higher education & training

Department:
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MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCATIONAL PSYCHOLOGY N5

22 NOVEMBER 2016

This marking guideline consists of 11 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	C
	1.1.2	A
	1.1.3	B
	1.1.4	L
	1.1.5	I
	1.1.6	K
	1.1.7	E
	1.1.8	N
	1.1.9	O
	1.1.10	F

(10 × 2) (20)

1.2	1.2.1	True
	1.2.2	True
	1.2.3	True
	1.2.4	True
	1.2.5	False. Children from small families are characterised to start talking sooner.
	1.2.6	False. During stage 1 of Kohlberg's theory of moral development, the child decides what is wrong on the basis of punishment.
	1.2.7	False. Children who experience problems acquiring language skills usually have a low IQ.

(10)

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

(10 × 2) (20)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 Temperament:

- Temperament will determine how the child will react to the socialisation action of others.
- Behaviour and temperament is closely related. An inborn sociable temperament will encourage friendly and cooperative behaviour.
- Insensitivity could lead to impatient behaviour in a child.

(Any 2 × 2) (4)

2.1.2 Gender:

- Gender roles have an influence on the socialisation of children as well.
- Girls are socialised in a different way from boys.
- Girls are expected to play with dolls, while boys play with play guns. (Any 2 × 2) (4)

2.2 Medical problems resulting from excessive watching of TV can result in:

- Skeletal deformation as a result of lack of exercise.
- Muscular atrophy as a result of lack of exercise.
- Continued exposure can affect the child's eye sight. (Any 2 × 2) (4)

2.3 OBSERVATIONAL LEARNING:

According to Bandura children acquire new patterns of behaviour by observing the actions of models around them and imitating them, which are then stored in their memories in the form of mental images or other symbolic representations. (4)

2.4 2.4.1 The development of the child during the autonomy vs shame and doubt stage according to Erikson:

- The child develops physically, e.g. learns to walk.
- Controls function of excretion (toilet training)
- He/She can now experiment with retention and discharge.
- He/She is able to 'force is will' (decide and to do)
- He/She is also able to make choices.
- Family and environment demand and expect something from him/her.
- A feeling of autonomy is experienced when he/she performs actions successfully.
- Rules and regulations present: therefore a possibility that a child may fail.
- Failure can result in feelings of doubt and shyness.
- Failures should be treated sympathetically or his/her self-confidence will be damaged.
- The child must reach the balance of will-power. (Any 3 × 2) (6)

2.4.2 Advice for parents during this stage:

- Care-givers should provide opportunities for toddlers to make choices. E.g. child-proofing the house allows the child to explore the environment.
- Allow the child to take responsibility for his\her actions and not to shift blame onto others.
- Allow the child to try again and learn that making mistakes is alright. (6)

2.5 Temperaments of Hippocrates including TWO characteristics of:

(a) Melancholic✓
Withdrawn; unhappy✓✓

(b) Sanguine✓
Cheerful; outgoing; calm
(Any 2 suitable answers will be acceptable)✓✓

(c) Choleric✓
Irritable; grumpy; loud
(Any 2 suitable answers will be acceptable)✓✓

(d) Phlegmatic✓
Quiet; placid; unemotional
(Any 2 suitable answers will be acceptable)✓✓
1 mark for the temperament
2 marks for 2 characteristics (12)

2.6 Disadvantages of using case studies:

- Subjectivity✓
- Uncontrolled variables✓
- Relate to one specific individual✓
- Cause-effect relationship cannot be established✓
- Cannot make generalisations✓ (5 × 1) (5)

2.7 2.7.1 An interview: a structured and systematic with a specific subject (making sure that nothing is left out). Attention is paid to the content of the answers as well as the person's general attitude, body language, et cetera.✓✓✓ (3)

2.7.2 Disadvantages of interviews:

- It can be very time-consuming✓✓
- The people conducting the interviews can be subjective✓✓
- It can be very expensive to conduct interviews.✓✓ (3 × 2) (6)

[50]

QUESTION 3

3.1 3.1.1 Language acquisition – Toddler (2–3 years):

- The child has acquired a vocabulary of +\- 250–300 words
- He uses 2 or more words to form simple sentences
- Uses a few pronouns, for example 'I', 'me' or 'you'
- Begins to ask endless questions
- By the end of 2 years, his\her pronunciations become more understandable
- From 2–3 years, he begins to form four and five word sentences (Any 4 × 1)✓✓✓✓ (4)

3.1.2 Language acquisition – Infant (3 -4 years) :

- There is rapid language growth✓
- Vocabulary increases up to 460–1260 words✓
- The child uses the past tense, to report past experiences✓
- Pronouns are now used correctly✓ (4)

3.1.3 Language acquisition – Pre-schooler (4–6 years):

- Speech is fully intelligible with few minor incorrect uses
- The language becomes more abstract
- The child uses grammatically correct sentences
- Understands the following prepositions: up\over\under\in front\behind
- Enjoys asking many questions
- Vocabulary increases to approximately 2500 words by the age of 5 (Any 4 × 1)✓✓✓✓ (4)

3.2 3.2.1 Crying: one of the first ways in which the infant is able to communicate with the world. A way to make their needs known so that it can be fulfilled.✓✓

3.2.2 Cooing: the squealing, gurgling sounds a baby makes when he is happy, satisfied or even excited, and to satisfy their desire for attention.✓✓

3.2.3 Babbling: the repeated sounds of two syllables, e.g. 'da-da-da' or 'ma-ma-ma' provides the foundation for speech.✓✓

(3 × 2) (6)

3.3 Reasons for the delay of speech in children:

- Mentally retarded for example down syndrome
- Severe loss of hearing
- Severe emotional problems
- Deprivation
- Brain dysfunction
- Aphasia
- Psychosis
- Slow maturation (Any 5 × 1)✓✓✓✓✓ (5)

3.4 3.4.1 Stuttering and stammering✓✓ (2)

3.4.2 Possible causes of stuttering and stammering:

- It may be hereditary
- It may be the result of insecurity
- It may be aggravated by nervous tension
- It may be a passing phase, when the child is learning to speak
- Certain characteristics or personality traits can be the reason
- It could come from breathing disturbance due to partial or total in coordination (Any 5 × 2)✓✓✓✓✓ ✓ ✓✓✓✓ (10)

3.4.3 The handling and referral of this problem:

- Don't let the child see that you are worried or ashamed of him
- Do not try to correct his speech
- Do not criticise the child
- Listen to him attentively and relaxed
- Help the child to become more independent
- Expand his vocabulary
- Create a relaxing atmosphere
- Do not compare the child to other children
- Do not interrupt the child
- Do not tease the child
- Look at the option of speech therapy
- Look at treatment methods: timed syllabic speech treatment, shadowing, delayed auditory feedback

(Any 5 × 2)✓✓✓✓✓ ✓✓✓✓✓ (10)

3.5 Causes for pronunciation problems:

- Deprivation
- A hearing defect
- Teething
- Cleft palate
- The child with cerebral palsy
- Organic short comings
- Poor muscle co-ordination of the tongue (Any 5 × 1)✓✓✓✓✓ (5)

[50]

QUESTION 4

4.1 4.1.1 Authoritarian leader: he is a bully and can lead by power alone. The leader may win the respect of the group but rarely wins their affection.✓✓✓ (3)

4.1.2 Democratic leader: he shows great concern for the feelings and interests of the group members. Such a leader leads by making suggestions rather than by giving orders. He wins both the respect and attention of the group members.✓✓✓ (3)

4.2 4.2.1 Sexuality:

- The process of identity formation – the acceptance of the self as masculine or feminine.
- A pre-condition for defining an identity is establishing a sex-role identity-that which is appropriate to a gender.
- Sex-role developments are influenced by social factors, cultural factors and parental influence.
- Sex-roles develop by observing and imitating a same sex model, which are reinforced by parents and society if accepted.
- If the gender-identity is already formed, it contributes to the resolution of the identity crisis and enables the adolescent to establish intimate relationships.
- There is a desire for sexual exploration and expression.
- Exploration or experimentation takes place in the form of masturbation, which is not harmful during this phase.
- There is a desire for intimacy with partners, both physical and emotional. (Any 3 × 2)✓✓✓✓✓ (6)

4.2.2 Emotional well-being:

- The physical changes are accompanied by a sense of wonder, pride and joy, with feelings of uncertainty, shame and aversion.
- Can be an unhappy period, as they try to escape from life by day dreaming of, talking about or threatening suicide.
- Rapid growth and changes in puberty lead to fatigue, grumpiness which makes 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.
- He easily feels self-conscious and bored.
- The adolescent has to also achieve emotional maturity.

(Any 5 × 3)✓✓✓✓✓ (15)

4.2.3 Intellectual changes:

- Children reach the level of 'formal operational thought' during adolescence.
- The ability to think abstractly enables the adolescent to make a career choice.
- Constructs a personal value system after thinking about various ideas, values and ideologies.
- He can formulate his own identity and determine his role in society.
- Egocentric – find it difficult to distinguish between their own thoughts and what other people think- which compounds the adolescent's obsession with himself.
- They are able to recognise other people's thoughts and feelings.
- Their ability to encode and store information improves.

(Any 5 × 3)✓✓✓✓✓ (15)

4.3 The importance of friendship to an adolescent:

- Allows for soul searching.
- Friends can share experiences, plans, ambitions and intimate secrets- leads to effective social functioning.
- The adolescent can express his anxiety, doubt and resentment against society without being judged.
- Friends offer support and security during an emotional crisis.
- Friends can criticise one another without been rejected.
- The adolescent can speak freely about his fears, feelings of confusion, ideals and dreams.
- Discussions with a friend can resolve uncertainties.
- With friends, the adolescent can assess his own behaviour, problems, needs and goals.
- Offers the opportunity for communication with the opposite sex.
- Offers warm and friendly companionship.
- Provides him with a feeling of security, acceptance and understanding.
- Friendships contribute towards the formation of his identity.
- Provides feedback on his personality traits, appearance and behaviour.

(Any 5 × 2)✓✓✓✓✓ ✓✓✓✓✓ (10)

4.4 Characteristics of a child who experiences poverty:

- The children are biologically stunted, poorly clad, have deficient medical care, and are poorly fed and hungry.
- The children are usually from broken homes.
- They are less healthy than middle-class children of similar age.
- They have limited living space and don't get enough rest.
- Their parents often move house.
- There is no strong role model with whom they can identify.
- Unstable inter-personal relationships are common.
- They are from destitute and opportunity-deprived environments.
- Their perceptual defects are due to lack of practice in effectively attending to, looking at and listening to what is relevant.
- Defective creativity is common.
- They are poorly supervised. They often carry house or flat keys around their necks or in their school cases because both their parents work.
- They have limited attention span.
- They function tardily on the cognitive level.
- Their education level is culturally different.
- Their level of self-confidence is low and the situation is aggravated by failure.
- The children are poorly motivated.
- They are disadvantaged in their language usage.
- At school going age, the children are usually not ready for school.
- They are morally and intellectually poor.

(Any 5 × 2)✓✓✓✓✓ ✓✓✓✓✓ (10)

4.5 4.5.1 Scapegoating: is the process of blaming an outgoing group when things go wrong. It is usually seen as a consequence of prejudice and stereotyping.✓✓

4.5.2 Ethnocentrism: regarding your own group as superior. It occurs when a group favours itself, boasts superiority or looks with contempt upon others.✓✓

(2 × 2) (4)

4.6 The effects that crime and violence has on children :

- The children view this as the normal way of life. They live on the streets, defend themselves and resort to stealing food.
- They are exposed to stealing, shooting and killings which has a negative impact on their lives.
- They are deprived of a normal life.
- There is very little or no education.
- There is loss of respect for older members of society.
- The impact includes children becoming displaced and orphaned.
- There is physical trauma, sexual abuse, rape, hunger and malnutrition.

(Any 5 × 1)✓✓✓✓✓ (5)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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