higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

MEDICAL PRACTICE N4
(Second Paper)

31 MAY 2019

This marking guideline consists of 5 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1 1.1.1 Attempts to make up for real or imagined physical or psychological shortcomings

1.1.2 Defence mechanism providing wish fulfilment, gratification of repressed impulses and resolution of unconscious conflicts

1.1.3 Unconscious mechanism to keep disturbing or threatening thoughts hidden from the conscious

1.1.4 Redirecting an impulse (e.g. aggression) onto a powerless substitute target

1.1.5 Movement back in psychological time when faced with stress

1.1.6 Similar to displacement, but satisfying an impulse with a substitute target in a socially acceptable way, such as directing aggression into sport

1.1.7 Awareness at present

1.1.8 Consists of information just under the surface accessible once you direct attention to it

1.1.9 Consists of primitive, instinctual information which is inaccessible

1.1.10 Behaviour whereby an individual observes and replicates the behaviour of another

(10 × 2) (20)

1.2 1.2.1 True
1.2.2 False
1.2.3 False
1.2.4 True
1.2.5 False
1.2.6 False
1.2.7 False
1.2.8 True
1.2.9 True
1.2.10 False

(10 × 2) (20)
[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1
- Physiological:✓ air, food, water, sex, sleep✓
- Safety:✓ security of environment, employment, resources, health, property✓
- Love/Belonging:✓ love, friendship, intimacy, family✓
- Esteem:✓ confidence, self-esteem, achievement, respect✓ (4 × 2) (8)

2.2
- Perceiving reality efficiently and tolerating uncertainty
- Accepting yourself and others for what they are
- Spontaneity in thought and action
- Looking at life objectively
- Unusual sense of humour
- Problem-centred, not self-centred thinking
- Creativity
- Resistance to enculturation, but not purposeful unconventionality
- Concern for the welfare of others
- Empathy and compassion for others
- Deep appreciation of basic life experiences
- Establishing satisfying interpersonal relationships with a few people
- Peak experiences
- Needing privacy
- Democratic attitude
- Strong moral/ethical standards (Any 7 × 1) (7)

2.3
- Reach self-actualisation
- Take full advantage of your abilities while being mindful of your limitations
- Reach your full potential
- Advance as a human being and fulfil higher needs
- Know one's true self
- Having met basic human needs, striving to be good, fully alive, happy, and find meaning in life
- Greater psychological health (Any relevant 5 × 1) (5)

[20]

QUESTION 3

3.1
- Force of habit
- Goals in life
- Aspirations
- Attitudes
- Interests (Any relevant 4 × 1) (4)

3.2
- Concentration camps
- War
- Survival incidents
- Narrow escapes from death/Near-death experiences (4)

3.3
- Approach-approach conflict✓
  Example: Having to choose between two attractive job offers✓
- Avoidance-avoidance conflict✓
  Example: Deciding whether to do a job you hate or to be unemployed✓
- Approach-avoidance conflict✓
  Example: Offered a job with a very good salary, but the job is dangerous✓

(Any 3 × 2) (6)

3.4 Frustration is a feeling of dissatisfaction stemming from the inability to achieve a goal. Frustration may be caused by internal or external factors. Frustration can be a motivator or it can lead to negativity such as aggression. Frustration can lead to conflict when the cause of frustration is external. Conflict is a disagreement or a condition in which an individual has difficulty arriving at a decision due to two or more different interests. Internal conflict or emotional conflict taking place within an individual can lead to frustration.

(Any relevant 3 + 3) (6)
[20]

QUESTION 4

4.1
- Know yourself and be yourself.
- Try to understand others.
- Always be positive and dignified in your actions.
- Be interested in and make friends of people.
- Give criticism sparingly.
- Be honest with sincere appreciation and encouragement.
- Create a relationship of trust.
- Be leaders and not drivers of people.
- Always be prepared for service.
- Treat others as you would like to be treated. (Any 8 × 1) (8)

4.2 Physiological and psychological drivers overlap. Hunger and thirst, for example, are physiological drivers motivating us to eat and drink, so we buy food. Someone buying food at a store is not just motivated to do so by a physiological drive though, but also by a psychological drive – he/she might be buying food to sustain a loved one✓✓ or might be motivated to choose one brand over another for psychological reasons, such as emotions elicited by an advertisement,✓✓ wanting to choose the 'cool' brand✓✓ or choosing the brand associated with a happy childhood memory.✓✓ Once the food is bought, some might eat more than is necessary to satisfy their physiological need or to satisfy or compensate for a psychological need, such as with emotional/stress eating✓✓. (Any relevant 4 × 2) (8)

4.3
- Adequate compensation
- Job satisfaction
- Feeling valued
- Good working conditions/environment
- Positive relationships with colleagues
- Career-development prospects
- Combination of biological, psychological, social and unconscious motives fulfilling various needs (Any 4 × 1) (4)

[20]

QUESTION 5

5.1
- Affiliation/Belonging/Gregariousness
- Achievement/Enhancing the self
- Power/Control/Influence
- Acquisition
- Aggression
- Curiosity/Understanding (Any 4 × 1) (4)

5.2 **Static**✓
- Simple reflex-level response
- Happens automatically (Any ONE)

Dynamic✓
- Complex learned response
- Conscious attempts using memory or through processes to restore balance (Any ONE)

(2 × 2) (4)

5.3 Some theorists believe that behaviour is largely stimulated by unconscious motives,✓ a result of desires,✓ impulses✓ and memories✓ that are repressed✓ in the unconscious state,✓ but still influence our actions.✓ Unconscious motivation is motivation that we are not aware of.✓ A Freudian slip is an example of a manifestation✓ of the unconscious, revealing true thoughts or feelings.✓ (Any 7 × 1) (7)

5.4
- Medical staff deal with people who are often already vulnerable due to illness, e.g. feeling cared for can go help patients feel better
- Caring will help staff better understand the difficulties faced by a patient
- A caring person is more likely to listen better, resulting in less misunderstanding or missing of important information
- Our attitudes affect those around us
- A person who cares will likely provide better service
- Patients who feel cared for will be more likely to seek care when needed again (Any 5 × 1) (5)

[20]

TOTAL SECTION B: 60
GRAND TOTAL: 100

Copyright reserved