higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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NOVEMBER EXAMINATION

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

(20060116)

14 November 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 description from COLUMN A that matches a term 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	Concept developed from body awareness	A	olfactory perception
1.1.2	A programme consisting of FOUR units	B	ELRU
1.1.3	One side of the body is more developed	C	dominance
1.1.4	Characterised by reserved, solitary behaviour	D	allergy
1.1.5	To search for something specific, ignoring irrelevant information	E	Montessori
1.1.6	Promotes ECD for disadvantaged families and children	F	socialisation
1.1.7	Interpretation of information received through smell	G	tactile perception
1.1.8	Reaction of your immune system to a foreign substance	H	visual perception
1.1.9	Interpretation of information received through taste	I	extreme introversy
1.1.10	Administered by Cape Educational Trust	J	MATAL
		K	spatial awareness
		L	figure ground
		M	laterality
		N	grassroots
		O	gustatory perception

(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 A child's health will influence his/her behaviour.

1.2.2 The units in the Montessori programme attempt to integrate concrete experience with creative arts.

1.2.3 Perception is the ability of the brain to interpret information received through the senses.

1.2.4 The death of a family member is an example of stress that causes misbehaviour in children.

1.2.5 If a child wets the bed on rare occasions, it must be seen as a behaviour problem.

1.2.6 Items in a Montessori classroom are displayed according to the financial budget of the day-care centre.

1.2.7 Visual closure is the ability to discriminate between similarities and differences of objects.

(10 × 1) (10)

1.3 Various options are given as possible answers to the following questions. 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 When a child learns appropriate behaviour, it is important that the educator …

A responds in a positive way.
B ignores the child.
C diverts the child's attention.

1.3.2 Grassroots fieldworkers work …

A directly with children (ages 3–6).
B with stakeholders like parents and ECD educators.
C with the ABET programmes only.

1.3.3 Gross motor skills are used when the brain and the muscles work together to make …

A small movements with the body.
B medium movements with the body.
C big movements with the body.

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1.3.4 Misbehaviour in children can be attributed to …

A a well-balanced home environment.
B confusing guidelines.
C a healthy diet.

1.3.5 An activity associated with Unit 7: 'Sensing and Knowing' in the MATAL programme is …

A cooking and baking.
B listening to music on the radio.
C planting a bean plant and observing it grow.

1.3.6 A test for school readiness can be conducted by …

A a school psychologist.
B an educator.
C a parent.

1.3.7 An example of active language development is …

A listening to stories on CDs.
B paging through a story book.
C a telephone conversation over toy telephone in the fantasy area.

1.3.8 The ability to complete inaudible words to create a clear auditory image is called auditory …

A memory
B closure
C discrimination

1.3.9 An activity related to visual memory is …

A building a puzzle.
B being able to remember the location of an object.
C sorting out blocks according to shapes.

1.3.10 A theme discussion that will promote tactile perception is …

A skin care.
B the four seasons.
C my family.

(10 × 2) (20)

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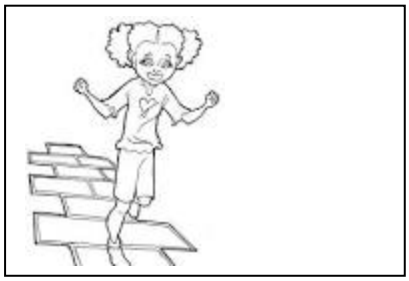
1.4 Study the pictures below and indicate the skill that will be developed through them.

Write only ONE skill per picture next to the question number (1.4.1–1.4.5) in the ANSWER BOOK.

1.4.1



Girl playing hopscotch

1.4.2



Person standing on one leg

1.4.3



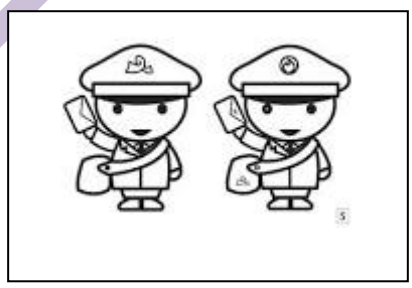
Child joining dots

1.4.4



Baby watching bubbles

1.4.5



Spot the difference

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1 It is important for parents to provide guidance to children on how they should behave.

Discuss FIVE techniques parents can use when dealing with misbehaviour. (5 × 3) (15)

2.2 Nosipho lives with her parents and siblings in Umlazi, Durban. She has a phobia of the dark and becomes anxious as evening approaches.

2.2.1 Define the term *phobia*. (2 × 1) (2)

2.2.2 Give advice for Nosipho's parents on how to handle the situation. (3 × 2) (6)

2.3 A parent explains that her daughter has the habit of thumbsucking.

Advise the parent on tips to stop thumbsucking. (5 × 2) (10)

2.4 A lie is defined as an untrue statement. Many children have a tendency to tell lies.

2.4.1 Give FIVE possible reasons why children tell lies. (5 × 2) (10)

2.4.2 State FIVE points on the handling of the behaviour. (5 × 1) (5)

2.5 Briefly explain how confusing guidelines can lead to misbehaviour in a child. (2)
[50]

QUESTION 3

3.1 State FIVE characteristics of the Montessori teacher. (5 × 2) (10)

3.2 Maria Montessori placed emphasis on the environment in which teaching and learning takes place.

Explain the above statement under the following headings:

3.2.1 Intellectual material

3.2.2 Structure and order

3.2.3 Simplicity and aesthetic appeal

(3 × 2) (6)

3.3 Identify THREE skills developed in Chapter 4: 'Smelling and knowing what we smell' of the MATAL method. (3 × 2) (6)

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3.4 Highlight FIVE points describing the role of the parent as explained by the Montessori method. (5 × 2) (10)

3.5 Name the FIVE properties of objects as described in MATAL's Unit 1 – Observing the world around us. (5 × 1) (5)

3.6 State TWO success factors of the grassroots programme. (2 × 2) (4)

3.7 Briefly state THREE role functions of the ELRU. (3 × 3) (9)

[50]

QUESTION 4

4.1 State SEVEN signs that shows that a child is not ready for school. (7 × 1) (7)

4.2 Explain FIVE difficulties a child may display if visual perception is not adequately met. (5 × 2) (10)

4.3 Define the following terms:

4.3.1 School maturity

4.3.2 School readiness

(4 × 2) (4)

4.4 Mrs Khuzwayo is an educarer at Simunye day care centre. She notices that Thando, a 4-year-old often moves his drawing sheet, during drawing activities so that he can draw on the other side of the page.

4.4.1 Identify the developmental milestone experienced by Thando. (2)

4.4.2 Name TWO problems that children like Thando may experience. (2 × 2) (4)

4.4.3 Advise Mrs Khuzwayo on THREE activities to help children like Thando overcome this problem. (3 × 2) (6)

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

Discuss FIVE signs that pre-schoolers will display to show that they are emotionally ready for school. (5 × 2) (10)

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4.6 Explain the following terms:

4.6.1 Eye-foot co-ordination

4.6.2 Visual discrimination

(2 × 2) (4)

4.7 Identify THREE exercises to improve eye-hand co-ordination. (3 × 1) (3)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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