higher education & training

Department:
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MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

24 MAY 2019

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1
1.1.1 J
1.1.2 A
1.1.3 B
1.1.4 M
1.1.5 C
1.1.6 I
1.1.7 H
1.1.8 G
1.1.9 E
1.1.10 L

(10 × 1) (10)

1.2
1.2.1 True

1.2.2 False✓
From birth to 6 years of age Maria Montessori identified 6 major sensitive periods.✓

1.2.3 False✓
If a tantrum occurs in a public place, try to remove the child to a more private location.✓

1.2.4 True

1.2.5 True

1.2.6 False✓
Children successfully use standard units of measurements from 4 ½ years of age.✓

1.2.7 True

(10)

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

(10 × 2) (20)

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1.4 1.4.1
- Large muscle development
- Gross motor skills development

1.4.2
- Laterality
- Fine motor skills development

1.4.3
- Right hand dominance
- Large muscle development

1.4.4 Visual discrimination

1.4.5
- Eye-hand co-ordination
- Fine motor skills development

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1
- Self-discipline:
  The ultimate goal is that parents should not have to discipline their children continuously. Eventually children shouldn't need their parents anymore.
- Social skills:
  It helps with practising new social skills, e.g. how to share. You need to coach younger children in basic social skills
- Healthy decision making:
  Discipline will help children make decisions and learn problem-solving skills as they will need to make healthy decisions on their own.
- Impulse control:
  Children slowly develop impulse control over time. Offering logical consequences will help reduce mistakes.
- Emotional regulation:
  Discipline will help teach children healthy ways to deal with their emotions. This will also help reduce temper tantrums as they are more in control of their emotions.
- Confidence:
  Good discipline leads to confidence. This will help children learn from their mistakes, accept criticism and use positive self-talk to build courage at home and at the day care centre. (Any 5 × 2) (10)

2.1.2
- Reinforcement
- Ignoring
- Time out
- Redirection
- Discussion
- Special time
- Star chart
- Taking away privileges (Any 5 × 1) (5)

2.2 2.2.1
- Snoring
- Breathing pauses during sleep
- Difficulty falling asleep
- Problems with sleeping through the night
- Difficulty staying awake during the day.
- Unexplained decrease in daytime performance.
- Unusual events during sleep such as sleepwalking or nightmares. (Any 3 × 2) (6)

2.2.2
- Establish a regular time for bed each night.
- Create a relaxing bedtime routine.
- Avoid food or drinks with caffeine 6 hours before bedtime.
- Make sure the temperature in the bedroom is comfortable.
- Make sure the noise level in the house is low.
- Avoid giving children large meals close to bedtime.
- Make after-dinner playtime a relaxing time.
- Avoid television, computer, mobile phone, radio, or music at bedtime.
- Infants and children should be put to bed when they appear tired. (Any 5 × 2) (10)

2.3. 2.3.1 Authoritarian parent:
Where a parent establishes rules and expects the children to follow them without exception.

Uninvolved parent:
Where a parent tends to be neglectful. They do not meet the children's basic needs and expect children to raise themselves.
(2 × 2) (4)

2.4
- Follow a balanced diet.
- If linked to an emotional problem, address this problem as well.
- Refer the child to a medical practitioner to conduct tests to identify any deficiencies.
- Try to stick to a specific menu to prevent the child eating unhealthy foods.

(Any 3 × 2) (6)

2.5 2.5.1 A professional doctor who deals with speech and language problems.

2.5.2 A type of anxiety. It is an irrational, unreasonable fear of an object or situation.

(2 × 2) (4)

2.6
- Stress in a child's life, e.g. arrival of a new baby, death of a family member, moving house or parents divorcing or separating.
- A way of showing love and affection to a caregiver.
- A speech delay that does not allow the child to ask for what they need leads to frustration.
- When a child is over stimulated – does not know how to behave.
- Looking for attention.
- The child was hit\attacked first- feels threatened.
- They believe that it is a way to take control and take charge of a situation.

(Any 5 × 1) (5)
[50]

QUESTION 3

3.1 3.1.1
- Respect for the child
  Teachers show respect for the child when they help them to do things and learn for themselves.
- The absorbent mind
  Children are born to learn and have remarkable learning systems and this depends greatly on their teachers.
- Sensitive periods
  The Montessori method believes that there are sensitive periods when children are more susceptible to certain behaviours and can learn specific skills more easily.
- The prepared environment
  Montessori believed that children learn best in a prepared environment whereby learning materials and experiences are available in an orderly format.
- Auto-education
  Children who are actively involved in a prepared environment and who exercise freedom of choice educates themselves. (10)

3.1.2
- She has respect for the child and his privacy.
- She is a good observer.
- She knows that interaction with children is important.
- She is ready to guide and direct the children.
- She does not point out to the child what other children are doing.
- She never shows the child a model of how things should be done.
- She encourages the children to be independent.
- She does not punish the children.
- She diverts the child's attention when negative behaviour is displayed.
- She keeps in mind that discipline originates from within the child.
- She is cheerful and enthusiastic.
- She allows each child to work at his/her own pace.
- She does away with the competitive spirit. (Any 5 × 2) (10)

3.1.3 Disadvantages\Not recommended:
- Montessori children are not used to asking for permission all the time.
- They are used to working together – helping their peers- this can be problematic when they are given ultimatums.
- Montessori children are used to working at their own pace and moving onto new material when need be – not when the daily programme dictates so.
- Montessori over emphasises individuality – in a main stream school this can be problematic.
- In society, timeframes are important- children need to complete tasks in given timeframes. Montessori disagrees with this – which can become problematic later on.
- Individuality is important and group activities are neglected. Yet in society most things are done in groups.
- The Montessori method neglects fantasy play. Whereas children enjoy playing pretend. In the classroom, no provision is made for fantasy play.

Advantages\Recommended:
- Montessori children are unusually adaptable.
- They can work individually and in groups.
- They are multi-skilled and can cope adequately in the traditional classroom.
- The Montessori method does not consider previous knowledge, all skills are looked at from primitive beginnings.
- Montessori groups children according to their ages.
- There is no failing – children move from one group to another when they are ready to move.
- Montessori focuses on personal development rather than exam production. (7)

3.2
- Develop leadership and organise qualities.
- Provide training for adults in the ECD field.
- Develop suitable programmes and the curriculum for the children and their families.
- Provide parent training programmes to equip the parents with the necessary skills.
- Change the teaching system.
- Provide an integrated system for ECD. (Any 5 × 2) (10)

3.3
- Field services – courses in the Educare field
- National programme – skills based courses and support offered.
- Programme development and training – in the Educare field.
- Research and evaluation – research is done on a continuous basis with all latest developments.
- Media and material development – audio visual material and external newsletters
- Library- all information is offered in 3 languages (Afrikaans, English and Xhosa)
- Anti-waste programme – workshops offered on how to make use of waste material.
- The Adventure bus – transportation of children to places they have never seen.
- Fundraising and finances – fundraising initiatives are held and sponsors sought (Any 3 × 1) (3)

3.4
- It involves children in the environment.
- Provides young children with new experiences and new insights.
- Increases and expands their knowledge.
- A well-prepared outing will make children feel safe and also make them curious.
- Promotes nature preservation.
- Souvenirs collected from the trip could enhance displays in the classroom.

(Any 5 × 2) (10)
[50]

QUESTION 4

4.1 4.1.1

- The head is smaller in proportion to the body.
- Arms are longer and slimmer.
- The body shows fewer layers of fat and muscles can be seen more clearly.
- Healthy.
- Co-ordination of hand and eye movements in place, e.g. copy and draw a pattern.
- Shows dominance i.e. either left-handed or right-handed.
- Can touch the left ear by putting the right hand over his/her head.
- Has a normally developed brain. (Any 5 × 2) (10)

4.1.2 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. (3)

4.2 4.2.1 The person always knows where he is in the space (area) he is in.

4.2.2 The imaginary line or plane that divides the body into right and left halves

4.2.3 The inner awareness of the 2 sides of the body. These sides are called 'left' and 'right'.

4.2.4 The ability to make movements that are guided by the eyes and carried out by the hands.

4.2.5 Refers to the movements of the fine (small) muscles of the body. (5 × 2) (10)

4.3 4.3.1

A The child develops his language through participation in activities.

B The child's language will develop through listening and watching. (2 × 2) (4)

4.3.2 Active language development:
- The children retell the stories in their own words

Passive language development:
- Children listen to the teacher reading the story.
- Children listen to the stories from the CD. (4)

4.3 4.3.3 Activities for active language development:
- Making up one's own story
- Telling news from home.
- Relating items to take along to various different occasions.
- Having a conversation on a play telephone.
- Completing a story that an adult started.
- Looking at a picture and relating a story on it.
- Describing differences\similarities between items. (Any 2 × 1)

Activities for passive language development:
- Children listen to the teacher reading the story.
- Children listen to the stories from the CD.
- Listening to stories been told and following the pictures.
- Children listen to stories on the television or radio. (Any 2 × 1)

(2 × 2) (4)

4.4 4.4.1
- 'Feely bag': children to close their eyes and feel what objects are in a bag.
- Let children feel different textures.
- The child to guess what shape an object is when you give it to him behind his back.
- Draw a figure on his back and the child is to guess what it is.

(Any 3 × 1)

4.4.2
- Let the child close his eyes and then identify fruits and vegetables.
- Draw the child's attention to smells throughout the day.
- Allow children to smell a variety of spices – use the spices to create art pieces.
- Identify the sense of smell game – apply different types of lotion to the child and he should identify the type. (Any 3 × 1)

4.4.3
- Let the child taste food blindfolded and identify what it is.
- Identify if the following are sour or sweet: lemon, sweets, etc
- Tasting and identifying a variety of different liquids.
- Tasting and identifying a variety of different flavours of ice creams (Any 3 × 1)

(3 × 3) (9)

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4.5
- Children are able to make predictions about what comes next.
- They can predict activities like clean up comes after eating lunch which will aid in developing good habits.
- They can predict activities like putting on clean clothes after taking a shower will aid in developing good habits
- The understanding of these concepts will help children behave with more confidence in his or her environment. (Any 3 × 2) (6)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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