higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCATIONAL PSYCHOLOGY N5

12 JUNE 2014

This marking guideline consists of 8 pages.

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SECTION A:

QUESTION 1

1.1	1.1.1	False – vocabulary 250–300 words		
	1.1.2	True		
	1.1.3	False – a popular child can be a follower		
	1.1.4	True		
	1.1.5	False – excessive is unhealthy – moderated stress leads to productivity		
	1.1.6	False – subordinate bilingualism		
	1.1.7	False – they find it difficult to form relationships		
	1.1.8	True		
	1.1.9	False – physical exercise may relief stress		
	1.1.10	True		
			(10 × 2)	(20)
1.2	1.2.1	J		
	1.2.2	I		
	1.2.3	D		
	1.2.4	F		
	1.2.5	A		
	1.2.6	B		
	1.2.7	H		
	1.2.8	E		
	1.2.9	G		
	1.2.10	C		
			(10 × 1)	(10)
1.3	1.3.1	B		
	1.3.2	D		
	1.3.3	C		
	1.3.4	D		
	1.3.5	D		
	1.3.6	B		
	1.3.7	A		
	1.3.8	A		
	1.3.9	C		
	1.3.10	C		
			(10 × 2)	(20)
				[50]

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QUESTION 2

2.1
- Television
- Books
- Radio (3)

2.2
- Read stories
- Talk to the child
- Listen when the child is talking
- Sing songs
- Rhymes
- Play language games
- Ask questions
- Encourage the child to talk
- Encourage children to socialize
- Picture discussions
- Drama (Any 10 × 1) (10)

2.3
- Exposed to several languages
- They learn songs and rhymes
- They are exposed to a variety of places
- Learn about other countries
- Learn about animals/ insects/ nature
- Learn about current affairs and politics
- Exposed to road safety programmes
- It promotes communication when the family talks about programmes
- The identify with hero's with positive characteristics
- Children in hospital are linked to the outside world
- It stimulates imagination (Any 8 × 1) (8)

2.4
- Loss of balance
- Nausea
- Fatigue
- Headaches
- High blood pressure
- Hypertension
- Lower immunity
- Rheumatoid arthritis
- Anaemia
- Multiple sclerosis
- Migraine
- Asthma
- Coronary heart diseases
- Diarrhoea
- Spastic colon
- Stomach ulcers
- Eruption of the skin (Any 8 × 1) (8)

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2.5 2.5.1
- Same age children together
- More adults to attend to children
- Children learn to adapt easily

2.5.2 Divorced or widowed people with children from previous marriages remarry.

2.5.3 A man and a woman with unmarried children living in one unit together

2.5.4 In this family a man is the spouse and father to two or more nuclear families

2.5.5 Same sex family. A lesbian or homosexual couple living together (5 × 3) (15)

2.6 2.6.1
- Parents demand respect – children fear parents
- Children have to listen to them –
- they are not allowed to have own opinions
- child can't make own decisions
- child must always be obedient
- children get punished if they do what is not expected from them
- parent makes decisions for child (3 × 1) (3)

2.6.2
- Parents earn respect from parents
- Child can have his own opinion
- Parents encourage communication
- Child can make own decisions
- More freedom is allowed (3)

[50]

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QUESTION 3

3.1
- Enjoys company
- Talkative
- Loud
- Impulsive
- Enjoys attention
- Not shy
- Outgoing
- Spontaneous

(Any 4 × 1) (4)

3.2 3.2.1
- Loss of respect for others
- Children are stressed
- Use foul language at school
- Shows aggressive behavior – bullies
- Enjoys aggressive games
- Tense and nervous
- Stealing toys

3.2.2
- Disruption of education
- No language stimulation –use poor "foul "language
- Poor language models
- Violent parents –talk in a commanding manner

3.2.3
- Hunger and malnutrition
- Children are stressed
- Sexual abuse
- Physical trauma

(3 × 3) (9)

3.3
- It is time consuming
- The patient can be dishonest

(2 × 2) (4)

3.4
- Give love
- Physical care
- Give warmth and attention
- Satisfy the child's needs
- The child must. develop a balance between trust and distrust and then he will approach a new situation with confidence, but caution

(4)

3.5 Earth, air, fire and water (4)

3.6
- It may be hereditary
- Because of nervous tension
- It may be caused by certain personality traits
- Parents might encourage it because they find it cute
- Can be caused by breathing disturbances

(5)

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3.7
- Do not criticise the child
- Do not try to correct his speech
- Listen to him attentively and relaxed
- Help the child to become more independent
- Expand his vocabulary
- Create a relaxing atmosphere
- Do not compare children
- Do not interrupt the child
- do not tease the child
- speech therapy
- 'timed syllabic speech' treatment
- treatment such as 'shadowing'
- treatment such as delayed auditory feedback

(Any suitable answer will be correct) (Any 5 × 1) (5)

3.8
- Cleft palate
- Teething
- Organic shortcomings
- Cerebral palsy
- A hearing defect
- Poor muscle co-ordination of the tongue (6 × 2) (12)

3.9
- The child is deprived from the opportunity to develop his language
- No storybooks available
- No television
- No one listens to the child
- He hears no rhymes and songs
- No one talks to the child – no opportunity to socialise
- No school education (Any 3 × 1) (3)

[50]

QUESTION 4

4.1 4.1.1 Listener is unable to distinguish why the baby is crying

4.1.2 The listener can distinguish why the baby is crying

4.1.3 The squealing- gurgling sounds when baby is happy ,satisfied or exited

4.1.4 Repeated sounds of two syllables 'da-da-da'

4.1.5 Meaningless imitation of sounds and words

(5 × 2) (10)

4.2 4.2.1
- Mental monologue
- Speaking one's thoughts out aloud
- Say negative things in a positive way

4.2.2
- Bouncing back
- You will become more rational and look for an explanation for unreasonable behaviour of person

4.2.3
- The ability to recognise non-constructive thoughts, attitudes and behaviour
- Stop negative thoughts and turn your attention to more pleasant topics

(3 × 3) (9)

4.3 Over-crowded houses with no room to play
Inadequate and few toys available
Children are disrupted due to often moving house
No money for transport to schools
Small meals – undernourished
Poor medical care
Poor hygienic circumstances
Tired children – no adequate sleep because of over-crowded houses
Disease
No money for transport to hospitals
Insecure children
Short concentration span
Language problems
Low self-image
Child is being discriminated against (5 × 2) (10)

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4.4 Crisis; autonomy vs doubt and shyness
* Child develops physically fast and learn to walk and can control toilet routines
* These development enable him to force his will and make choices
* Family and environment expect things of him
* When successful in his attempts he will experience a feeling of autonomy
* When failing in his attempts he will experience a feeling of doubt
* Treat failures sympathetically
* The child much will-power to attempt future challenges (8)

4.5 4.5.1
- Method for promoting relaxation
- Shut down thinking processes
- Shut out environment stimuli
- It can be performed anywhere

4.5.2
- Improves cardiovascular activity
- Reduces blood pressure
- Raises the level of endorphin (feeling of well-being)
- Release build-up energy
- Get rid of frustrations through exercise

4.5.3
- Shout out loud
- Cry
- Laugh out loud
- Hit something
- Jump up and down

(3 × 3) (9)

4.6
- Taking other children's toys
- Selfishness
- Telling lies
- Aggressive behaviour (Any other suitable example will be correct) (4)

[50]

TOTAL: 200

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