higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCATIONAL PSYCHOLOGY N6

30 MAY 2016

This marking guideline consists of 8 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	I	
	1.1.5	K	
	1.1.6	E	
	1.1.7	C	
	1.1.8	A	
	1.1.9	B	
	1.1.10	O	
			(10 x 1) (10)
1.2	1.2.1	True	(1)
	1.2.2	True	(1)
	1.2.3	True	(1)
	1.2.4	True	(1)
	1.2.5	• False • Visual closure is the ability to recognise an object from partial stimulus/Visual discrimination is the ability to be able to discriminate differences	(2)
	1.2.6	• False • Rules to maintain discipline should be followed consistently at the day-care centre and at home.	(2)
	1.2.7	• False • The MATAL method of teaching emphasises that most activities in their programme entail group work.	(2)
1.3	1.3.1	B	
	1.3.2	C	
	1.3.3	A	
	1.3.4	C	
	1.3.5	B	
	1.3.6	A	
	1.3.7	C	
	1.3.8	B	
	1.3.9	C	
	1.3.10	B	
			(10 x 2) (20)

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1.4 1.4.1 Eye-foot coordination
1.4.2 Passive language development
1.4.3 Large muscle development/Hand-eye coordination
1.4.4 Balance
1.4.5 Eye-hand coordination

(5 x 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1
- Avoid telling lies because children follow adults' behaviours.
- Analyse the situation when a pre-schooler tells a lie, i.e. identify if it is fantasy or reality.
- Confronting the child directly with the evidence to explain disappointment in the behaviour will make the punishment more acceptable.
- Show disappointment in the behaviour – not the child.
- In severe cases, where lies are the rule rather than the exception professional help should be sought. (Any 5 x 1) (5)

2.1.2
- It can only be called stealing if the child understands that it does not belong to him.
- Can be used as an attention-seeking strategy -- so analyse the situation carefully.
- A bad role model may be the cause -- investigate carefully.
- Only see it as stealing when it's done consciously and it happens regularly – investigate thoroughly.
- Discuss the problem of stealing with the children and read books on the subject.
- Ask them how they would feel if someone took something of theirs.
- Organise a 'pocket hunt' where each must show the teacher what he\she has in in his\her pocket\bag and return what does not belong to him\her.
- Do not get angry with a child who steals but explain the situation to him/her.
- In severe cases professional help should be sought. (Any 5 x 1) (5)

2.2
- It is often an attention-seeking behaviour.
- Some children get excited and react strongly to what happens in the environment.
- Toddlers throw tantrums because of their development stage.
- It is a dramatic experience and they want to demonstrate it.
- Parents give in to tantrums which strengthens the child's negative behaviour.
- To show their frustration due to the inability to verbalise feelings.
- Immature behaviour.
- Lack of socially accepted behaviour. (Any 5 x 2) (10)

2.3
- It's a way of releasing tension.
- It's a habit.
- The child's nails are bothering him\her.
- The child may be nervous.
- The child may witness his\her role model doing it.
- It may have a calming effect on the child. (Any 5 x 2) (10)

2.4 2.4.1 Shyness (2)

2.4.2
- Encourage group activities instead of individual activities.
- Behaviour problems may be a result of hearing problems – advise parents to have a medical examination done.
- If the child is reluctant in a specific group move the child to another group.
- Spend special time with the child.
- Help the child systematically participate in activities.
- Give child time to adjust to group. (Any 4 x 2) (8)

2.5 2.5.1
- Fear is an unpleasant emotion caused by the threat of danger, pain or harm.
- Fear is a distressing emotion caused by impending danger, evil, pain whether the threat is real or imagined.
- Fear is an emotional condition, uncertainty, feeling troubled, being afraid.

(Any 1 x 2) (2)

2.5.2
- Becoming clingy, impulsive or distracted
- Nervous movements
- Problems getting to sleep
- Sweaty hands
- Accelerated heartbeat
- Nausea
- Headaches
- Stomach aches (Any 4 x 1) (4)

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2.5.3
- Recognise that fear is real -- never belittle the fear.
- Try to neutralise the fear with something positive.
- Let the child observe how other children handle the same situation without fear.
- Lend a sympathetic ear -- listen to the child.
- Don't cater for fears, e.g. if afraid of dogs don't avoid dogs.
- Seek professional help. (Any 2 x 2) (4)

[50]

QUESTION 3

3.1 3.1.1 Social environment
- Grouped as family; no competition -- encourages working together.
- Integrated approach so that all sections are linked.
- Spontaneous interaction among children by their choice.

3.1.2 Nature and reality
- Emphasis is placed on the awareness of the world.
- Child should be guided towards an understanding between good and evil.
- Guides children with activities towards independence, will and discipline.

3.1.3 Freedom
- Characterised by physical, intellectual and social freedom.
- Focus on child-orientated activities within their reach and capability.
- The child is given the option to choose -- freedom of choice.

(3 x 3) (9)

3.2 Dina Stachel (1)

3.3
- 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 x 2) (10)

3.4
- Reach as many 0–8 year old children and their families as possible with programmes designed for their needs.
- To reach as many parents and adult community members so as to empower them.
- To reach policy makers, authorities, unions and sponsors with evidence of the need to support the ECD field. (3 x 2) (6)

3.5 Cape Educational Trust (2)

3.6
- Providing training programmes for those working in ECD, e.g. trainers, teachers and parents.
- Carrying out research and sharing its findings. (ECD provision, policy and curriculum).
- Publishing anti-bias material.
- Arranging community-building events that raise the awareness about children's rights.
- Building on existing knowledge and skills.
- Supporting those involved with young children.
- Offers consultation, training and support to organisations and individuals working in ECD.
- Assists other organisations throughout South Africa to set training programmes.
- Provides information on ECD practice and materials to Africa and other parts of the world. (Any 4 x 2) (8)

3.7
- Have respect for the child and his privacy. Leave him room to grow in independence.
- Be a good observer.
- Interaction with the children is important.
- Be ready to guide and direct the children.
- Do not point out to the child what other children are doing.
- Encourage the children to be independent.
- Do not punish or scold the child.
- Be loving.
- Be cheerful and enthusiastic.
- Offer the child maximum spontaneity and allow the child to reach a better level of attainment.
- Do not rush a child.
- Encourage mutual help and do away with the competitive nature.
- Let the child work according to his free choice.
- Do not maintain a rigid attitude. (Any 5 x 2) (10)

3.8
- Unit 1: Observing the world around us
- Unit 2: Sensing and knowing
- Unit 3: Shaping and relating
- Unit 4: Sorting and classifying (4 x 1) (4)

[50]

QUESTION 4

4.1 School readiness is not based on age, physical size or intelligence alone -- it includes the child's WHOLE development – the development of all aspects (physical, emotional, language, cognitive and moral). The child will have reached a level in his life which is a pre-requisite of formal education. The child should be able to perform successfully at different levels of skills. School readiness can be developed (stimulated) by broadening the experience and emotional level of the child. (Any 5 x 1) (5)

4.2
- Distinguish between left and right.
- Not clumsy
- Stand on 1 leg for 5 seconds.
- Be able to jump with alternate legs.
- Walk backwards for about 2 metres.
- Clap, jump or run rhythmically.
- Climb steps with alternate feet.
- Walk on a straight line.
- Reach for his right ear with his left hand across his head.
- His movements must be fluent.
- He must be able to skip.
- He must be able to throw a ball and catch it.
- He must be able to hop.
- He must be able to sprint. (Any 5 x 1) (5)

4.3
- 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 go fishing, to church etc.
- 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 1 word for – tables, chairs, beds (furniture), carrots, potatoes, cabbages (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 x 2) (10)

4.4 4.4.1 Body awareness – the child's awareness of his body and the possibilities of the body: what he can and cannot do with his body.

4.4.2 Laterality – the preference that most humans show for one side of their body over the other.

(2 x 2) (4)

4.5
- Lacks confidence.
- Is home-bound.
- Poor co-ordination
- Poor perception of time
- Low perseverance
- Short attention span
- Crude toilet habits
- Infantile speech/behaviour (Any 3 x 2) (6)

4.6

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

(5 x 2) (10)

4.7 The child should stand up straight, head up (not backwards or forwards) – stretch his right arm across his head and touch his left ear with his right hand. (Any 2 x 2) (4)

4.8 4.8.1 Auditory perception – the ability of the brain to receive information through the ears (sound).

4.8.2 Tactile perception – the ability of the brain to understand what the hands are feeling.

4.8.3 Gustatory perception – the ability of the brain to receive and interpret information via the sense of taste (tongue).

(3 x 2) (6)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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