higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N430**(E)**(M24)H

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

(20060116)

24 May 2019 (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 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	Deals with emotional problems	A	orientation of time
1.1.2	Identification of the type of season	B	ELRU
1.1.3	Acronym for Early Learning Resource Unit	C	the property: colour
1.1.4	Able to distinguish between fantasy and reality	D	gross motor activity
1.1.5	Identifying red objects outside school	E	Maria Montessori
1.1.6	Hugging a child as a reward	F	spatial orientation
1.1.7	Using pegs and toothpicks to design play dough	G	the absorbent mind
1.1.8	When children educate themselves	H	fine motor activity
1.1.9	School opened in 1907; Casa Dei Bambini	I	positive reinforcement
1.1.10	Complete a puzzle of body parts	J	psychologist
		K	Dina Stachel
		L	laterality
		M	emotional development
		N	NGO
		O	psychiatrist

(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. Correct the statement if it is FALSE.

1.2.1 The concept of data handling entails collecting and organising data in a variety of ways.

1.2.2 From birth to six years of age, Maria Montessori identified 5 major sensitive periods.

1.2.3 If a tantrum occurs in a public place, allow it to play out.

1.2.4 Identifying objects includes characteristics of texture and mass.

1.2.5 The main aim of discipline is to ensure co-operation.

1.2.6 Children successfully use standard units of measurement from 3 years of age.

1.2.7 Bandura's theory of observation outlines imitation of favourable behaviour.

(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 When a child is ready to be separated from his parents indicates:

A Motor development
B Perceptual development
C Cognitive development
D Emotional development

1.3.2 Medication can influence a child's behaviour in that:

A It depletes the necessary vitamins and minerals.
B It can make the child hyperactive.
C Allows for repair of the vestibular system.
D Replenishes short term memory

1.3.3 If a pre-schooler is able to follow rules set out, it indicates:

A Social development
B Motor development
C Cognitive development
D Emotional development

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1.3.4 The two main sources of government funding for ECD in South Africa is the Department of Basic Education and the:

A Department of Social Development
B Department of Health
C Department of Social Justice
D Department of Agriculture

1.3.5 The ability of the brain to connect with the outside world is called visual …

A preservation.
B memory.
C perception.
D discrimination.

1.3.6 Gluten refers to …

A a protein found in wheat and barley.
B a carbohydrate.
C a vitamin found in citrus fruit.
D a mineral.

1.3.7 The ability to distinguish between visual similarities and differences is regarded as visual …

A preservation.
B memory.
C perception.
D discrimination.

1.3.8 A line which is not straight and has no angles, is called a …

A simple closed line.
B open line.
C curved line.
D rectangular line.

1.3.9 The ability to remember or recall what the eyes see:

A Visual preservation
B Visual memory
C Visual perception
D Visual discrimination

1.3.10 Walking through an obstacle course; over obstacles like a school bag, a box, a dustbin will enhance:

A Eye-foot co-ordination and fine motor skills
B Eye-hand co-ordination and gross motor skills
C Eye-foot co-ordination and gross motor skills
D Eye-hand co-ordination and fine motor skills

(10 × 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 

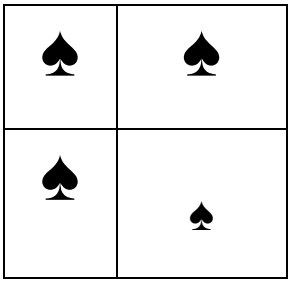
Activity: Crawling under chairs

1.4.2 

Activity: Tracing a child's body

1.4.3 

Activity: Throwing a ball with the right hand

1.4.4 

Activity: Identifying which does not fit in

1.4.5 

Activity: Threading a needle

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1 'Discipline is learning about what to do, when to do it and in what manner it should be done'.

2.1.1 Explain the need for discipline in early childhood development. (5 × 2) (10)

2.1.2 Identify FIVE techniques caregivers can use to deal with misbehaviour. (5)

2.2 Mrs Peters is the Grade 2 educator at Eduplex Primary School. She notices that one of her learners, Nqobile, is often restless and experiences concentration and learning problems. On investigating she finds out that Nqobile often experiences sleeping problems.

2.2.1 Advise Mrs Peters on THREE signs of sleeping problems in children. (3 × 2) (6)

2.2.2 Discuss FIVE points of improving children's sleep. (5 × 2) (10)

2.3 Differentiate between an *authoritarian parent* and an *uninvolved parent*. (4)

2.4 Eating problems presents itself during early childhood and may persist into adulthood. It ranges from picky eating to obesity and anorexia.

Explain how caregivers can handle this problem. (6)

2.5 Define the following term:

2.5.1 Speech therapist

2.5.2 Phobia

(2 × 2) (4)

2.6 Explain FIVE reasons why children bite. (5)

[50]

QUESTION 3

3.1



'We must support the desire of the child's activities, not to serve him, but to raise him to independence.'

Maria Montessori

3.1.1 Explain the FIVE basic principles of the Montessori method of teaching. (5 × 2) (10)

3.1.2 Identify FIVE essential characteristics of a Montessori teacher. (5 × 2) (10)

3.1.3 Analyse your knowledge of the Montessori method. Would you recommend parents to enrol their children? Justify with THREE reasons. (7)

3.2 Explain FIVE aims of the Grassroots Adult Education and Training Trust. (5 × 2) (10)

3.3 Identify THREE services offered by Grassroots. (3)

3.4 An outing is regarded as a brief outdoor pleasure trip.

Outline FIVE advantages of outings. (5 × 2) (10)
[50]

QUESTION 4

4.1



'Education is the most powerful weapon which you can use to change the world.'

Nelson Mandela

4.1.1 Identify FIVE characteristics that indicate school maturity in a child. (5 × 2) (10)

4.1.2 Describe the general test used for school maturity. (3)

4.2 Define the following term:

4.2.1 Spatial awareness

4.2.2 Midline

4.2.3 Laterality

4.2.4 Eye-hand co-ordination

4.2.5 Fine-motor movements

(5 × 2) (10)

4.3



Mrs Jansen has just introduced story-telling to her Grade R class at Prinsloo Primary School. They look forward to the story ring, when they all sit around her and listen to her reading the story out aloud. Often she brings the story CD to the class and allows them to listen, which proves to be more enjoyable. Mrs. Jansen allows them to re-tell the stories in their own words to show understanding.

4.3.1 Mrs. Jansen involves her learners in both active and passive language development.

A Define *active language development.*

B Define *passive language development.*

(2 × 2) (4)

4.3.2 Give an example of each type of language from the passage above. (4)

4.3.3 Name TWO activities each, apart from the above-mentioned that will promote active and passive language development. (2 × 2) (4)

4.4 Our senses can be used to enhance our understanding of content.

List THREE activities for each of the following:

4.4.1 tactile perception

4.4.2 olfactory perception

4.4.3 gustatory perception

(3 × 3) (9)

4.5 Pattern recognition is taught as a concept of mathematics.

List THREE advantages of this in the broader development of the child. (6)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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