulated.
- No provision is made for imagination and free play.
- The danger of the method also lies in the apparent tendency of 'pushy' parents and teachers to impose learning on children.
- The method was developed many years ago; it does not fit into the current modern technologically advanced society that we live in.
- There are differences between the various Montessori schools; some strictly follow what Maria Montessori said, while others adapt the method to suit modern society.
- It neglects fantasy play. Signs of imagination should be encouraged, but the Montessori method fails to do so.
- Children struggle to adapt to 'ordinary' schools and within the wider society.
- Individuality is over-emphasised which may also lead to discipline problems.
- Montessori uses the 'time-out' method to discipline children. It is a good discipline method but cannot be used in all situations. The Montessori method disagrees with the view that children must learn to complete a task within a certain time limit. This also stagnates the child.
- Group activities are neglected and individuality is stressed. Many jobs and roles in society are done in group settings.

(Any 5 × 2) (10)

3.2
- Identity of objects
- Variety and individuality
- Continuity and change
- Relationships between structure and action (4)

3.3
- Sensory skills
- Spatial skills
- Measurement skills
- Classification skills
- Language skills (5)

3.4
- Colour
- Transparency
- Texture
- Mass
- Hard and soft (5)

3.5
- Getting to know the function of one's eyes.
- Identifying different kinds of information specific to sight.
- To recognise limitations of sight and the fact that it can be obstructed. (3)

[50]

TOTAL SECTION C: 50

SECTION D

QUESTION 4

4.1
- Self-confident
- Independent
- Accept separation from home/parents
- Good coordination
- Good perception of time
- Good perseverance
- Good concentration span
- Hygienic toilet manners
- Speaks fluently
- Controlled behaviour (10)

4.2 4.2.1
- Active language development: The child develops language through participation in activities.
- Passive language development: The child's language will develop through listening and watching.

4.2.2 Active language development:
- Making up your own story
- Telephone conversation in fantasy area
- Begin a story, child must finish it
- Use of riddles in lessons
- Explanation of scenarios, e.g., what will you do when the phone rings? (Any TWO suitable answers will be acceptable)

Passive language development:
- Telling a story
- Listening to stories on a CD
- Paging through a book while listening to stories on a CD
- Listening to verse
- Viewing dramatic plays/performances.

(Any TWO suitable answers will be acceptable)
(2 × 4) (8)

4.3 4.3.1 School readiness includes the whole development of the child,✓ i.e., physical, emotional, language, cognitive and moral. The child will have reached a level in their life which is a pre-requisite for formal education.✓

4.3.2 A natural process which a child passes through; a biological process✓ of development in which new potential for school admittance emerges.✓

4.3.3 The person always knows where they are in the space✓ (area) that they are in – their position or place in space. They can orientate themselves in the world around them.✓

4.3.4 It is the movements of the fine (small) muscles of the body.

4.3.5
- The ability to distinguish between similarities✓ (what is the same) and differences (what is different) through the eyes.✓
- Being able to discriminate differences.✓ This includes differences in size, shape, colour, and orientation.✓
- It is the ability to distinguish between similarities and differences of objects through your eyes. Classification and concept formation take place during this process.✓✓ (5 × 2) (10)

4.4
- Let the child show different positions, e.g., before, after, behind, next to.
- Give commands: Look to your right, put your arms behind your back, stand next to a chair, etc.
- Building with blocks: Put the red block on top of the green block.
- Pegboard: Build different patterns.
- Line walking: Ask the children to walk along a line of chalk on the floor.
- Play follow the leader.
- Climbing activities.
- Balancing activities. (Any 5 × 1) (5)

4.5 The child should stand up straight,✓ head up (not backwards or forwards),✓ stretch their arm across their head✓ and touch their left ear with their right hand.✓ (4)

4.6
- Lacks co-ordination and balance
- Difficulty to distinguish between left and right
- Not being able to cross the midline when doing tasks
- Rotates body when drawing
- Confuses mirror differences and similarities
- Short attention span (Any 5 × 2) (10)

4.7
- Creative art activities
- Manipulating tools
- Modelling with play dough
- Bouncing balls
- Hitting a balloon
- Stringing beads
- Action rhymes and songs which involve the use of the hands

(Any 3 × 1) (3)
[50]

TOTAL SECTION D: 50
GRAND TOTAL: 200

Copyright reserved