higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N430**(E)**(J1)H

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

(20060116)

1 June 2018 (X-Paper)
09:00–12:00

This question paper consists of 9 pages.

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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. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Choose a/an word/item 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	Orientation of one's self to the world around him/her	A	star chart
		B	gustatory perception
1.1.2	The ability to remember and recall what the eyes see	C	midline
1.1.3	A line that starts and stops at the same point	D	spatial awareness
		E	terrarium
1.1.4	A visible record of progress towards appropriate behaviour	F	visual discrimination
1.1.5	The imaginary line that divides the body in 2 halves	G	olfactory perception
		H	orientation of time
1.1.6	Interpretation of information received by the tongue	I	aquarium
1.1.7	Not transparent or translucent	J	visual memory
1.1.8	This strategy helps a child deal with tantrums	K	opaque
		L	colour
1.1.9	Can be used as an aid when observing plants	M	simple closed line
1.1.10	The ability to differentiate between similarities and differences	N	emotional regulation
		O	sequence

(10 × 1) (10)

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1.2 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.2.1–1.2.7) in the ANSWER BOOK.

1.2.1 Changing a child's routine can lead to behavioural problems.

1.2.2 Reinforcement refers to strengthening positive behaviours of a child so that it will occur again.

1.2.3 Dina Stachel, in the Matal programme, placed emphasis on children working in small groups.

1.2.4 A paediatrician deals with all medical problems of a child.

1.2.5 A good technique to deal with over-sensitive children is to engage them in group work.

1.2.6 The Matal method encourages interdependence of children.

1.2.7 A child who experiences oral defensiveness does not have a sense of movement and balance.

(10)

1.3 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–C) next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 When a child is ready to be separated from his parents, it indicates…

A social and emotional development.
B social and physical development.
C cognitive development.

1.3.2 If a child uses baby language, it is indicative of…

A an enhanced social development.
B lack of language development.
C lack of physical development.

1.3.3 A test for school readiness is…

A conducted by a school teacher.
B conducted by a school psychiatrist/qualified person.
C conducted by a nurse at a clinic.

1.3.4 An exercise that enhances eye-hand co-ordination is…

A tearing newspaper into strips.
B kicking a ball.
C playing hopscotch.

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1.3.5 … will enhance a child's postural muscle strength.

A Drawing with wet sand, salt or rice
B Swinging from left to right
C Jumping from one foot to another

1.3.6 When a child identifies that tyres of a car look like a circle, it is referred to as…

A eye-hand co-ordination.
B eye-foot co-ordination.
C shape recognition.

1.3.7 The Montessori method encourages children to complete activities in a prepared environment…

A as it allows educators to practise active learning.
B as it places emphasis on helping each other.
C as it helps to encourage competiveness.

1.3.8 The Montessori sensitive periods place emphasis on…

A abstract conceptualisation from age 7 onwards.
B conceptualisation from the age of 9.
C proper learning methods in the first 5 years.

1.3.9 Thobeka experienced orthopaedic motor difficulties from birth.

She was referred to a…

A physiotherapist.
B psychologist.
C psychiatrist.

1.3.10 Anorexia refers to the medical condition…

A when children eat and vomit after eating.
B when children eat strange objects.
C when children only eat certain things.

(10 × 2) (20)

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1.4 Study the following pictures and indicate the skill that will be developed through each of these. Only write ONE skill per picture.

1.4.1



Activity: Standing on one's toes

1.4.2



Activity: Listening to stories on a CD

1.4.3



Activity: Hitting a balloon

1.4.4



Activity: Fitting shapes into a shape ball

1.4.5



Activity: Standing next to a table

(5 × 2) (10)

[50]

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1 The way children are brought up plays an important role in their success.

Define the following parenting techniques:

2.1.1 Authoritarian parent

2.1.2 Permissive parent

2.1.3 Uninvolved parent

2.1.4 Authoritative parent

2.1.5 Democratic parent

(5 × 2) (10)

2.2 Psychologists believe that discipline is essential during early childhood.

Name and explain FIVE reasons why children need discipline. (5 × 2) (10)

2.3 The Child Care Act in South Africa protects children against any form of abuse.

2.3.1 Identify FIVE negative effects of spanking a child.

2.3.2 Name FIVE alternative methods to spanking.

(2 × 5) (10)

2.4 Jealousy is an emotion that could steadily creep into a child's life.

2.4.1 Identify FIVE causes of jealousy.

2.4.2 Name FIVE strategies that parents and educators can use to deal with jealousy.

(2 × 5) (10)

2.5 Define the following terms:

2.5.1 Moral behaviour

2.5.2 Time-out

2.5.3 Helicopter parent

2.5.4 Masturbation

2.5.5 Psychiatrist

(5 × 2) (10)
[50]

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QUESTION 3

3.1 Professor Dina Stachel developed the Matal early science education programme. She was an eminent educationalist who started her career as a primary school teacher and made a substantial contribution to the field of early childhood development. She obtained her doctorate for researching and implementing the Matal method of teaching in 1978.

State FOUR characteristics of the Matal method of teaching. (4 × 1) (4)

3.2 Chapter 2 of the Matal model deals with observing properties of objects.

3.2.1 Name FIVE properties used to describe objects.

3.2.2 Explain how each property will help to describe an object. (2 × 5) (10)

3.3 Describe the value of outings according to the Matal programme. (5 × 1) (5)

3.4 State FIVE activities to help children 'observe the world around us' as outlined in the Matal method of teaching. (5 × 2) (10)

3.5 Name the FIVE key principles of the Montessori philosophy. (5 × 1) (5)

3.6 State THREE areas in which the Montessori teacher is different from the traditional teacher. (3 × 2) (6)

3.7 Who administers the ELRU? (2)

3.8 Name TWO examples of developments made in the multimedia field by the ELRU. (2 × 2) (4)

3.9 Identify FOUR services offered by Grassroots. (4 × 1) (4)

[50]

QUESTION 4

4.1 'School maturity is whether or not the child has reached a level of maturity where they are ready for formal teaching'.

Name SIX characteristics of school maturity. (6 × 2) (12)

4.2 Identify FIVE indicators that show a child is NOT ready for school. (5 × 1) (5)

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4.3 Name TWO skills for each of the following:

4.3.1 Social development

4.3.2 Mathematical concepts

4.3.3 Perceptual and motor development

(3 × 2) (6)

4.4 Auditory perception refers to the brain's ability to interpret and have a clear impression of sounds.

Suggest SIX activities or games that can develop a child's auditory perception. (6 × 2) (12)

4.5 Compare the differences between school readiness and school maturity using a table. Give FIVE points for each. (5 × 2) (10)

4.6 Identify FIVE activities that a pre-schooler can engage in to enhance active language development. (5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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