higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

12 NOVEMBER 2018

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1

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

(10 × 1) (10)

1.2

1.2.1 False✓ – Children develop fine motor skills best when they work on a vertical surface.✓

1.2.2 False✓ – A psychologist deals with emotional problems that children experience.✓ OR An occupational therapist deals with physical problems that children experience.

1.2.3 True

1.2.4 True

1.2.5 False✓ – The activity of cooking is best suited for the sensing and knowing unit.✓

1.2.6 True

1.2.7 True

(10 × 1) (10)

1.3

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

(10 × 2) (20)

1.4	1.4.1	• Balance • Gross motor skills	(Any ONE)	
	1.4.2	Visual discrimination		
	1.4.3	• Eye-hand coordination • Fine motor skills	(Any ONE)	
	1.4.4	• Eye-foot coordination • Small muscle	(Any ONE)	
	1.4.5	• Eye-hand coordination • Ocular motor control	(Any ONE)	
			(5 × 2)	(10)
				[50]
			TOTAL SECTION A:	**50**

SECTION B

QUESTION 2

2.1

- Reinforcement
  Reinforce positive behaviour by responding in a positive way. It doesn't have to be verbal, but 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 to irritate the educator or other children. It is used as a mechanism to draw attention.
- Time out
  Remove the child 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.
- Redirection
  Redirect the child's attention from what he is doing wrong. This helps with younger preschoolers. 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 on the shoulder sends the message that you are aware of the child and it makes 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, for example place a star next to the child's name when he/she leaves the area neat.
- Taking away privileges
  Take away privileges if unacceptable behaviour is displayed, for example 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 if necessary afterwards.

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

2.2 2.2.1

- To get attention
- Reaction to surroundings
- Development stage
- Dramatic experience
- To get parents' cooperation
- To show their frustration due to the inability to verbalise feelings
- Immature behaviour
- Lack of socially accepted behaviour (Any 5 × 1) (5)

2.2.2

- Introduce activities that encourage independence.
- Ignore the tantrums.
- If you notice signs of a tantrum, divert the child's attention.
- Continue with positive reinforcement when the behaviour improves.
- Discuss it with the parents, who need to be firm and consistent.
- Read about the topic.
- In the first year, guide and be gentle.
- Stay calm.
- Don't hold a grudge against the child. (Any 5 × 1) (5)

2.3 2.3.1 Withdrawn, uncomfortable in the presence of others, easily frightened or self-conscious

2.3.2 Unhappy or angry feeling of wanting to have what someone else has.

OR

An unhappy or angry feeling caused by the belief that someone you love (such as your husband or wife – in the case of children, any significant other) likes or is liked by someone else.

2.3.3 It is an irrational, unreasonable fear of an object or situation.

2.3.4 A serious physical and emotional illness in which an abnormal fear of being fat leads to poor eating habits and dangerous weight loss.

OR

When a child is extremely thin and keeps on losing weight, and is not interested in eating and vomits after eating. He/She sees himself/herself as being fat, although being thin.

2.3.5 When the child keeps on taking things that do not belong to him or her.

(5 × 2) (10)

2.4 2.4.1
- Hereditary
- Delayed bladder maturation
- Low anti-diuretic hormone (ADH)
- Deep sleepers
- Smaller functional bladder
- Constipation (Any 5 × 1)

2.4.2
- Encourage child to go to the toilet before bedtime.
- Restrict a child's fluid intake before bed.
- Encourage the child to wake up and go to the toilet in time.
- Cover the mattress with plastic.
- Use bed-wetting alarms sensing urine and waking the child so they can use the toilet.
- Adults are to potty train children at the appropriate time.
- Avoid potty training when a child is experiencing emotional problems for example stress, divorce, moving, hospitalisation.
- Encourage the child to wear clothing that can be easily removed.
- Do bladder training exercises.
- Be supportive and sympathetic. Don't punish or tease the child.
- Divert the child's attention, for example tell a story.
- Always have extra clothing on hand.
- Advise parents to visit a paediatrician who may prescribe medication. (Any 5 × 2) (10)

[50]

QUESTION 3

3.1
- Make children the centre of learning.
- Encourage the children to learn. Provide freedom for them in a prepared environment.
- Observe children so as to prepare the best possible environment.
- Prepare the learning environment by ensuring the materials are provided.
- Respect each child and model ongoing work for all children.
- Introduce learning materials, demonstrate learning materials and support children's learning. (Any 5 × 1) (5)

3.2
- Each child is valued as a unique individual.
- Beginning at an early age, Montessori students develop order, coordination, concentration and independence.
- Students are part of a close, caring community.
- Montessori students enjoy freedom within limits.
- Students are supported in becoming active seekers of knowledge.
- Self-correction and self-assessment are an integral part of the Montessori classroom approach. (Any 5 × 1) (5)

3.3
- Montessori: Leave his/her room to grow in independence.
  Traditional: There is constant supervision of the child.
- Montessori: Guides and directs the child.
  Traditional: Instructs the child.
- Montessori: Do not point out to the child what other children are doing.
  Traditional: Comparisons are known to be made.
- Montessori: Encourage the children to be independent.
  Traditional: Group work is known to be encouraged.
- Montessori: Does not punish or scold the child.
  Traditional: Some form of punishment is initiated.
- Montessori: Teacher is loving, cheerful and enthusiastic.
  Traditional: Teacher tends to be authoritative so as to maintain discipline and control over the environment.
- Montessori: Offers the child maximum spontaneity and allows the child to reach a better level of attainment.
  Traditional: Limits are attached regarding the learner venturing out for an activity. This is restricting in nature.
- Montessori: Does not rush a child.
  Traditional: Time frames are placed on activities due to time constraints.
- Montessori: Lets the child work according to his/her free choice.
  Traditional: Restrictive in nature due to content that needs to be completed.

(1 mark for Montessori method, 1 mark for Traditional method)
(Any relevant 5 × 2) (10)

3.4
- Staff development: providing training programmes for those working in ECD, for example trainers, teachers and parents
- Networking with other organisations
- Providing research and development in the field of ECD
- Carrying out research and sharing its findings (ECD provision, policy and curriculum)
- Publishing material against being biased
- Arranging community-building events to raise awareness about children's rights
- Building on existing knowledge and skills
- Supporting those involved with young children
- Offers consultation, training and support to organisations and individuals working in ECD
- Assists other organisations throughout South Africa to set training programmes
- Provides information on ECD practice and materials to Africa and other parts of the world

(Any 5 × 1) (5)

3.5
- Involves children in the environment.
- Proves to be new insight and experience for young children.
- Increases and expands their knowledge.
- Allows children to move around freely and asks questions about what they are observing.
- May reduce behaviour problems (Any relevant 5 × 2) (10)

3.6
- Colour
- Transparency
- Texture
- Mass
- Hard and soft (5)

3.7
- Main focus of the funding is to expand grade R services in public schools – yet 70% of children do not attend grade R.
- There is a struggle in the rural areas to access funding and resources to provide young children and families in their communities with the ECD services they need.
- There is no designated agency to oversee the integration, implementation and evaluation of the ECD programmes.
- It is difficult for centres in poor communities to meet to register with the DSD and to comply with their strict standards.
- The ECD educators in the disadvantaged areas often lack access to the education and training they need.
- ECD is not viewed as an attractive career path for educated professionals.

(Any 5 × 2) (10)
[50]

QUESTION 4

4.1
- Lacks confidence
- Dependent
- Home-bound
- Poor coordination
- Poor time perception
- Low perseverance
- Short attention span
- Crude or immature toilet habit
- Infantile speech/behaviour (Any 5 × 2) (10)

4.2 4.2.1 Movements of the fine muscles of the body

4.2.2 Child's awareness of his/her body and the possibilities of the body (what the body can/cannot do)

4.2.3 Ability of the brain to make contact through the eyes with the outside world

4.2.4 Inner awareness of the two sides of the body

4.2.5 Term used to denote a biological growing process in a child's development, both physical and mental

(5 × 2) (12)

4.3 4.3.1 Passive language development:
The child's language develops through listening and watching.

The child develops his language through participation in activities.

(2 × 2) (4)

4.3.2
- Make up your own story.
- Tell something interesting, for example what did you do over the weekend?
- Describe what you will take along when you do an activity, for example go fishing, go to church
- Telephone conversation over a toy phone in the fantasy area.
- Let the child describe the differences/similarities of objects.
- The use of riddles: what has feet but cannot walk – table
- The use of world puzzles: Give one word for tables, chairs, beds (furniture); carrots, potatoes, cabbages (vegetables)
- Name a few pets\fruits: ENQUIRY EXERCISES
- What will you do when the phone rings\somebody knocks on the door?
- Answer YES or NO (Any THREE applicable answers)

Passive language development:
- Listening to a story being told.
- Listening to stories on a CD
- Paging through a book while listening to stories on a CD.
- Listening to verse
- Viewing dramatic plays/performances.

(Any THREE applicable answers)

(3 × 2) (12)

4.4 4.4.1 Refers to collecting data and organising it in a variety of ways. (2)

4.4.2
- Collecting information
- Counting and making tallies
- Surveying peers
- Sorting objects
- Making graphs with real things – making picture graphs
- Reading graphs
- Making observations from a graph
- Working with tally marks and comparing their results with a friend's results
- Asking questions about graph results (Any 4 × 2) (8)

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4.5
- Children are able to make predictions about what comes next.
- They can predict activities such as that cleaning up comes after eating lunch which will aid in formation of good etiquette.
- They can predict activities such as that putting on clean clothes after taking a shower will aid in formation of good etiquette
- The understanding of these concepts will help children manoeuver more confidently in his or her environment. (Any 3 × 2) (6)

4.6
- Use opportunities to point out shapes to the child, for example the tyres of a car are round resembling a circle.
- Draw the child's attention to aspects like 'whose shoes are the biggest or smallest?'
- Sort out blocks according to shapes.
- Use a shape ball where the child has to fit different shapes into the correct opening.
- Play a domino game with shapes. (Any 2 × 2) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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