higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

20 NOVEMBER 2018

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	True
	1.1.2	True
	1.1.3	True
	1.1.4	False
	1.1.5	True
	1.1.6	False
	1.1.7	False
	1.1.8	True
	1.1.9	False
	1.1.10	False

(10 × 2) (20)

1.2	1.2.1	B
	1.2.2	A
	1.2.3	C
	1.2.4	B
	1.2.5	C
	1.2.6	B
	1.2.7	C
	1.2.8	B
	1.2.9	A
	1.2.10	B

(10 × 2) (20)

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1.3
1.3.1 D
1.3.2 H
1.3.3 G
1.3.4 A
1.3.5 K
1.3.6 B
1.3.7 I
1.3.8 C
1.3.9 E
1.3.10 F

(10 × 1) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- Who they are
- What their capabilities (skills) are
- What they can expect from the community
- What society expects from them (4 × 2) (8)

2.2
- Newspapers
- Magazines
- Television
- Books
- Internet/Social media
- Radio (Any applicable 5 × 1) (5)

2.3
- Cooperation, for example they learn to cooperate with other children for their mutual advantage
- Helpfulness: Willing to help others with tasks
- Willingness to give and share toys (3 × 2) (6)

2.4
- Stage 1: Baby: 0 to 2 years – trust versus distrust
- Stage 2: Infant: 2 to 3 years – autonomy versus doubt and shame
- Stage 3: 3 to 6 years – initiative versus guilt (3 × 2) (6)

2.5
2.5.1 C
2.5.2 A
2.5.3 D
2.5.4 B

(4 × 2) (8)

2.6 2.6.1
- It is a method of relieving emotional distress by helping people to talk about their problems and to express their feelings.
- Psychotherapists get to know their patients very well as intimate knowledge is shared. (Any 1 × 3) (3)

2.6.2
- If it is done by a qualified professional, it can help people understand themselves.
- The professional is objective. (Any 1 × 2) (2)

2.6.3
- It is time consuming
- The patient can be dishonest (2 × 2) (4)

2.7
- Questionnaires
- Surveys
- Interviews (3)

2.8
- Develops the capacity to deal with more complex daily situations
- Voluntarily plans activities
- Actively avoids what is harmful
- Develops ways of coping with new situations
- Controls the id and is able to limit its demands
- Teaches delaying gratification and dealing with frustration and disappointment
- Harmonises pleasure principle versus reality principle attains greater self-control
- Growing older child (Any applicable 5 × 1) (5)

[50]

QUESTION 3

3.1
- Receptive language comprehension: The child's understanding of the spoken or written word, for example listening skills
- Expressive language comprehension: What the child says or later writes, for example the spoken language (2 + 2) (4)

3.2
- Tone of voice
- Body posture
- Gestures and body movements
- Facial expressions
- Eye contact (5 × 2) (10)

3.3
- Speak to the child as often as possible about things he or she is currently interested in or while busy with activities.
- Read stories to the child. Use picture books to stimulate conversations.
- Speak slowly.
- Repeat words often.
- Use plain language and keep the child's level of development in mind.
- Give the child opportunities to speak.
- Encourage him or her to speak.
- Encourage dialogue by asking questions.
- Make requests that encourages the child to respond verbally.

(Any applicable 6 × 2) (12)

3.4 3.4.1
- Child learns the language spoken in his environment
- Child's language reflects his educative milieu
- Is the child exposed to a number of books?
- Does he or she have adequate opportunity for play exploration and discovery?
- Is there an adult who spends enough time with the child?

(Any applicable 4 × 1) (4)

3.4.2
- The educator must be worth following.
- The better the model, the better the child's speech will be.
- It is the adult's responsibility to accompany and guide the child in his or her acquisition of language.
- Adults should provide opportunities for language stimulation.

(Any applicable 3 × 1) (3)

3.4.3
- The well-adjusted child begins talking sooner and talks more than the child who experiences personality and adjustment problems.
- The child's speech is also an indication of his mental health
- A shy, withdrawn child talks less than the one who is more extroverted. (3)

3.5
- Compound bilingualism
- Coordinate bilingualism
- Subordinate bilingualism (3 × 2) (6)

3.6
- Has trouble learning the meaning of words
- Does the same thing over and over, such as saying the same thing over and over
- Moves arms or body in a certain way
- Has trouble adjusting to changes, such as trying new foods, having a substitute teacher or having toys moved from their usual places (4 × 2) (8)

[50]

QUESTION 4

4.1
- Physical maturation
- Sexual changes
- Cognitive changes
- Social changes (4)

4.2 Positive self-concept
- Academically successful
- Better social integration
- More self-confident and not afraid to express their opinions

Negative self-concept
- High level of anxiety
- Better social integration
- Very self-confident and not afraid to express their opinions

(2 × 3) (6)

4.3
- Acts as a reference, which gives the adolescent the opportunity to assess his or her own behaviour, problems, needs and goals
- Peer group's importance increased as a result of changes in the structure of society, such as broken homes, single families
- Conformity to peer group greatest during adolescence due to lack of independence and lack of self-confidence
- Can have positive influences on the adolescent
- Could cause the adolescent to become involved in reckless and antisocial behaviour
- The group could emphasise values which do not apply to adulthood

(4 × 2) (8)

4.4
- Flexibility
- Humour
- Tolerance
- Sympathy
- Self-confidence without haughtiness
- Cheerfulness
- Initiative
- Vivacity
- Enthusiasm
- Attractive physical appearance (10)

4.5
- Leader: An accepted member of the group who represents the group's ideals more than other group members.
- Follower: An accepted member of the social group with which they are identified. They retain their status as long as they are willing to do what the majority of the group members want them to do and as long as they follow the leader. (2 + 2) (4)

4.6
- Stressful life events
- Problems of daily life
- Stress at work
- Stress at home (domestic stress)
- Environmental events/situations (5)

4.7 Physical effects
- High blood pressure
- Lower immunity
- Migraine
- Asthma
- Heart disease
- Digestive disorders
- Acne
- Disturbed sleeping patterns
- Sweating without exertion
- Exhaustion/Lack of energy
- Dizziness, palpitations and nausea (Any applicable 5 × 1) (5)

Emotional effects
- Overall pessimism
- Depression
- Loneliness
- Moodiness
- Tearfulness
- Lack of enthusiasm for activities previously enjoyed
- Difficulties in making decisions
- Feelings of helplessness
- Extreme irritation over small things
- Inability to communicate
- Antisocial behaviour
- Poor self-image (Any applicable 5 × 1) (5)

4.8
- Nuclear family
- Polygamous family
- Extended family
- Single-parent families
- Step families
- Cohabitation
- Same-sex families (Any applicable 3 × 1) (3)

TOTAL SECTION B: 150
GRAND TOTAL: 200

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