higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## JUNE EXAMINATION

## EDUCATIONAL PSYCHOLOGY N5

## 7 JUNE 2016

**This marking guideline consists of 9 pages.**

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## SECTION A

## QUESTION 1

| | | | |
|---|---|---|---|
| 1.1 | 1.1.1 | M | |
| | 1.1.2 | O | |
| | 1.1.3 | A | |
| | 1.1.4 | N | |
| | 1.1.5 | G | |
| | 1.1.6 | I | |
| | 1.1.7 | F | |
| | 1.1.8 | D | |
| | 1.1.9 | J | |
| | 1.1.10 | E | |
| | | | (10 x 2) (20) |
| 1.2 | 1.2.1 | False√ – Erikson's theory of psycho-social development outlines eight phases that span the entire life-cycle.√ | (2) |
| | 1.2.2 | False√ – Bandura believed that children acquire new patterns of behaviour through observational learning.√ | (2) |
| | 1.2.3 | True | (1) |
| | 1.2.4 | True | (1) |
| | 1.2.5 | False√ – Non-verbal language refers to the words not used actively by young children in speech/Verbal language refers to the words used actively by young children in speech.√ | (2) |
| | 1.2.6 | True | (1) |
| | 1.2.7 | True | (1) |
| 1.3 | 1.3.1 | B | |
| | 1.3.2 | A | |
| | 1.3.3 | B | |
| | 1.3.4 | A | |
| | 1.3.5 | C | |
| | 1.3.6 | A | |
| | 1.3.7 | A | |
| | 1.3.8 | B | |
| | 1.3.9 | B | |
| | 1.3.10 | A | |
| | | | (10 x 2) (20) |
| | | | **[50]** |

**TOTAL SECTION A: 50**

## SECTION B

## QUESTION 2

2.1
- Watching programmes about other countries gives children the opportunity to learn about those countries.
- Excellent programmes about animals enrich children's knowledge.
- Young viewers can learn about current affairs and politics. Children derive world experience through seeing processes on television, e.g. cheese making process.
- Children can learn songs and rhymes from programmes.
- Exposure for those children who are unable to travel.
- Coping skills acquired – road safety programmes.
- Watching television programmes with family members and discussing them later, enhances communication and bonding.
- Provides a link to the outside world for those children in hospital.
- Stimulates the imagination of young children. A perception of social roles is formed. Identification of masculine and feminine roles.
- Children imitate positive traits of characters on television.
- Children can discriminate between the good and bad with the assistance of the adults. ( Any 5 x 2) (10)

2.2
- The older children attain greater self-control, deal with more complex situations, plan activities, avoid what is harmful and cope better with new situations.
- The ego controls the Id.
- The ego can limit the demands of the Id.
- The child learns to delay gratification of needs and tolerate frustrations and disappointments.
- Freud identified two conflicting principles which the ego must harmonise, i.e. the pleasure principle versus the reality principle. (Any 3 x 2) (6)

2.3
- Earth
- Air
- Fire
- Water (4 x 1) (4)

2.4 Anti-social behaviour is any negative social activity that brings about antagonism in the child's relationship with his environment. (3)

2.5 2.5.1
- Withdrawn
- Unhappy

2.5.2
- Cheerful
- Outgoing
- Calm

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2.5.3
- Irritable
- Grumpy
- Loud

2.5.4
- Quiet
- Placid
- Unemotional

(Any 4 x 2) (8)

2.6
- Surveys
- Questionnaires
- Interviews (3 x 1) (3)

2.7
- A good case study can stimulate additional research.
- A tool for diagnosis
- A tool for prescription
- Helps in creating further understanding.
- Provides a rich, clinical and descriptive picture of an individual. (5 x 2) (10)

2.8 A projective test is a common form of psychological test, used to assess childhood personalities. (2)

2.9
- Is time consuming.
- The patient can be dishonest. (2 x 2) (4)

**[50]**

## QUESTION 3

3.1
- Child learns the language that is spoken in his environment.
- Child is familiar with the regional speech (dialects) and accents used in his/her neighbourhood.
- No language stimulation – poor language.
- No education facilities- poor language development.
- No parent involvement or motivation – poor language development.
- Parents are not all experienced to promote language development.
- Poor language models hinder language development.
- Isolated environment – no stimulation for language development.
- Not exposed to children of the same age.
- Not exposed to books/telling stories.
- Autocratic parenting – talk in a commander manner.
- Children from a high income group usually talk sooner.
- Children who visit more places have a larger vocabulary.
- A child in poor health/inadequate nutrition usually has poor language skills.
- Mothers tend to talk more to their daughters. (Any 5 x 2) (10)

3.2 3.2.1
- The eldest or the first-born child begins talking sooner than the other children in the family.
- Parents spend more time teaching and encouraging the first born.

3.2.2
- Children from a small family, who get a lot of parental attention, will usually begin talking sooner than those from a big family.
- The only child – if a family has just one child, who gets a lot of parental attention, he/she will begin talking sooner.

3.2.3
- Children from multiple births associate with one another and learn to understand their own jargons.
- This eliminates the motivation to speak so that they can be understood by other twins, triplets, etc.
- They tend to learn to talk later than other children.

(Any 3 x 2) (6)

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3.3 3.3.1 The ability to use two languages, speaking, writing and understanding it both orally and in written form. (2)

3.3.2
(a)
- They feel insecure and are handicapped from the beginning of their school career.
- Bilingual children are not linguistically ready for school.

(b)
- The child finds it difficult to communicate as the dominant language is different from the one used by their social circle.
- Bilingual children experience problems in social adjustments.

(c)
- Learning two languages at an early age will delay development in both languages.
- This will lead to more errors than is normal for the child's age.
- Could lead to stuttering.

(d)
- Bilingual children are sometimes confused in their thinking.
- This results in them becoming conscious about talking.
- They may eventually experience social neglect or rejection.

(e)
- Home environment is different from same-age mates.
- Differentness will come across in speech.
- Also evident in the accent of the child.

(f)
- At school age, child realises that different stereotypes are associated with different accents.
- Child judged by peers and adults – based on stereotypes.
- Unfavourable stereotypes will lead to prejudice and discrimination. (Any 6 x 2) (12)

3.4 3.4.1 Pronunciation problems (1)

3.4.2
- Deprivation
- Hearing defect
- Teething
- Cleft palate
- Cerebral palsy
- Organic shortcomings
- Poor muscle coordination of the tongue
- Low intelligence. (Any 5 x 1) (5)

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3.5 3.5.1 Lisping – occurs when a child cannot pronounce the 's' or 'z' and then substitutes it with 'th'. (2)

3.5.2
- Problem with the child's teeth
- Loss of the front teeth
- Partial deafness
- Cleft palate
- Faulty action of the tongue (Any 3 x 1) (3)

3.5.3
- Avoid undermining a child's self-confidence.
- Do not criticise faulty speech.
- Encourage imitation of a good role model.
- Provide guidance on good speech.
- Explain the meaning of new words.
- Encourage children to speak in the presence of other adults and his/her own-age mates.
- Read good books to the child.
- Encourage the child to listen to the radio, watch educational programmes on television.
- If the problem persists, seek professional help from a speech therapist. (Any 5 x 1) (5)

3.6
- Facial expression
- Tone of voice
- Gestures and body movements, e.g. shrug
- Body posture
- Eye contact (Any 4 x 1) (4)

**[50]**

## QUESTION 4

4.1
- Polygamous family – in this family, a man is the spouse and father to two or more nuclear families.
- Extended family – many relatives and many generations are living together. (2 x 2) (4)

4.2
- High level of anxiety
- Poor school progress
- Poor social adjustment (3 x 1) (3)

4.3
- Leaders conform to the group's ideal in appearance, behaviour and attitudes.
- Make a good overall appearance because of their clothes and grooming.
- Have a sense of security.
- Leaders are always popular.
- Make good personal and social adjustments.
- Express their feelings towards others.
- Create an impression that they are more mature.
- Motivated – willing to sacrifice time.
- Sense of humour
- Creativity
- Are energetic and full of life.
- Show good initiative and use common sense.

(Any 5 x 2) (10)

4.4 4.4.1
- Disasters of human origin – unnatural disasters caused by human activities.
- Natural disasters, e.g. earthquakes
- Pollution
- Motor accidents
- Lighting
- Noise (Any 5 x 1) (5)

4.4.2
- Sweating without exertion or high air temperature
- Feelings of exhaustion and a lack of energy
- Dizzy spell, palpitations and nauseous sensations -- irregular heartbeats.
- High blood pressure/hypertension
- Lower immunity/resistance to disease
- Migraines
- Asthma
- Coronary heart diseases
- Eruption of the skin
- Disturbed sleeping patterns
- Digestive disorders: continuous diarrhoea, spastic colon, bleeding stomach ulcers, poor appetite. (Any 5 x 2) (10)

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4.4.3
- Time management
- Positive thoughts
- Rational-emotive thinking
- Letting go off emotions
- Religion
- Sleep enough
- Constructive self-talk
- Thought stopping
- Social support
- Relaxation
- Physical exercise
- Nutrition (Any 8 x 1) (8)

4.5 4.5.1 Racism is a widespread set of beliefs, ideas and practices formed among people on the basis of physical features (as in skin colour). (2)

4.5.2
- Low self-image
- Can affect their behaviour.
- Can affect their school achievement.
- Can affect their relationships with others.
- May feel unwelcome. (Any 3 x 1) (3)

4.6
- Little or no space for the child to play due to an over-crowded house.
- Meals may be skimpy and nutritionally poor.
- Inadequate toys
- Malnutrition
- Visual and auditory defects
- Poor hygiene and illness
- Medical, health and dental care may be lacking.
- Frequent moves are common leading to instability.
- Lack of physical exercise
- Effects of poor nutrition

(Any 5 x 1) (5)
**[50]**

**TOTAL SECTION B: 150**
**GRAND TOTAL: 200**

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