higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

3 JUNE 2019

This marking guideline consists of 12 pages.

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SECTION A

QUESTION 1

1.1
1.1.1 D
1.1.2 E
1.1.3 J
1.1.4 L
1.1.5 A
1.1.6 G
1.1.7 B
1.1.8 I
1.1.9 O
1.1.10 N

(10 × 2) (20)

1.2
1.2.1 True

1.2.2 True

1.2.3 False✓
Racism refers to any form of discrimination based on race groups.✓

OR

Sexism refers to any form of discrimination based on gender.

1.2.4 False✓

An autocratic parent is strict and demands blind obedience from his/her children✓

OR

A democratic parent is fair and allows respect to develop.

1.2.5 False✓
Girls are known to develop language skills sooner than boys.✓

1.2.6 True

1.2.7 True

(10 × 1) (10)

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

(10 × 2) (20)
[50]

TOTAL SECTION A: 150

SECTION B

QUESTION 2

2.1 The effects of good parenting:

- A warm, sensitive and responsive parenting style builds the child's socio-emotional development.
- Linked with higher levels of prosocial behaviour.
- Enhances greater cognitive-empathy skills.
- Leads children to use their perspective-taking skills.
- Children respond positively to parental warmth and helpful behaviour.
- Explaining a child's desired behaviour to him/her will increase it.
- Limits behavioural problems because of co-parenting.
- Provides a sense of family security for young children.
- Fosters children's ability to learn and engage in prosocial behaviour.

The effects of bad parenting:

- Punitive parenting practices result in lower levels of prosocial behaviour.
- Children only comply because they must when prosocial behaviour is forced on them.
- Abuse of power, assertive and negative discipline measures decrease prosocial behaviour.
- Unexplained punishment results in children reacting in a prosocial manner only to avoid punishment.
- The increased use of rewards to bring about prosocial behaviour results in low levels of prosocial behaviour.
- Low levels of parent co-operation results in low levels of prosocial behaviour in children. (Any suitable 5 × 2) (10)

2.2
- Helps you to understand yourself and your personal goals better.
- Develops skills to improve relationships and social interaction.
- Helps to overcome problems such as eating disorders, depression and compulsive habits.
- Have fewer side effects than medication.
- Helps people to find answers to problems.
- Promotes positive thinking.
- Teaches people to manage their emotions effectively.
- Promotes mental health and improves moods.
- Allows for better communication.
- Helps people talk about their problems and express their feelings so they feel less burdened.
- Conducted by qualified professionals whose advice is objective

(Any 3 × 2) (6)

2.3
- Must observe (pay attention to) the behaviour of models around them.
- Must store information in their memories (remember observed behaviour and mental images of symbolic representations).
- Must be able to replicate the behaviour.
- Must be motivated to produce the same behaviour. (4 × 2) (8)

2.4
2.4.1 Sanguine
2.4.2 Melancholic
2.4.3 Choleric
2.4.4 Phlegmatic

(4 × 1) (4)

2.5
2.5.1 A peer group is the group of children with whom a child associates most often; they are often (but not necessarily) of a similar age, social status, ability, interests and background and play a role in shaping the child's behaviour and beliefs.

OR

A peer group consists of the child's social equals; they are other children who interact with the child at a similar level although they are not necessarily of the same age.

2.5.2 Prosocial behaviour is behaviour that encourages friendship and social interaction.

(2 × 2) (8)

2.6
- It helps children to develop literary skills in an enjoyable way.
- Reading together strengthens the parent-child bond.
- It promotes language, literacy and brain development.
- It sparks the child's imagination.
- It provides a safe way for the child to explore strong emotions.
- It helps define the available sex role options in society.
- It outlines acceptable and unacceptable behaviour. (Any 4 × 2) (8)

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2.7
- Allow children to make moral judgements in real-life situations.
- Teach children the concepts of justice, rights, equality and welfare.
- Provide experiences to promote what is good and bad from an early age.
- Help children to understand the reasons for rules
- Understand conflict situations from the child's perspective – be patient, yet firm.
- Set rules and create a culture of obeying them.
- Use children's literature to foster a caring nature.
- Positive reinforcement: model, encourage and reward acts of caring.
- Responsibility: Get children involved in the care of animals; it supports a caring nature. (Any 5 × 2) (10)

[50]

QUESTION 3

3.1 3.1.1
- Children may have language difficulties as families prioritise their daily financial responsibilities over their children's educational needs.
- Children are less creative and show less initiative and poor language development.
- They show less interest in academic life at school.
- Low levels of language development lead to lower levels of academic achievement.
- Both parents work and are preoccupied with the obligations of daily life – less time for interacting with their children.
- Mothers from a low socio-economic class communicate with their children in a prescriptive and commanding manner.
- Parents use a small vocabulary, giving commands about things like chores rather than engaging in conversation. (Any 2 × 2)

3.1.2
- People in average socio-economic families tend to work hard to achieve what they set out to achieve.
- Children often enjoy their parents' or caregivers' support.
- The active relationships in these families promote a better understanding of the principles and value of communication.
- Mothers from middle socio-economic class help and support their children, which leads to understanding of the underlying principles. (Any 2 × 2)

3.1.3
- Children have above-average verbal skills and large vocabularies.
- Parents value education and have the resources to provide it.
- Children speak sooner and are more expressive- because they receive more encouragement and support from their parents.
- Exposed to more places and experience more things.
- Have more opportunities to look at more books therefore builds cognitive skills.
- They have the financial resources to ensure that they address all aspects of early childhood development.
- Have good-quality parent-child relationships, because parents are less preoccupied with making ends meet.
- Parents are also often professionals who understand the value of quality education. (Any 2 × 2)

(3 × 4) (12)

3.2
- Guides a child's development in a steady and accepting manner.
- Reciprocates respect: Is fair and allows respect to develop between parent and child.
- Accepts the child as he/she is – with all his/her talents and shortcomings.
- Treats children in a respectful and diplomatic manner.
- Gives children choices and holds them responsible for those choices.
- Understands the child's behaviour, thoughts and feelings.
- Listens to what the child has to say.
- Tries to understand a situation before punishing the child.
- Helps the child to become more independent and responsible.

(Any 5 × 2) (10)

3.3
- Poor muscle co-ordination of the tongue
- Structural problems
- Cerebral palsy
- Cleft palate
- Teething
- A hearing impairment/defect
- Organic shortcomings (Any 3 × 1) (3)

3.4 3.4.1 Babies repeat or echo sounds or words that they hear with more purpose than in the lulling stage. For example, a parent says, 'Say ba-ba', and the baby says, 'Ba-ba'.

OR

From 9-10 months, babies meaningless imitate words and sounds without understanding the meaning.

3.4.2 *Lulling*: Babies repeat words or sounds, as well as gestures that they have heard, often incorrectly, from around 7–8 months.

3.4.3 *Cooing* refers to the squealing or gurgling sounds that a baby makes when he/she is satisfied, happy, or excited and to satisfy their desire for attention.

(Any 3 × 2) (6)

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3.5 3.5.1 Autism (1)

3.5.2
- Show interest in a specific subject
- Present stereotyped body movements, e.g. hand flapping, walking on tiptoes and spinning.
- Heightened sensitivity to sounds and textures, e.g. they get upset by too many loud noises or sounds.
- Have difficulty with social interaction.
- Seem emotionally rude or uninterested in people
- Have difficulty to show feelings and understanding others' feelings
- Impaired and unusual verbal and non-verbal communication
- Have trouble talking; some may not talk at all.
- Do unusual things repeatedly
- Do the same things over and over again
- Can't make connections that other children make easily
- Have trouble learning the meaning of words.
- Have trouble adjusting to changes, for example trying out new foods, coping with a substitute teacher.
- May experience problems making friends, for example they may throw temper tantrums and have bouts of uncontrolled anger

(Any 4 × 1) (4)

3.5.3
- Genetic.
- Environmental factors, e.g. exposure to viruses and toxins during pregnancy
- The prenatal environment, e.g. having older parents, having diabetes, or a mother who may have used psychiatric drugs during pregnancy
- Prenatal viral infections
- Maternal conditions, e.g. thyroid problems, diabetes, maternal obesity during pregnancy
- Parental or maternal stress
- Diagnostic ultrasounds during pregnancy
- The postnatal environment, e.g. allergies, exposure to drugs, infections, certain foods or heavy metals
- Problems that may occur at birth
- Disruption of early brain development while in the womb

(Any 5 × 1) (5)

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3.5.4
- Start treatment as early as possible.
- Behavioural therapy: Using rewards supports positive behaviour and decreases problem behaviour.
- Speech therapy: Used to increase the child's functional abilities (helps children to speak and understand words).
- Occupational therapy: Helps children with balance, co-ordination and handwriting.
- Social skills therapy: Addresses language and helps children to learn how to play with and talk to others.
- Educational interventions: Enlist the help of school personnel regarding academic subjects.
- Medication for problems such as hyperactivity.
- Other types of therapy, for example diet, music and art therapies.
- Specialists may work as a team, for example the psychologist, speech therapist, occupational therapist and teacher may work as a team towards a solution.
- Structure education specifically to meet the child's unique needs.

(Any 5 × 1) (5)

3.6 Non-verbal communication refers to communication that does not use words, e.g. facial expression, tone of voice, body movements, postures and gestures. Verbal communication refers to the process of sending and receiving messages using words, including writing and sign language.

OR

Verbal communication refers to words expressed/used actively in speech.

(2 × 2) (4)

[50]

QUESTION 4

4.1 4.1.1

- They may feel self-conscious and uncomfortable about the changes, especially if it occurs earlier or later than that of their peers.
- Frustration, disappointment and jealousy due to different developmental rates
- They may become stressed by, and obsessed with, their appearance.
- They may become withdrawn if they are teased or ridiculed about their bodies' changes.
- They experience a sense of wonder, pride and joy, with feelings of uncertainty, shame and aversion.
- It can be an unhappy period, and they may try to escape from life by day dreaming, or they may talk about suicide.
- Rapid growth and changes in puberty lead to fatigue and grumpiness which make the adolescent less appealing to family members, teachers and age-mates.
- The physical changes influence their self-image. They spend hours in front of the mirror, trying to get used to his new appearance.
- They easily feel self-conscious and bored.

(Any 3 × 2) (6)

4.1.2

- Be a role model for forming and maintaining positive relationships.
- Get to know the adolescent's friends.
- Make time to listen to the adolescent talking about his or her feelings.
- Be explicit and open about your feelings.
- Be a role model for dealing with difficult emotions in positive ways.
- Talk about relationships, sex and sexuality.
- Focus on non-physical aspects. (Any 3 × 2) (6)

4.1.3

- Social problems, e.g. teenage pregnancy, sexual abuse, exploration of adolescent girls by boys and men, bullying
- Physical problems, e.g. sexually transmitted infections and diseases like gonorrhoea, herpes, HIV/Aids
- Psychological problems, e.g. guilt and low self-esteem, thinking about sexuality all the time in a way that could interfere with academic and social responsibilities
- Economic problems, e.g. the financial costs of raising a child should pregnancy occur (Any 3 × 1) (3)

4.2 4.2.1 A nuclear family is a man and a woman with unmarried children living in one unit together.

OR

A nuclear family consists of a husband, a wife and their unmarried children living in one unit together. (2)

4.2.2 An extended family is a family that extends beyond the nuclear family. It consists of people who are closely related to each other and who live together in the same house.

OR

An extended family is a family having many relatives and several generations living together. (2)

4.2.3 Advantages of an extended family:

- The child is encouraged to respect all members.
- Children learn about their history from elders in the family.
- Children gain a better understanding of their language.
- Multi-parenting: children do not feel lonely because they have the company of aunts, uncles, etc.
- Feelings of being loved by everyone.
- Abundance of knowledge about life's order and unwritten rules – families learn morals, values and norms from different people.
- Family members are exposed to co-operative work, so they can care for others when they go out into the community.
- Family members can enhance their leadership skills.
- Help is available for daily activities, e.g. homework and transporting children. There is a good support structure in place.

Disadvantages of an extended family:

- Potentially reduced privacy as families are large.
- Decisions made by the head of family cannot be challenged.
- Children get spoilt by grandparents.
- Grandparents may prevent parents from disciplining their children.
- Quarrels and conflicts are inevitable. Children who are exposed to this may be affected negatively.
- It can be a chaotic, strained environment: family members with difficult and challenging personalities experience problems communicating.
- Friction may occur when relatives criticise the child and parents exert authority (Any 3 × 2) (6)

4.3 Psycho-social development:

- Children who live in poverty are at a greater risk of behavioural and emotional problems.
- These problems include impulsiveness, difficulty getting along with peers, aggression and attention deficit hyperactivity disorder (ADHD).
- Emotional problems may include anxiety, depression, aggression, acting out and low self-esteem.
- When parents experience chronic stress, depression and marital distress due to poverty, children are negatively affected.
- Unsafe neighbourhoods expose low-income children to violence and abuse, predicting possible violent behaviour in future.

Cognitive development:

- They lack creativity skills and have limited attention spans.
- They function tardily on the cognitive level.
- Their educational level is culturally different.
- Their level of self-confidence is low and the situation is aggravated by failure.
- The children are poorly motivated.
- Their language usage is poor because of disadvantages.
- Children are usually not ready for school at school-going age.
- Children are morally and intellectually poor.

Physical health:

- Poor nutrition and lack of access to healthy food.
- Poor-quality food, which can lead to childhood overweight or obesity.
- Chronic problems such as asthma, anaemia and pneumonia.
- Malnutrition or skimpy and nutritionally poor meals can result in visual and auditory defects, poor hygiene, medical illnesses (visual\auditory defects) and poor health and dental care.
- The children are biologically stunted (low birth weight), poorly clad, have deficient medical care, and are poorly fed and hungry.
- Experience perceptual defects due to lack of practice as a result of ineffective care – not encouraged to look at and listening to what is relevant.

Home environment:

- Unstable home environments due to frequent moves.
- Parents, in their struggle for survival, may suffer from depression or anxiety, which may affect their abilities to be supportive and attentive.
- The children are usually from broken homes.
- They have limited living space for the child to play and get enough rest due to an over-crowded home environment.
- There is no strong role model for identification.
- Causes unstable inter-personal relationships.
- They are from destitute and opportunity-deprived environments.
- They are poorly supervised. They often carry house or flat keys around their necks or in their school cases because both their parents work.
- Inadequate or no toys (Any 5 × 2) (10)

4.4 4.4.1

- Being disruptive and resistant in class
- Low self-esteem
- Lack of perseverance and goal-directed behaviour
- Social isolation
- Reluctance to take risks
- Consistent negative attitude towards academics
- Discomfort with competition
- Weaknesses in skills areas (Any 5 × 1)

4.4.2

- No form of motivation in the academic sector
- An environment that does not stimulate or nurture a child's ability and may even discourage high achievement
- Any disability or learning deficit
- Lack of parental support for schools and teachers
- Lack of academic challenge, or too great a challenge
- Too much pressure on children (Any 5 × 1)

4.4.3

- Parents need to stimulate young children's interest with parental interest, attention, educational toys, songs, books, games, and chatter
- Have a designated time for homework
- Minimise distractions such as television, games, social media, music and regular family hustle and bustle
- Guide children about homework hours and learning styles
- Introduce children to tools for school success, for example task lists and scheduling
- Be consistent in all aspects of discipline.
- Love your child, regardless of how he or she performs in school.
- Create a stimulating environment based on listening, decision and questioning. (Any 5 × 1)

(3 × 5) (15)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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