higher education & training

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REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

(20060105)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCATIONAL PSYCHOLOGY N5
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each section on a new page.
5. Use only a black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1.1	Children in a family from previous relationships	A	pleasure principle
1.1.2	Behaviour that threatens to cause physical or emotional harm	B	reality principle
1.1.3	Stage of high exploration during adolescence	C	language
1.1.4	Emotional bond between a child and parent	D	attachment
1.1.5	One's belief in his/her ability to achieve things	E	speech
1.1.6	Behaviour that encourages friendships and social interaction	F	moratorium
1.1.7	Ability to express thoughts and feelings using words	G	blended family
1.1.8	Example of nonverbal communication	H	identity diffusion
1.1.9	Instinctual drive to avoid pain and unpleasant experiences	I	aggressive behaviour
1.1.10	Agent of socialisation for a young child	J	autism
		K	foreclosure
		L	peer group
		M	facial expression
		N	prosocial behaviour
		O	self-efficacy

(10 × 2) (20)

1.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.2.1–1.2.10) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.2.1 A polygamous family consists of a mother, father and children.

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

1.2.3 When an adolescent is indecisive about his/her role, it is called moratorium.

1.2.4 Children whose fathers are involved in their care are better adjusted.

1.2.5 Children from smaller families who get a lot of parental attention begin talking sooner.

1.2.6 The excessive use of dummies in childhood can result in lisping.

1.2.7 Children who attend day care centres may experience separation anxiety.

(10)

1.3 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 Children who experience language problems are referred to a …

A general practitioner.
B clinical psychologist.
C speech therapist.
D psychiatrist.

1.3.2 When there is too little stress and no challenges in an individual's life, it is referred to as…

A eustress.
B distress.
C hyper stress.
D hypo stress.

1.3.3 A melancholic temperament is linked to …

A blood
B black bile
C yellow bile
D phlegm

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1.3.4 The temperament of a child refers to his/her …

A characteristics.
B numeracy skills.
C reading skills.
D spatial skills.

1.3.5 The development of an individual's distinct personality is called …

A foreclosure.
B identity achievement.
C identity formation.
D identity diffusion.

1.3.6 Kohlberg's theory aims to explain …

A traits.
B psycho-social development.
C moral development.
D human personalities.

1.3.7 The belief that women are physically weaker than men refers to …

A racism.
B sexism.
C materialism.
D ethnocentrisms.

1.3.8 When children want a distraction from everyday stress and unpleasant realities it refers to …

A materialism.
B racism.
C sexism.
D escapism.

1.3.9 The sanguine personality is associated with the element of …

A air.
B earth.
C fire.
D water.

1.3.10 A person with a choleric temperament will …

A be serious and introverted in nature.
B enjoy activities like poetry and art.
C prefer activities in which they can lead.
D tend to be slow, lazy and dull.

(10 × 2) (20)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 Give FIVE advantages that children acquire while reading literature. (5 × 2) (10)

2.2 Explain THREE medical problems caused by excessive television viewing. (3 × 2) (6)

2.3 State FOUR key principles of the superego as outlined in Freud's psychoanalytical theory. (4 × 2) (8)

2.4 List FOUR methods of social learning as identified by Alfred Bandura. (4)

2.5 Define each of the following terms:

2.5.1 Observational learning

2.5.2 Stereotype

(2 × 2) (4)

2.6 Explain FOUR characteristics of the phlegmatic temperament. (4 × 2) (8)

2.7 Give FIVE benefits of daycare centres. (5 × 2) (10)

[50]

QUESTION 3

3.1 Tabulate FOUR differences between *authoritarian parents* and *democratic parents*. (4 + 4) (8)

3.2 Explain each of the following internal factors that influence a child's language acquisition:

3.2.1 Gender

3.2.2 Personality or temperament

3.2.3 Psychological state of being

3.2.4 Intelligence

3.2.5 Motivation

(5 × 2) (10)

3.3 State FIVE language problems that affect the development of children's language. (5)

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3.4 Define each of the following terms:

3.4.1 Compound bilingualism

3.4.2 Coordinate bilingualism

(2 × 2) (4)

3.5

Ms Roberts is the Grade R educator at Westville Preprimary School in Durban, KwaZulu-Natal. During a story-ring lesson of *Alice in Wonderland*, she began engaging her learners in story response. When she approached six-year-old Margaret with questions, she noted that Margaret substituted words in the following manner: 'wabbit' for 'rabbit'; 'tain' for 'train' and 'boo' for 'book'. Ms Roberts was glad that she was able to identify this language problem in Margaret's language development early and called her mother, who is a single parent, in for a consultation.

3.5.1 Identify the language problem. (1)

3.5.2 State FOUR characteristics of this condition. (4 × 2) (8)

3.5.3 List FIVE causes of this condition. (5)

3.5.4 Give FIVE remedies Ms Roberts can recommend to Margaret's mother. (5)

3.6 Differentiate between *holophrastic speech* and *telegraphic speech*. (2 + 2) (4)

[50]

QUESTION 4

4.1

More than 50% of South Africa's population is living in poverty

Lameez Omarjee

Pretoria – More than half of South Africa's population is living in poverty, data from Statistics South Africa revealed. According to the Poverty Trends Report for 2006 to 2015, 30,4 million people (55,5% of the population) is living in poverty. This is up from the 53,2% or 27,3 million people reported in 2011. Statistician general Pali Lehohla said the statistics examined how South Africa has moved to reduce poverty. Over a period of time it was a movement almost parallel to the x-axis, a flat movement. 'Meaning poverty depth or intensity was difficult to deal with,' he said.

[Adapted from: *https://www.fin24.com*, 22 August 2017]

4.1.1 List FIVE factors that contribute to environmental deprivation. (5)

4.1.2 State THREE emotional characteristics of an environmentally deprived preschooler. (3 × 2) (6)

4.1.3 Explain how environmental deprivation impacts the academic development of a child. (2 × 2) (4)

4.2 Define each of the following terms:

4.2.1 Prejudice

4.2.2 Xenophobia

(2 × 2) (4)

4.3 Name and explain FIVE physical effects that stress has on an individual.

(5 × 2) (10)

4.4 List THREE types of food that increase stress. (3)

4.5 Peer relationships are a normal aspect during adolescence. Peers are normal groups of people who have similar interests (homophily), age, background or social status. Members of this group are likely to influence a person's beliefs and behaviours. Peer groups not only have distinct patterns of behaviours but also contain hierarchies.

4.5.1 List FIVE functions of a peer group. (5)

4.5.2 From your personal experience, explain the influence that a peer group has on an adolescent. (5)

4.6 4.6.1 Define the term *nuclear family*. (2)

4.6.2 State THREE characteristics of a nuclear family. (3 × 2) (6)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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