higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

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This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	G
	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	M
	1.1.9	O
	1.1.10	N

(10 × 2) (20)

1.2	1.2.1	True
	1.2.2	True
	1.2.3	True
	1.2.4	False✓ When a child of 18 – 24 months progresses to two-word sentences it is called **telegraphic** speech.✓
	1.2.5	True
	1.2.6	False Social withdrawal is **an emotional** effect of stress.✓
	1.2.7	False✓ An **extrovert** child is characterised to make friends easily.✓ OR An introvert child is characterised to be **shy and reserved**.✓

(10)

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

(10 × 2) (20)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- It gives them important social skills.
- It teaches children communication skills.
- It teaches children about healthy interaction with their peers, older children, and adults who are not their parents.
- It builds their self-confidence and allows them to empathise.
- It helps them to realise which behaviour is acceptable and which behaviour 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 as children become used to seeing and trusting other people.
- 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 a variety of people.
- It teaches respect for the authority of people other than their parents. (obey the rules)
- It exposes them to children from different cultures and socio-economic backgrounds. (Any relevant 5 × 2) (10)

2.2 2.2.1
- To dominate or be a follower
- To protect or be protected
- To accept responsibility
- To respect the view of others
- To be realistic about own skills (Any relevant 3 × 1) (3)

2.2.2
- Physical support: Children learn to share, e.g. to lend a toy to a friend and to share their lunch.
- Social support: Children develop companionship and belonging, e.g. sitting together during an activity.
- Intellectual support: Children explain concepts to each other, e.g. teaching a friend a nursery rhyme that he or she did not understand during class.
- Emotional support: Children become empathetic towards others, e.g. hugging a friend when he or she is feeling sad.

(Any relevant 3 × 1) (3)

2.3
- Cheerful, sociable, carefree, talkative, impulsive and pleasure-seeking.
- Warm-hearted and optimistic.
- Creative by nature and tend to daydream.
- Emotional state: Sensitive, compassionate and thoughtful be motivated to produce the same behaviour.
- May change their minds a lot, and battle to finish projects that they start.
- Teach them by awakening their love for a subject and admiration of people.
- Prefer group activities, excel in communication-orientated projects, volunteers for jobs and inspires others to join in.

(Any relevant 4 × 2) (8)

2.4
- Surveys
- Questionnaires
- Interviews
- Ratings or rating scales (4)

2.5 2.5.1 The tendency to repeat behaviours for which others have been rewarded and to avoid behaviours for which others have been punished. (2)

2.5.2 The human's instinctual drive to avoid pain and unpleasant experiences. (2)

2.6
- The observer must pay attention to the behaviour.
- The observer must remember the observed behaviour.
- The observer must be able to replicate the behaviour.
- The observer must be motivated to produce the same behaviour. (4 × 2) (8)

2.7
- Can be a powerful teacher – increase general knowledge.
- Television provides entertainment that releases frustrations and can help to overcome certain emotional disorders.
- Some TV shows educate, inform and inspire children.
- Good role models and examples on television can influence children positively.
- Some TV shows have educational benefits (teaches children about a variety of subjects, animal behaviour, politics, gain world experiences, expose children to several languages, rhymes, educational materials that can extend learning).
- It promotes communication as family members bond when they discuss the programmes they watch.
- With the help of their parents, children learn to distinguish between good and bad characters.
- Provides a link to the outside world for children who spend long periods in hospital.
- It teaches children how to approach groups and individuals, ensuring that all children are included in play.
- Stimulates imagination. (Any relevant 5 × 2) (10)

[50]

QUESTION 3

3.1

AUTOCRATIC TEACHER	DEMOCRATIC TEACHER
• Dictates to his or her learners. • Demands co-operation • Can be very dominating. • Uses a teacher-centred approach to teaching and learning • Does not give the learner the freedom to express his or her creativity • Does not allow the learner to develop to his or her true potential • Demanding and less responsive. • Needs control	• Adopts a friendly style. • Encourages all learners to participate • Engages learners in shared decision-making • Creates a support structure • Makes the learner feel more free and comfortable about engaging in activities • Creates a positive learning environment that fosters interest in academic performance. • Set high standards, but give choices • Are supportive • Are demanding and responsive

(Any 6 of the above-mentioned. Any 3 per teaching style) (6 × 2) (12)

3.2 3.2.1

- First-born children tend to start talking sooner than the siblings born after them.
- First-born children tend to receive more of their parents' attention, resources and time than their siblings. (Any 1 × 2) (2)

3.2.2

- Parents tend to be much more easy-going, less anxious and less demanding with second and subsequent children.
- Middle children never get the benefit of having their parents' undivided attention.
- Middle children may benefit from the older sibling's interaction, and also contribute towards the younger sibling's language development.
- Middle children may experience middle-child syndrome (a condition in which children born between older and younger siblings experience feelings of emptiness, inadequacy and jealousy). (Any 1 × 2)

3.2.3

- Younger children benefit from exposure to conversation between older siblings and parents or caregivers.
- Younger children have more exposure to their siblings' immature language and speech patterns.
- Younger children may display a greater level of conversational skill because of their exposure to these different language levels. (Any 1 × 2)

3.2.4
- Children from multiple births often have three-way conversations in which they try to communicate with their sibling or siblings as well as their parent or caregiver.
- Due to their close relationships to their siblings, they learn and understand their own word use.
- They have less motivation to speak to, and be understood, by other children. So, their speech and language acquisition could be delayed. (Any 1 × 2)

3.2.5
- Large families need to spread resources and family interaction time among several children. This may limit the quantity and quality of interaction, which could delay language acquisition.
- Children from smaller families, or who are only children, may get a lot of parental attention, which could result in them developing language skills sooner. (Any 1 × 2)

(Any 5 × 2) (10)

3.3
- Gender
- Personality or temperament
- Psychological state of being
- Intelligence
- Motivation (5)

3.4 3.4.1 Is the ability to use two or more languages with ease (2)

3.4.2 Is a child's refusal to speak to anyone but a small number of people who are close to him or her (2)

3.5 3.5.1 Persistent stuttering (1)

3.5.2
- The child repeats syllables four or more times, e.g. 'c-c-c-c-cat'.
- While stuttering, the child's voice increases in pitch.
- The child's facial muscles appear to be tense.
- The child blinks continuously or shifts his gaze to the side while stuttering.
- Occurs throughout the day.
- The child expresses great effort and tension when he attempts to speak.
- The child avoids having to speak. (Any 4 × 1) (4)

3.5.3
- Stressful life events or anxiety
- The arrival or birth of a new baby.
- The death of a family member.
- Divorce or separation.
- Relocating to a new school or home.
- Continued poor health of a family member.
- Unreasonably high expectations from parents.
- Bullying.
- Sleep deprivation.
- Heredity
- Neurological factors
- Developmental factors
- Home environments
- Passing phase (Any 5 × 1) (5)

3.5.4
- Create a safe, constructive, fluency-enhancing, relaxed home environment for the child.
- Do not compare children, interrupt the child while he or she is speaking, or tease him or her.
- Constantly interact with your child by expanding vocabulary.
- Ensure that your expectations of your child are realistic.
- Do not show that you are upset about the stuttering.
- Avoid being judgemental. Do not criticise or correct the child's speech.
- Keep your child healthy. Ensure he gets adequate sleep and proper nutrition.
- Help your child to become independent and take on roles of responsibility.
- Positive reinforcement is essential – praise your child when he or she speaks well.
- Build the child's confidence by paying attention to the activities or skills that the child is good at.
- Model a smooth and relaxed manner of speech when talking to the child, be patient and allow the child to speak or reciprocate.
- Use family meal times as conversation time. Avoid distractions such as radio or TV. Do not make the topic of stuttering taboo in your household.
- Listen attentively when your child speaks. Giving him or her attention will make him or her feel more relaxed and gain confidence.
- Research current information about the topic.
- Increase tolerance. Through practise and discipline, you will be able to learn to focus on what your child is saying and not how he or she is saying it.
- Seek professional help. Contact a speech therapist.

(Any relevant 5 × 1) (5)

3.6 Receptive

- Language Comprehension: refers to the child's ability to understand and comprehend language that he or she has heard or read.

OR

- Language Comprehension: the child's understanding of the spoken or written word (Any 1 × 2)

Expressive Language

- Comprehension: means being able to put thoughts into words and sentences in a way that makes sense and is grammatically accurate.

OR

- Comprehension: this refers to what the child says or later writes, i.e. spoken language (Any 1 × 2)

(Any 2 × 2) (4)

[50]

QUESTION 4

4.1

- A deep commitment to goals.
- Leadership by example, so that others are motivated to follow.
- A greater contribution than other members in their aim to satisfy the needs of the group.
- Mastery of social skills and relationships.
- The ability to make group members feel positive about themselves.
- Persuasion skills.
- An extroverted nature. (Any relevant 6 × 2) (12)

4.2. 4.2.1 The brain and body's response to any kind of demand, threat or level of pressure that is created when we react to particular events.
OR
The physical (of the body) and psychological (of the mind) reactions people exhibit to response to environmental events called stressors. (Any 1 × 2)

4.2.2 Refers to unjustified, incorrect, baseless and usually negative attitude towards an individual or group based solely on the membership of that social group.
OR
A negative attitude formed without adequate reason and usually directed towards people because of their membership in a group (racial, sexual, gender, cultural-religious). (Any 1 × 2)

(Any 2 × 2) (4)

4.3

- Racism: The belief that a particular race is superior or inferior to another.

OR

- Racism: A widespread ideology or beliefs, ideas and practices among people, on the basis of physical features (skin colour).

- Homophobia: A display of negative attitudes and feelings about homosexuality. It discriminates against people who are identified or perceived as being lesbian, gay, bisexual or transgender.

OR

- Homophobia: The fear or hatred of homosexual people.

- Xenophobia: A fear and distrust of what is foreign or strange, especially of people from different countries or cultures.

OR

- Xenophobia: An irrational hatred or fear of strangers, foreigners or out-groups.

- Ethnocentrism: When you view or judge another culture or ethnic group based on the standards and values of your own culture.

OR

- Ethnocentrism: The phenomenon of regarding your own group as superior.✓✓

- Scapegoating: The process of blaming a person or group of people when things go wrong, regardless of whether they were responsible.

OR

- Scapegoating: The process of blaming another group when things go wrong. Seen as a consequence of prejudice and stereotyping.

(Any relevant 5 × 2) (10)

4.4 4.4.1

- Crime can lead to lasting physical, mental and emotional harm, whether the child is a direct victim or a witness.
- Children may suffer from attachment problems.
- Children may further experience regressive behaviour, anxiety and depression.
- May experience aggression and conduct problems.
- Children may further experience health problems.
- They may experience a decline in academic areas and may further experience cognitive problems.
- Children may turn to delinquent behaviour.
- They may also display tendencies of violence themselves.

(Any relevant 5 × 2) (10)

4.4.2
- Widespread poverty.
- High unemployment.
- A weak culture of law enforcement.
- Rapid urbanisation.
- Inadequate housing.
- Poor education. (Any relevant 5 × 1) (5)

4.5 4.5.1
- Death of a partner or spouse.
- Divorce.
- Unplanned pregnancies amongst adolescents.
- Parental separation.
- Single-parent adoptions. (Any 3 × 1) (3)

4.5.2
- Visitation and custody problems in the event of a divorce.
- The effects of continued conflict between parents.
- Decreased opportunities for parents and children to spend time together.
- The effects of the breakup of the parents, e.g. academic performance that suffers and socialisation that is negatively affected.
- Disruptions in extended family relationships.
- Problems caused by parents dating and entering new relationships.
- Responsibility overload: work, household, family, emotional.

(Any relevant 3 × 2) (6)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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