higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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JUNE EXAMINATION

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

(20060116)

30 May 2016 (X-Paper)
09:00–12:00

This question paper consists of 9 pages.

GENERAL STUDIES

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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 term from COLUMN A that matches a description in COLUMN B. 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	An important skill necessary for reading	A	spatial orientation
1.1.2	Terminology used when examining shapes in the MATAL programme	B	SAQA
1.1.3	Physical punishment administered on a child	C	balance
1.1.4	Imaginary line that divides the body	D	shape recognition
1.1.5	A child trying to be funny so that it bothers others around him	E	dominance
1.1.6	One side of the body is more developed than the other	F	solid shapes
1.1.7	An important gross motor skill	G	ELRU
1.1.8	A child knowing where he/she is in space	H	climbing
1.1.9	Most NGOs need to do courses that are registered by this board	I	midline
1.1.10	One-dimensional outlines made of straight lines	J	geometric
		K	clowning
		L	planar shapes
		M	corporal punishment
		N	discipline
		O	linear shapes

(10 x 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. Correct the statement if it is FALSE.

1.2.1 If your child is not sure about his position in space, he will avoid crossing the midline.

1.2.2 An incorrect diet will affect a child's behaviour.

1.2.3 The ELRU uses donations to make external staff development possible.

1.2.4 It is normal for young children to experience anxiety when they are separated from their parents.

1.2.5 Visual discrimination is the ability to recognise an object from partial stimulus.

1.2.6 Rules to maintain discipline should be followed consistently at the day-care centre only.

1.2.7 The MATAL method emphasises that most activities in their programme entail individual work.

(10)

1.3 Various options are given as possible answers to the following statements. 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 An example of an activity to develop a child's balance:

A Kicking a ball
B Standing on his\her toes for 10 counts
C Modelling play dough

1.3.2 Pre-schoolers learn to speak and understand language from:

A Reading books
B Speech therapy classes
C Parents, educators, peers and other adults

1.3.3 Identification of different smells will:

A Enhance a child's olfactory perception
B Confuse a child
C Benefit the child's large muscle development

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1.3.4 A child who experiences auditory problems:

A Cannot draw objects
B Will close his\her eyes while interacting
C May have poor speech patterns

1.3.5 A good balance is necessary for activities like:

A Doing a picture puzzle
B Kicking a ball
C Reading a book

1.3.6 An activity that aids visual closure is:

A Building a puzzle
B Domino games
C Repeating a rhyme

1.3.7 Montessori places emphasis on parents:

A Allowing the educator to control the classroom
B Allowing the principal to control the classroom
C Working together in harmony with the programme

1.3.8 The MATAL programme method:

A Places emphasis on store-bought equipment
B Stresses visual aids for presenting educational material
C Does not use aids in explaining educational concepts

1.3.9 The best solution to handle a tantrum is:

A Give the child a slap
B Give the child what he\she wants
C Ignore the child

1.3.10 The best technique for dealing with misbehaviour is:

A Corporal punishment
B Positive reinforcement
C Taking away privileges

(10 x 2) (20)

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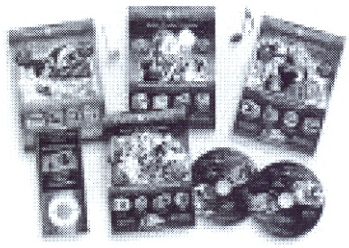
1.4 Study the following pictures and indicate the skill that will be developed through them.

Only write ONE skill per picture.

1.4.1 

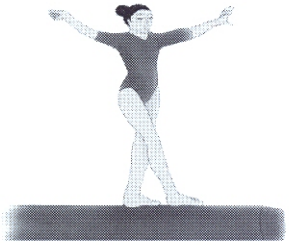
Child kicking ball

1.4.2 

Music/story CDs

1.4.3 

Child throwing/catching ball

1.4.4 

Gymnast walking on beam

1.4.5 

Child threading beads

5 x 2 (10)
[50]

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1 'Effective discipline can be achieved without physical punishment.'

[*Extract from: Children's Aid Society – http://www.caslondon.on.ca*]

2.1 Discuss the handling and referral of the following :

2.1.1 Lies

2.1.2 Stealing

(2 x 5) (10)

2.2 A tantrum is an outburst that can include crying, screaming, kicking, breath holding and other behaviours.

List FIVE possible reasons why children throw tantrums. (5 x 2) (10)

2.3 Give FIVE possible reasons for nail biting. (5 x 2) (10)

2.4 Mary is 5 years old and attends Mrs Smith's Grade R class. She is very quiet during class and rarely speaks to her classmates. Often when other children invite Mary to play, she tries to move away.

2.4.1 Identify the behaviour displayed by Mary in the above scenario. (2)

2.4.2 Discuss FOUR ways in which Mrs Smith can help Mary overcome her problem. (4 x 2) (8)

2.5 Londeka is 5 years old. She has a fear of dogs.

2.5.1 Define the term *fear.* (2)

2.5.2 Identify FOUR signs that Londeka may display. (4 x 1) (4)

2.5.3 Suggest TWO points of advice for Londeka's parents. (2 x 2) (4)

[50]

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QUESTION 3

3.1 Discuss the MONTESSORI environment under the following headings:

3.1.1 Social environment

3.1.2 Nature and reality

3.1.3 Freedom

(3 x 3) (9)

3.2 Who developed the MATAL method of teaching? (1)

3.3 State FIVE activities to help children 'observe the world around us' as outlined in the MATAL teaching method. (5 x 2) (10)

3.4 List the aims of the Grassroots Adult Education and Training Trust. (3 x 2) (6)

3.5 Who administers the ELRU? (2)

3.6 Give FOUR examples of the services provided by the ELRU. (4 x 2) (8)

3.7 Describe FIVE characteristics of the Montessori teacher. (5 x 2) (10)

3.8 Name the FOUR units of the MATAL programme. (4 x 1) (4)

[50]

QUESTION 4

4.1 Define the term *school readiness*. (5)

4.2 List FIVE criteria for school readiness. (5)

4.3 Suggest FIVE activities that can be used for active language development. (5 x 2) (10)

4.4 Define the following:

4.4.1 Body awareness

4.4.2 Laterality

(2 x 2) (4)

4.5 Sibongile is an educator at a pre-primary school.

List THREE characteristics that she has to be aware of that indicate a child is not ready for school. (3 x 2) (6)

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4.6 Discuss FIVE differences between *school maturity* and *school readiness*. (5 x 2) (10)

4.7 School maturity can be determined by using a general test. Describe this test. (4)

4.8 Explain what is understood by the following:

4.8.1 Auditory perception

4.8.2 Tactile perception

4.8.3 Gustatory perception

(3 x 2) (6)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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