higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCATIONAL PSYCHOLOGY N6
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	Playing a game of snap	A	star chart
1.1.2	Fine motor skills development	B	shape recognition
1.1.3	Imaginary line dividing the body in equal halves	C	ELRU
1.1.4	Peeping through a cardboard roll	D	emotional regulation
1.1.5	Listening to the sound of waves	E	Grassroots
1.1.6	Belief that children educate themselves	F	measurement skills
1.1.7	Nonprofit accredited organisation located in Cape Town	G	bed-wetting
1.1.8	Established in 1978 to assist South African communities	H	transparency
1.1.9	Visible record of appropriate behaviour	I	cutting playdough
1.1.10	Teaching children healthy ways to deal with feelings	J	eye dominance
		K	rib line
		L	visual discrimination
		M	midline
		N	absorbent mind
		O	auditory perception

(10 × 1) (10)

1.2 Indicate whether the following statements are TRUE or FALSE by writing 'True' or 'False' next to the question number (1.2.1–1.2.7) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.2.1 A normally developed brain is an indication of school maturity.

1.2.2 Medical problems influence children's behaviour.

1.2.3 Wrong eating habits can result in obesity.

1.2.4 According to Montessori, children learn best in a prepared environment.

1.2.5 Playing hopscotch will promote eye-hand coordination.

1.2.6 The Adventure Bus initiative is offered by the ELRU.

1.2.7 A physiotherapist deals with language problems.

(10)

1.3 Various options are given as possible answers to the following statements. 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 Playing a game of dominos enhances …

A auditory perception.
B shape recognition.
C visual memory.
D data handling.

1.3.2 Filling a bottle with buttons promotes the mathematical concept of …

A volume.
B position.
C sequences.
D size.

1.3.3 When an individual receives information through the skin it is called … perception.

A auditory
B olfactory
C gustatory
D tactile

1.3.4 A thermometer enhances the mathematical concept of …

A time orientation.
B Measurement.
C Position.
D Sequences.

1.3.5 The following activity promotes data handling:

A Sorting blocks from small to big
B Counting to ten
C Graphing activities
D Standing next to a table

1.3.6 If a child is ready to be separated from his/her parents, it is an indication … development.

A perceptual
B social and emotional
C positive language
D motor

1.3.7 Early childhood development in South Africa saw collaboration between the following departments:

A Education and Social Development
B Social Development and Health
C Education and Social Justice
D Education, Social Development and Health

1.3.8 The Grassroots Educare Trust head office is situated in …

A the Western Cape.
B the Eastern Cape.
C the Northern Cape.
D Mpumalanga.

1.3.9 When children eat strange objects like sand it is called …

A anorexia.
B obesity.
C pica.
D finicky eaters.

1.3.10 … parents do not offer much discipline to their children.

A Permissive
B Authoritarian
C Uninvolved
D Authoritative

(10 × 2) (20)

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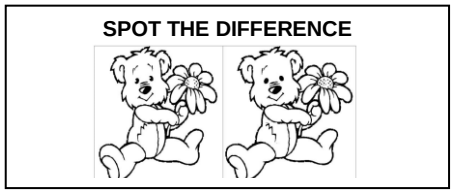
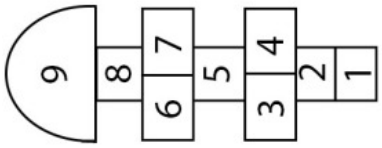
1.4 Name ONE skill that will be developed when doing each of the following activities:

1.4.1



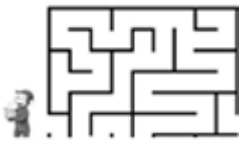
Activity: Spot the difference

1.4.2



Activity: Playing hopscotch

1.4.3



Activity: Maze puzzles

1.4.4



Activity: Peeping through hole/card board roll

1.4.5



Activity: Kicking a ball

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1

'All bad behaviour is really a request for love, attention or validation.'
Kimberly Giles

[Adapted from: *Choosing Clarity: The Path of Fearlessness*]

State FIVE causes of children's inappropriate behaviour. (5 × 2) (10)

2.2

My kids wet the bed: Four parents' stories – Roll with it (Debra)

Potty training timeline:

'Vivienne, my youngest, was toilet trained around age two. She got with the programme right away, taking to her big-girl underwear so readily that I did not think it would take long for her to be out of nightmare diapers, in fact, when she was around three, there was a stretch of time when she stayed dry all night. Then, suddenly, she started wetting the bed. What we thought was a fluke turned into a nightly thing'.

[Source: *https//www.babycentre.com*, Denise Schipani]

2.2.1 Explain FIVE causes of bed-wetting. (5)

2.2.2 State FIVE treatment methods caregivers and parents can adopt when dealing with bed-wetting. (5 × 2) (10)

2.3 Define each of the following terms:

2.3.1 Tantrums

2.3.2 Paediatrician

2.3.3 Pica

(3 × 2) (6)

2.4

Put a stop to biting

'Angus was a gentle toddler – loving and easy going. But he had a nasty habit; he was a biter – not of friends or family, but he bit children he did not know. 'I could not believe it was happening', says his mum, 'it was just awful. For a good year, I avoided everything except being on my own or with close friends. I could not face coffee mornings, parks, soft-play areas. I just withdrew into myself.'

2.4.1 Give SIX reasons why children engage in biting. (6)

2.4.2 List FIVE strategies that caregivers can follow to deal with biting.

(5 × 2) (10)

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2.5

'No legacy is so rich as honesty.'
William Shakespeare

Give THREE strategies that parents can implement to ensure that children do not tell lies. (3)

[50]

QUESTION 3

3.1

MATAL claims to provide a new approach to learning which helps the teacher to develop better quality instruction by becoming a mediator and facilitator in the learning process'. MATAL describes itself as a child-centred programme, in which children find themselves having to be active communicators with their teachers as they learn. The focus is on how, rather than what we think.

Source: *Theories and trends with regards to curriculum in early childhood education gathering of information*, Carole Susan Bloch (1994)

3.1.1 List the FOUR units outlined in the MATAL programme as proposed by Dina Stachel. (4)

3.1.2 Give FIVE skills that are enhanced by the MATAL programme. (5)

3.1.3 Explain the concept of *group work*. (5 × 2) (10)

3.2

'Early childhood education is the key to the betterment of society.'
Maria Montessori

3.2.1 Explain the FIVE principles outlined in the Montessori philosophy. (5)

3.2.2 List FIVE key behaviours that a Montessori teacher will display. (5)

3.3 Explain how the concept of *auto education* equips children for the real world. (5 × 2) (10)

3.4 List FIVE examples of how the ELRU enhances capacity building. (5)

3.5 Identify THREE factors that impact on the ECD sector in South Africa. (3 × 2) (6)

[50]

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QUESTION 4

4.1 Some parents feel pressure from family and the larger community to send their children to school as soon as possible. If a parent knows whether their child is school ready or not, they can make informed decisions regarding their child …'

[Source: *https://www.rainbowkids.co.za,* Heidi Bezuidenhout]

4.1.1 Tabulate FOUR differences between *school readiness* and *school maturity*. (4 + 4) (8)

4.1.2 Give TWO challenges that hinder school readiness regarding a child's:

(a) Emotional development

(b) Language development

(2 × 4) (8)

4.2 List SIX activities that children can undertake to show an understanding of statistics. (6)

4.3 Define each of the following terms:

4.3.1 Laterality

4.3.2 Eye-hand coordination

4.3.3 Visual discrimination

4.3.4 Auditory perception

4.3.5 Body awareness

(5 × 2) (10)

4.4 Differentiate between *passive language development* and *active language development*. (2 + 2) (4)

4.5 Name and explain FIVE basic needs of a child. (5 × 2) (10)

4.6 Name TWO activities that promote large muscle development. (2 × 2) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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