higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

1 JUNE 2018

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1

1.1.1	D
1.1.2	J
1.1.3	M
1.1.4	A
1.1.5	C
1.1.6	B
1.1.7	K
1.1.8	N
1.1.9	E
1.1.10	F

(10 × 1) (10)

1.2

1.2.1 True✓

1.2.2 True✓

1.2.3 True✓

1.2.4 True✓

1.2.5 False✓
A good technique to deal with over-sensitive children is to keep them in a quiet, calm area for a short while.✓

1.2.6 False✓
The Matal method places emphasis on children working independently.✓

1.2.7 False✓
A child with vestibular insecurity does not have a sense of movement and balance.✓
OR
A child with oral defensiveness shows an unusual sensitivity to taste, smell and texture.✓

(10)

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

(10 × 2) (20)

1.4 1.4.1 Balance

1.4.2 Passive language development/auditory perception
(Any 1 suitable answer will be acceptable)

1.4.3 Eye-hand coordination

1.4.4 Shape recognition

1.4.5 Spatial awareness

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 Authoritarian parent:
A parenting style where parents establish the rules and expect that children will follow them without exception.

2.1.2 Permissive parent:
A parenting style that does not offer much discipline to their children. They tend to be lenient and only step in when there is a problem.

2.1.3 Uninvolved parent:
A parenting style where parents tend to be neglectful. They often do not meet their children's basic needs and may expect the children to raise themselves.

2.1.4 Authoritative parent:
A parenting style where parents have rules for children to follow; however they allow some exceptions to the rules.

2.1.5 Democratic parent:
A parenting style that emphasises mutual respect between parent and child, non-punitive discipline and where emphasis is placed on mutual respect between the parent and the child.

(5 × 2) (10)

2.2

- Self-discipline:
The goal of every parent should be that their child can become disciplined.
If children learn self-discipline with regards to money, chores, homework, and time management.

- Social skills:
Young children need to learn social skills, e.g. how to share and use the correct terminology when dealing with people. Inculcating good manners is essential.

- Healthy decision making:
Young children need to learn problem-solving skills and practise so that they can make healthy decisions on their own. When parents maintain healthy relationships with their children, it contributes towards making healthy decisions.

- Impulse control:
Children develop impulse control over time. Parents can guide their children so that they are able to realise the logical consequences. Praising a child can help kids maintain impulse control.

- Emotional regulation:
It is important that children learn healthy ways to deal with their emotions. This will help children deal with their unresolved emotions, e.g. temper tantrums.

- Confidence:
Good discipline ultimately leads to confidence, which is viewed as a skill. When parents use discipline, instead of punishment, children gain self-esteem and confidence.

(Any 5 of the above-mentioned)
1 mark for name
1 mark for explanation (5 × 2) (10)

2.3 2.3.1

- It does not teach the child why their behaviour is incorrect.
- It does not encourage the child to make decisions.
- The child does not wonder why the decision made was not a good one.
- It models aggressive behaviour for the child to learn.
- As the child gets older - he/she will get angry at their parents- feelings of anger may foster over a long period of time.
- The child will focus on the punishment, instead of thinking about what wrong was done.

(Any 5 of the above-mentioned – also consider any relevant answer that has a positive connotation as an alternative)

2.3.2

- Try to remain calm.
- Be kind but firm.
- Give the child choices.
- Use logical consequences to explain the child's actions to him/her.
- Inform the child ahead of time.
- Call time-outs.
- Illustrate the consequences of bad behaviour.
- Treat chronic problems in a variety of ways.

(Any 5 of the above-mentioned – consider any relevant answers that students may note)

(2 × 5) (10)

2.4.1

- An attention seeking strategy.
- The child may be experiencing emotional problems, e.g. feelings of insecurity.
- Frustration – lack of activities/materials in playroom.
- The arrival of a new baby.
- Other children in the family or new relationships formed by parents.
- Parent does not pay enough attention to the child.
- The child does not know how to socialise.
- The child may just be unsure.

(Any 5 of the above-mentioned)

2.4.2

- Acknowledge the child's jealousy by letting him/her know it is ok.
- Play up the abilities of your child.
- Remind the child of the many possessions he/she owns.
- Make your child feel loved if the reason for jealousy is a new-born baby in the family.
- Allow him/her to be part of all the activities.
- Observe the behaviour.
- Play an active role in the child's life – speak to the child about his/her feelings.

(Any 5 of the above-mentioned- also consider any relevant answer that has a positive strategy as an alternative)

(2 × 5) (10)

2.5 2.5.1 Moral development means to do what the social environment expects of you.

2.5.2 A short period of time when a child must sit quietly as punishment for behaving badly.

2.5.3 A helicopter parent is a parent who pays extremely close attention to a child's or children's experience and problems, particularly at educational institutions.

2.5.4 Touching oneself, touching one's private parts, to achieve sexual satisfaction.

2.5.5 A specialist doctor who deals with emotional problems, but he/she can also prescribe medication for the difficulty encountered.

(5 × 2) (10)
[50]

QUESTION 3

3.1 3.1.1
- A child-centred approach.
- Guides children through early interactions with the world around him.
- Encourages children to participate and take responsibility.
- Encourages the child to have an open mind and be flexible.
- Promotes creativity.
- Encourages the child to accept criticism.
- Promotes initiative and social participation.
- Encourages children to have an aesthetic awareness.

(Any 4 of the above-mentioned) (4 × 1) (4)

3.2 3.2.1
- Colour – light-dark
- Opaque – transparent
- Smooth – rough
- Hard to soft
- Weight

3.2.2
- Colour – light-dark: Identification of different colours and shades.
- Opaque – transparent: Identification of objects that are opaque (unclear) and those that are transparent (clear).
- Smooth – rough: Develops the child's awareness towards the surface texture of the object.
- Hard to soft: Develops the child's awareness with regards to the hardness as a property of the objects.
- Weight: Develops the child's awareness of the relative weight of an object.

(2 × 5) (10)

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3.3
- Involve children in the environment.
- Proves to be new insight and experience for young children.
- Increases and expands their knowledge.
- The place has to be suitable for it to be meaningful.
- Preparation regarding the outing is crucial. Have a small discussion to ensure feelings of safety and curiosity.
- Allow children to move around freely and ask questions about what they are observing.
- Ensure suitable equipment for the outing, e.g. boxes, nylon bags, plastic jars, etc.

(Any 5 of the above-mentioned) (5 × 1) (5)

3.4
- Observe objects in a certain room and answer questions based on it.
- Compare objects at home and at school.
- Identify similar objects in the classroom- both in function and appearance AND similar in function but different in appearance.
- Take the children into the yard, ask them to examine the external view of the building.
- Take the children into the yard, ask them to examine the objects in the school yard.
- Identify objects and describe them by means of positive and negative statements.
- Guessing games: Children are to identify an object when given statements.
- Name games: Objects are labelled with children's names – ask them to identify their possessions with the aid of labels.
- Children's name chart.

(Any 5 suitable answers will be acceptable) (5 × 2) (10)

3.5
- Respect for the child
- The absorbent mind
- Sensitive periods
- The prepared environment
- Auto education

(5 × 1) (5)

3.6
- Montessori: Leave him/her room to grow in independence.
  Traditional: There is constant supervision of the child.
- Montessori: Guides and directs the child.
  Traditional: Instructs the child.
- Montessori: Do not point out to the child what other children are doing.
  Traditional: Comparisons are known to be made.
- Montessori: Encourage the children to be independent.
  Traditional: Group work is known to be encouraged.
- Montessori: Does not punish or scold the child.
  Traditional: some form of punishment is metered out.
- Montessori: Teacher is loving, cheerful and enthusiastic.
  Traditional: Teacher tends to be authoritative so as to maintain discipline and control over the environment.
- Montessori: Offers the child maximum spontaneity and allows the child to reach a better level of attainment.
  Traditional: Limits are attached regarding the learner venturing out for an activity- this is restricting in nature.
- Montessori: Does not rush a child.
  Traditional: Timeframes are placed on activities due to time constraints.
- Montessori: Lets the child work according to his/her free choice.
  Traditional: Restrictive in nature due to content that needs to be completed.

(Any 3 of the above-mentioned answers will be acceptable)
1 mark for Montessori method
1 mark for Traditional method (3 × 2) (6)

3.7 Cape Educational Trust (2)

3.8
- Publications for children.
- Guides for teachers and parents.
- Resources for techno-assisted and e-learning support for ECD practitioners including radio and DVDs.
- Public EC awareness messaging.
- Research publication.
- Newsletters for ECD practitioners

(Any 2 of the above-mentioned will be acceptable) (2 × 2) (4)

3.9
- Field services
- National programme
- Programme development and training
- Research and evaluation
- Media and material development
- Library
- Anti-waste programme
- The Adventure bus
- Fundraising and finances

(Any 4 of the above-mentioned will be acceptable) (4 × 1) (4)
[50]

QUESTION 4

4.1
- Child's head grows proportionally smaller in relation to the body.
- Facial part of the head changes gradually and the child's features become more prominent.
- Forehead flattens.
- Arms and legs become longer and more slender.
- Body grows taller and leaner.
- Muscles are more differentiated.
- Movements are more definite.
- He/She can coordinate his/her hand and eye movements, e.g. copy and draw a pattern.
- A normally developed brain is present.
- Fewer layers of fat.
- He/she is healthy.
- Shows dominance – either left-handed or right-handed.
- He/She can touch his/her left ear by putting his/her right hand over his/her head.

(Any 6 suitable answers will be acceptable) (6 × 2) (12)

4.2
- Lacks confidence
- Is dependent
- Is home-bound
- Poor co-ordination
- Poor perception of time
- Low perseverance
- Short attention span
- Crude or immature toilet habits
- Infantile speech\behaviour

(Any 5 suitable answers will be acceptable) (5 × 1) (5)

4.3 4.3.1
- He/She can obey rules.
- The child is able to make friends and maintain friendships.
- He/She can play in a group.

(Any 2 suitable answers will be acceptable)

4.3.2
- The child can understand number concepts,
- He/She is able to count.
- He/She is able to sort out items.
- He/She can classify items.

(Any 2 suitable answers will be acceptable)

4.3.3
- The child is able to balance his body.
- He/She knows where left and right is.
- He/She has a dominant hand.
- He/She can use both sides of his body.
- He/She is able to cross the midline.

(Any 2 suitable answers will be acceptable)
(3 × 2) (6)

4.4
- Identify sounds outside/inside.
- Play a recording of sound and children must identify them.
- The children must close their eyes. One child makes a sound. The children must guess who it was.
- Answer questions on various different topics.
- The child must repeat numbers in a specific order.
- The child must repeat sentences.
- Say two words that sound the same and the child must identify if the words are the same.
- Say three words. One should be a word that does not fit. The child must identify which word does not fit.
- The child should verbalise rhyming words.
- Give instructions – identify if the child is able to carry out the instructions adequately.
- Clap different rhythmic patterns and the child must repeat.

(Any 6 suitable answers will be acceptable) (6 × 2) (12)

4.5

SCHOOL READINESS	SCHOOL MATURITY
• Mainly physical development.	• Includes physical development.
• Only one development area.	• Development in totality.
• Cannot be forced.	• Can be acquired through stimulation.
• Determined by doctor\nurse.	• Administered by school psychologist or qualified personnel.
• Does not guarantee success at school.	• Ensures good progress in school.

(1 mark for each aspect) (5 × 2) (10)

4.6
- Make up your own story.
- Tell something interesting, e.g. what did you do over the weekend?
- Describe what you will take along when you do an activity e.g. go fishing, go to church.
- Telephone conversation over a toy phone in the fantasy area.
- Let the child describe the differences/similarities of objects.
- The use of riddles: what has feet but cannot walk – table.
- The use of world puzzles: What is one word for – tables, chairs, beds (furniture)\carrots, potatoes, cabbage (vegetables).
- Name a few pets/fruits: ENQUIRY EXERCISES.
- What will you do when the phone rings/somebody knocks on the door?
- Answer YES or NO.

(Any 5 suitable answers will be acceptable) (5 × 1) (5)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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