higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

1 June 2021

This marking guideline consists of 12 pages.

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SECTION A

QUESTION 1

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

(10 × 2) (20)

1.2 1.2.1 False✓ – A nuclear family consists of a mother, father and children.✓

OR

A polygamous family has a man who is spouse and father to two or more nuclear families.✓

1.2.2 False✓ – A baby responding with smiles to the pleasant singing of his/her mother's voice is regarded as receptive language comprehension.✓

OR

A baby cooing to a familiar voice is regarded as expressive language comprehension.✓

1.2.3 False✓ – When an adolescent is indecisive about his/her role, it is called identity diffusion.✓

OR

When an adolescent withdraws from life activities, it is called moratorium.✓

1.2.4 True
1.2.5 True
1.2.6 True
1.2.7 True

(10)

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

(10 × 2) (20)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- It helps children to develop literary skills in an enjoyable way.
- It strengthens the parent-child bond when parents and children read together.
- It promotes language, literacy and brain development.
- It sparks children's imagination.
- It provides a safe way for children to explore strong emotions.

(Any relevant 5 × 2) (10)

2.2
- Eye problems such as poor eyesight due to extended strain on the eyes
- Physical defects such as malformation of the bones from bad posture in front of the television
- Poor eating and exercise habits resulting in metabolic changes that contribute to unhealthy blood sugar levels and obesity

(Any relevant 3 × 2) (6)

2.3
- As the child develops, socialisation teaches him/her rules and conventions, e.g. to not inflict pain on others.
- These abstract rules are attained in memory.
- The superego controls one's sense of right and wrong.
- Its development enables one to feel guilt.
- It develops during the first five years of life in response to parents' punishment and approval.
- It is the ethical part of the personality. Its development enables one to fit into society. Realistic self-criticism helps one to reach goals in life.

(Any 4 × 2) (8)

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2.4
- Observation
- Direct instruction
- Imitation
- Direct reinforcement or modelling (4)

2.5 2.5.1 Observational learning occurs when watching, retaining and replicating a behaviour by someone who models it.

2.5.2 A stereotype is established when people believe that one aspect of someone or something applies to all people or things in that classification.

OR

A stereotype is a belief that certain attributes are applicable to the whole group, e.g. that all men are arrogant.

(2 × 2) (4)

2.6
- Inward and private, thoughtful, reasonable, calm, patient, caring, tolerant, accepting and affectionate
- Richer inner life, seek a quiet, peaceful atmosphere and content with themselves, prefer stability in all aspects of life
- Steadfast and consistent in their habits
- Learns by experiencing others' interest in a subject
- Good administrators
- Task-oriented with great capacity for work that requires precision and accuracy
- Slow, lazy and dull
- Passive, careful, thoughtful, peaceful, controlled reliable, even-tempered

(Any 4 × 2) (8)

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2.7
- It teaches children communication skills.
- It teaches children about healthy interaction with their peers, older children, and adults who are not their parents.
- They learn social behaviour and develop social skills.
- It builds their self-confidence and allows them to empathise.
- It helps them to realise which behaviour is acceptable and which is not.
- It exposes them to a loving, caring and secure environment that allows them to be open to learning and to engage with peers.
- It reduces stranger anxiety.
- It gives them a fuller perspective on different social situations.
- It helps children who have had fewer opportunities to catch up socially and academically with peers from wealthier and more academic families.
- It allows for successful social interaction in the teen and adult years.
- It teaches shy, introverted children to interact with various people.
- It teaches respect for the authority of people other than their parents.
- It exposes them to children from different cultures and socio-economic backgrounds and allows them to learn about diversity.
- Staff members are qualified in the field of ECD and pedagogy. They create an environment that encourages children to work and play together, and solve problems collaboratively, using specialised curricula and resources.
- They support close adult-child and peer relationships.
- They promote whole child development.
- They develop prosocial behaviour.
- They expose children to many other children, caregivers, programmes and age groups.
- They adjust the classrooms and programming for each child's specific needs because children develop at different rates.
- They meet the need for childcare in a time when extended families are no longer as much a part of the lives of people in nuclear families.

(Any 5 × 2) (10)
[50]

QUESTION 3

3.1

AUTHORITARIAN PARENT	DEMOCRATIC PARENT
• Demanding • Less responsive • Controls children • Temperament: angry, rebellious, moody and unhappy • Authoritative • Demands blind obedience from children • Decides unilaterally what is right and wrong • Retains authority and control • Assertive, demanding and responsible • High expectations for children • Expects children to be extremely mature and understand things on a level that many children cannot grasp • Sets clear standards for children's conduct • Expects children to be submissive at all times, not to question the parent and to do what they are told	• Demanding • Responsive • Sets high standards but gives children choices • Supportive • Guides a child's development in a steady and accepting manner • Reciprocates respect • Fair and allows respect to develop between parent and child • Treats children in a respectful and diplomatic manner • Gives children choices and holds them responsible for those choices • Tries to understand a situation before punishing the child • Helps the child to become more independent and responsible • Accepts the child's talents and shortcomings

(Any 4 + any 4) (8)

3.2 3.2.1

- Girls are known to develop language skills sooner than boys. They talk earlier, articulate speech better and acquire a more extensive vocabulary than boys of the same age.
- Girls mature physiologically more quickly than boys.
- Girls use different parts of the brain to process language. Their brains develop earlier and are larger than those of boys.
- Boys can reach the same level of linguistic competence as girls by the time they enter preschool. Mothers speak more to their daughters than to their sons during preschool years. Girls therefore generally receive more stimulation than boys in this regard.

(Any ONE)

3.2.2
- Babies with more positive moods: They develop vocabulary and adapt more easily and have a longer attention span than babies with other temperaments.
- Extroverted babies: Language acquisition is boosted through concrete experiences with the outside world and interaction with others. They willingly take on conversational risks. Enthusiastic children are verbally more fluent.
- Well-adjusted children: Speech occurs sooner and in larger volumes. They have good mental health and make very few grammatical and pronunciation errors.
- Introverted babies: Language acquisition occurs effectively in individual, independent situations. They need to process ideas subconsciously before speaking.
- Shy, withdrawn children: These children speak less than outgoing children. (Any ONE)

3.2.3
- Children learn best when they are physically, mentally and emotionally ready.
- Psychological readiness is linked to mental speech readiness. This allows for 'baby language' (babbling and cooing) and echoing words.
- Children need reasoning and memory to associate meanings with words.
- Young children must be able to remember and relate to past experiences of specific words. When they can do this, they start to acquire and use language.
- Language absorption slows down after the age of six. At this age, children must start learning language consciously.

(Any ONE)

3.2.4
- Children with a high linguistic intelligence usually love to talk, read and write.
- High linguistic intelligence has been linked to problem solving and abstract reading. (Any ONE)

3.2.5
- Encouraging children to speak from a young age is an important factor of language acquisition.
- Language development is about the quality and quantity of the words we speak. Motivating a child to speak is as important as giving him/her language-learning opportunities.
- Children who are not motivated to speak may start to use alternative ways of communicating, which could weaken their motivation to speak.
- When children start to socialise with their peers, 'baby talk' starts to fall away.
- Parents and caregivers must create opportunities for, and be actively involved in, motivating their children to speak.

(Any ONE)
(5 × 2) (10)

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3.3
- Stuttering/Stammering
- Bilingualism
- Elective mutism
- Lisping
- Autism
- Aphasia
- Inadequate language skills
- Pronunciation problems
- Insufficient vocabulary (Any 5 × 1) (5)

3.4 3.4.1 Compound bilingualism occurs when an individual learns two languages in the same environment and context.

3.4.2 Coordinate bilingualism occurs when an individual acquires two different languages in different contexts.

(2 × 2) (4)

3.5 3.5.1 Pronunciation problems (1)

3.5.2
- Persistence of pronunciation errors
- Omission of sounds when speaking
- Substituting one consonant with another in some words
- Interchanging words
- Using abbreviations
- Inability to say difficult vowels (Any 4 × 2) (8)

3.5.3
- Cleft palate
- Teething
- Organic shortcomings
- Hearing defect
- Poor muscle coordination of the tongue
- Cerebral palsy
- Deprivation, e.g. a result of a poor role model
- Low intelligence (Any 5 × 1) (5)

3.5.4
- Encourage imitation with regard to a good role model.
- Encourage children to use the correct speech in the presence of adults.
- Criticise faulty speech in a constructive manner to avoid undermining the child's self-confidence of arousing his/her resentment.
- Set a good model of speech for the child to imitate.
- Encourage the child to be interested in language by explaining the meaning of new words in terms that he/she understands.
- Answer his/her questions about new words.
- Do not discourage the child from asking questions.
- Encourage the child to join in conversations.
- Encourage the child to allow others the opportunity to speak.
- Encourage the child to speak when he/she is with his/her peers.

(Any 5 × 1) (5)

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3.6 Holophrastic speech refers to a child's ability to use one-word sentences from the age of 14 months.

OR

Holophrastic speech refers to a child's ability to express a whole phrase or thought in a single word.

Telegraphic speech refers to the child's ability to use two-word sentences by the age of 18 to 24 months.

OR

Telegraphic speech refers to the child's ability to be very concise, leave out words in speech that are not essential and use short two-word phrases.

(2 + 2) (4)

[50]

QUESTION 4

4.1 4.1.1

- Parents' low educational achievement
- Absence of the father from the home
- Large family or a crowded home environment
- Physical or mental illness
- Parents' defeated attitude (Any relevant 5 × 1) (5)

4.1.2

- They lack role models or people with whom they can identify.
- They are poorly motivated due to misdirected pedagogical references.
- They show poor self-image and self-confidence.
- Their interpersonal relationships are unstable.
- They have perceptual problems due to the lack of practise in attending to, looking at and listening to what is relevant.
- They show poor moral and intellectual skills. (Any 3 × 2) (6)

4.1.3 **Social development**

- Low self-concept affects social behaviour, e.g. lack of confidence affects the ability to build social relationships.
- The child may display aggressive behaviour due to a hostile home environment.

Emotional development

- The child can be emotionally deprived because he/she is unloved or has been rejected by parents and significant adults.
- The child may have been deprived of a normal family life if he/she lives in residential care.

Language development

- The child may have a restricted ability to communicate with meaningful questions or discuss aspects that interest him/her.
- The child may have a limited vocabulary, poor syntax, problems interpreting and communicating and reliance on nonverbal communication.

Educational and academic development

- The child may be unable to meet the requirements of schooling due to a lack of experience and insufficient resources.
- Negative attitudes towards education decrease chances of being school-ready when entering formal education.
- Based on their own unsuccessful academic careers, parents do not see formal schooling as important.
- Parents from environmentally deprived backgrounds may not be educated themselves, therefore they cannot help their children with schoolwork.
- The child might not have met developmental milestones in early childhood, so he/she cannot cope with activities at school.

(Any 2 × 2) (4)

4.2 4.2.1 Prejudice refers to unjustified, incorrect, baseless and usually negative attitudes towards an individual or group based solely on the membership of that social group.

OR

Prejudice refers to a negative attitude formed without adequate reason and usually directed towards people because of their membership in a group (racial, sexual, gender, cultural, religious).

4.2.2 Xenophobia refers to the fear and distrust of what is foreign or strange, especially of people from different countries or cultures.

OR

Xenophobia refers to the irrational hatred or fear of strangers, foreigners or out-groups.

(2 × 2) (4)

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4.3
- Headaches (including migraines)
- Stomach ailments (bleeding stomach ulcers, spastic colon, poor appetite, diarrhoea, constipation, nausea)
- Aches, pains and tense muscles
- Chest pains and rapid heart rate
- Heart disease
- Exhaustion
- High blood pressure
- Rheumatoid arthritis, anaemia and multiple sclerosis
- Disturbed sleep patterns (insomnia or too much sleep)
- Frequent colds or infections
- Trembling hands
- Ringing ears
- Cold, sweaty hands and feet
- Dry mouth and difficulty swallowing
- Tight jaw muscles and grinding teeth
- Skin problems, e.g. eczema (Any 5 × 2) (10)

4.4
- Sugar/Refined sugar/Energy drinks
- Artificial sweeteners
- Carbohydrates
- Alcohol
- Caffeine
- Spicy foods
- Processed foods (Any 3 × 1) (3)

4.5 4.5.1
- Allows children to escape the direct supervision of adults
- Forms a reference group in which adolescents can assess their behaviour, express frustrations, discuss problems and review goals
- Forms a support and structural base for adolescents from broken homes and single-parent families
- Contributes towards identity formation during the early stages of adolescence when teenagers experience a lack of independence, self-confidence and sense of identity
- Influences the adolescent's intellectual and personal development
- Helps in conflict-resolution situations
- Provides a feeling of security, acceptance and understanding
- Helps adolescents release emotional tension
- Allows adolescents to learn and experiment with new ideas – develops effective social functioning
- Allows for opportunities for communication with the opposite sex – forms close friendships
- Facilitates emancipation from the family home
- Provides sexual information to adolescents
- Develops norms for sexual activities (Any 5 × 1) (5)

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4.5.2 **Positive influence**

- Shows enthusiasm and takes initiative in everyday activities
- Greater tolerance levels and displays sympathy towards peer group members
- Becomes more flexible about ideas of others
- Displays self-confidence
- Maintains a cheerful and positive rapport with others due to common ground
- Aims to maintain an attractive physical appearance

Negative influence

- Peer pressure can lead to adolescents experimenting with a lot of negative activities, e.g. alcohol, drugs, gangs, stealing, etc.
- The adolescent can experience stress if not accepted by the peer group.
- He/She will display low self-esteem as he/she will lack self-confidence.
- He/She can become withdrawn by nature which may lead to depression. (Any 5 × 1) (5)

4.6 4.6.1 A nuclear family consists of a husband, a wife and their unmarried children, all of whom live as a unit. (2)

4.6.2

- They become self-sufficient through employment.
- Traditionally, the husband or father is the head of the household and spends much of his day at work.
- In modern families both parents work and household chores are shared.
- They often have secure finances as both parents work and combine their income.
- These families receive little help from the community if financial or health problems arise.
- Financial and emotional stability can benefit children in nuclear families encouraging academic achievement and self-esteem.
- Multiple interactions take place. (Any 3 × 2) (6)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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