higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCATIONAL PSYCHOLOGY N6

14 NOVEMBER 2016

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1

1.1.1	M
1.1.2	J
1.1.3	C
1.1.4	I
1.1.5	L
1.1.6	N
1.1.7	A
1.1.8	D
1.1.9	O
1.1.10	B

(10 × 1) (10)

1.2

1.2.1	True ✓
1.2.2	True ✓
1.2.3	True ✓
1.2.4	True ✓
1.2.5	False ✓ Only when a child wets the bed regularly can it be seen as a behaviour problem. ✓
1.2.6	False ✓ Items in a Montessori classroom are displayed according to the needs of the child. ✓
1.2.7	False ✓ Visual closure is the ability to recognise an object from partial or limited stimulus. ✓ OR Visual discrimination is the ability to discriminate between similarities and differences of objects.

(10)

1.3

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

(10 × 2) (20)

1.4 1.4.1 Large muscle development✓✓ Balance

1.4.2 Balance✓✓ Gross motor rythm

1.4.3 Eye-hand co-ordination ✓✓

OR

Visual closure

1.4.4 Eye movements✓✓ Visual tracking

1.4.5 Visual discrimination✓✓

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1

- Reinforcement
  Reinforce positive behaviour by responding in a positive way. Doesn't have to be verbal, can be conveyed by a smile or a hug.
- Ignoring
  Ignore negative behaviour displayed by the child. A child may display negative behaviour on purpose – just to irritate the educator or other children. Used as a mechanism to draw attention.
- Time out
  Taking the child away from what he is doing wrong and putting him in a certain place for a while. The child should not be left alone once removed. The child's age is an indication of the time frame of the time-out session.
- Re-direction
  The educarer can re-direct the child's attention away from what he is doing wrong. This helps with younger pre-schoolers. Give the child a toy that makes a sound to divert his attention.
- Discussion
  Discuss the child's negative behaviour with him\her in a quiet part of the room. Often the child is willing to work with the educator to solve the problem. Try to find a solution together.
- Special time
  The educarer should set aside a few minutes every day to spend time with the child. Children often do things to get attention. A compliment, a hug or a touch of the shoulder sends the message that you are aware of the child and will make the child feel special.
- Star chart
  A visible reinforcement (chart) that displays records of successes, not failures. Indicates the progress that was made by the child towards appropriate behaviour. E.g. place a star next to the child's name when he leaves the area around his seat neat.
- Taking away privileges
  Take away privileges if unacceptable behaviour is displayed, e.g. the child may not watch his\her favourite TV programme. The punishment must suit the age of the child. It is important to note that this must be followed at home and at the day-care centre.
- Combination of methods
  Sometimes it is necessary to combine some of these methods. A discussion of the child's behaviour and why he was punished is necessary afterwards.

(1 mark for technique and 2 marks for explanation)
(Any 5 × 3) (15)

2.2 2.2.1 An irrational fear

OR

When somebody is fearful and reacts in an intense way.
(Any 2 × 1) (2)

2.2.2
- Try to neutralise the situation with something positive.
- Let the child observe adults and children in the same situation.
- Must be recognised as a fear.
- Children with social phobias should be referred to an educational psychologist.
- Observe the behaviour over a period of time and make notes.
- Discuss the issue with the parents.
- Do not force the child to overcome the phobia as it may result in an unpleasant situation.
- Provide a night light
- Allow the child to stay close to an adult (Any 3 × 2) (6)

2.3
- Give a lot of praise when the child is not sucking his\her thumb.
- Provide an alternate to the thumb. When you notice the child sucking his\her thumb, rather give him\her a soft toy to hold.
- Let the dentist talk to the child about his\her teeth and the problems s\he will have when s\he sucks his\her thumb.
- Use a bad tasting, non-toxic medication to coat the thumb.
- Don't make too big a deal of it. It can worsen the problem. (5 × 2) (10)

2.4 2.4.1 Fantasising – The child may be explaining a situation.✓✓
Role model – Often children are exposed to their role models telling a 'white lie'. ✓✓
Attention-seeking – The child may be seeking the attention of an adult by telling lies.✓✓
The child may not realise that this is a lie. ✓✓
To avoid punishment – The child may tell a lie to avoid any form of punishment.✓✓ (10)

2.4.2 Do not tell lies in front of children, even if it is a 'white lie'.✓
If a child is telling lies to seek attention - look to find out the reason for attention-seeking. Address that issue first.✓
Help the child to differentiate between telling lies and telling the truth.✓
Look to review the ways you punish a child - methods may be too strict.✓
Discuss the issue with the child.✓ (5)

2.5 Children must know what is expected of them. Rules should be clear and simple so that no confusion will occur.✓✓ (2)
[50]

QUESTION 3

3.1
- 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 × 2) (10)

3.2 3.2.1
- The material should cover all of the developmental stages of the children.
- The relevant curriculum areas should be reflected: practical life skills, sensory-motor activities, mathematical skills and cultural knowledge.

3.2.2
- The classroom must be appropriately structured.
- The curriculum should outline the care for and respect the world around the children.✓

3.2.3
- The classroom must not be over-crowded and not too stimulating.
- There must be an emphasis on the development of the child's aesthetic capabilities.✓

(3 × 2) (6)

3.3 The discrimination between smells✓✓
The recognition of the intensity of smell✓✓
The indication of the source of smell✓✓ (6)

3.4
- Need to work together in harmony with the programme to help the child establish his rightful place in society.
- Need to invest their money in their children instead of luxuries.
- To be sensitive to the needs of the child.
- To see the child as having infinite possibilities to learn.
- To allow the home environment be a learning environment.
- To limit negative and/or excessive stimuli in a child's life (such as television and video games).
- To provide a healthy nutritious diet limiting empty 'sugar' calories.
- To agree to communicate with the teacher on a regular basis.
- To be involved with and assist the classroom teacher when and wherever possible.
- To nurture and encourage your child to be the best person he/she can be.

(Any 5 × 2) (10)

3.5 Colour✓
Transparency✓
Texture✓
Mass✓
Hard and soft✓ (5)

3.6
- Good planning and management have contributed to the rendering of an efficient administrative service to all departments.
- Lean budgets resulted in admirable staff co-ordination, creative problem-solving and renewed focus on essential elements of the grassroots service.
- The national programme services its clients through a combination of structured skills-training courses and field support.
- There is a yearly increase in the number of children who benefit from grassroots service and an increase in the number of projects worked with.

(Any 2 × 2) (4)

3.7
- Staff development – they have internal staff-development programmes.
- External staff development is made possible with the aid of donations.
- They network with other organisations, for example they contribute towards other organisation's staff-development programmes.
- They work together with the government – policy development, for example development of ECD white paper.

(Any 3 × 3) (9)
[50]

QUESTION 4

4.1
- Lacks confidence
- Is not independent
- Home-bound
- Poor co-ordination
- Poor perception of time
- Low perseverance
- Short attention span
- Crude toilet habits
- Infantile speech
- Infantile behaviour (Any 7 × 1) (7)

4.2
- Lack of co-ordination and balance
- Difficulty to distinguish between left and right.
- Not being able to cross the midline when doing tasks.
- Rotates body when drawing.
- Confuses mirror differences and similarities.
- Short attention span (Any 5 × 2) (10)

4.3 4.3.1 School maturity – a natural process which a child passes through; a biological process of development in which new potential for school admittance emerges.✓✓

4.3.2 School readiness – school readiness includes the whole development of the child, that is physical, emotional, language, cognitive and moral. The child will have reached a level in his life which is a pre-requisite for formal education.✓✓

(4)

4.4 4.4.1 Midline crossing ✓✓ (2)

4.4.2
- Reading
- Writing
- Completing self-care skills, for example putting on socks, shoes.
- Participating in sports\physical activities. (Any 2 × 2) (4)

4.4.3
- Provide a child with a variety of two-handed (bilateral) activities.
- Right brain\left brain teasers :
  - Pop bubbles with only one hand.
  - Reach for bean bags\stuffed animals across the midline and throw objects back.
  - Let the child play with sand on one side of the body and fill a bucket on the other side of the body.
  - Touch the opposite elbow and knee.
  - Cross one foot with the other while walking sideways.
  - Write your name in the air while rotating your foot in a circle clockwise.
  - Wash the car and make sure the arms cross the midline while scrubbing. (Any 3 × 2) (6)

4.5 The child must venture into and explore his/her world and play with other children.✓✓
He/She must be inquisitive and expect answers when he asks questions.✓✓
Must consider the feelings of others.✓✓
Must be willing to play\work in a group and to share.✓✓
Must be willing to perform in front of others.✓✓ (5 × 2) (10)

4.6 4.6.1 Eye-foot co-ordination – the ability of the body to use where the eyes are looking and to direct the feet in motion.✓✓

4.6.2 Visual discrimination – the ability to distinguish between similarities and differences of objects through your eyes.✓✓
(2 × 2) (4)

4.7
- Creative art activities
- Manipulating tools
- Modelling with play dough
- Bouncing balls
- Hitting a balloon
- Stringing beads
- Action rhymes and songs which involves the use of the hands. (Any 3 × 1) (3)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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