higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

13 NOVEMBER 2019

This marking guideline consists of 11 pages.

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SECTION A

QUESTION 1

1.1
1.1.1 D
1.1.2 A
1.1.3 G
1.1.4 H
1.1.5 E
1.1.6 M
1.1.7 N
1.1.8 C
1.1.9 I
1.1.10 O

(10 × 1) (10)

1.2
1.2.1 True
1.2.2 True
1.2.3 False✓ – A paediatrician deals with the child's medical problems in childhood.✓

OR

An occupational therapist/physiotherapist deals with the child's physical problems in childhood.

1.2.4 False✓ – An opaque object is not transparent and does not allow light to pass through.✓
1.2.5 False✓ – School maturity usually is around six years of age but does not guarantees success at school✓
1.2.6 True
1.2.7 True

(10)

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

(10 × 2) (20)

1.4 1.4.1 Fine motor skills development

OR

Eye-hand coordination

(Any ONE suitable answer will be acceptable)

1.4.2 Active language development

1.4.3 Eye dominance

1.4.4 Balance

OR

Gross motor skills development

OR

Large muscle development

(Any ONE suitable answer will be acceptable)

1.4.5 Eye-hand coordination

OR

Large muscle development

OR

Gross motor skills development

(Any ONE suitable answer will be acceptable)

(5 × 2) (10)

[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1

- The arrival of a new baby diverts attention from the older child.
- In comparison, other children may have more possessions or talent.
- Parental divorce – children feel neglected when more time is spent with the new husband/boyfriend or wife/girlfriend.
- Children may be jealous about their friends' vacation, award or grade. (Any 3 × 2) (6)

2.1.2

- Acknowledge the child's jealousy by letting him/her know that these feelings are acceptable.
- Emphasise the child's abilities.
- Remind the child of his/her own possessions.
- New baby in the family: involve the child in activities related to the baby.
- New partner for Mum or Dad: encourage the child to get to know the new adult.
- Feelings of apprehension towards siblings: encourage sharing of items among siblings.
- Sick/disabled family member needs care: encourage caring skills and responsibilities.
- A friend has a new boyfriend/girlfriend: attempt to make new friends.
- Talented children: encourage the child to acknowledge his/her own talents. (Any 3 × 2) (6)

2.2

- Be sympathetic.
- Handle the child with understanding.
- Encourage the child to talk about his/her fear.
- Give him/her a reason why s/he should not be afraid.
- Provide a light: leave a dim light on in the passage.
- Allow the child to keep a torch under his/her pillow.
- Re-arrange the room furniture to eliminate possible scary shadows.
- Tell stories about other children who have overcame their fear of the dark.

(Any 5 × 2) (10)

2.3 2.3.1 An eating disorder where the child is not interested in eating and vomits after eating. This may also be associated with weight loss and remaining thin.

2.3.2 An eating disorder associated with children eating strange objects.

2.3.3 An eating disorder associated with obese children.

(3 × 2) (6)

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2.4

- Developmental level:
  Moral and social behaviour has an important influence on the child's behaviour. For example, it is normal for a 2-year-old to throw a tantrum, but this is not appropriate for a 5-year-old. It is normal for a 1-year-old to touch everything, but not for a 6-year-old.

- The environment
  Children learn acceptable and unacceptable behaviour. They react to their environment and the people in it. While interacting with peers and other people, children learn ways of reacting in social situations. They adapt to behaviour that seems to be acceptable to others. In this way, unacceptable behaviour can be learned.

- Unrealistic expectations of children
  Parents sometimes set standards that are too high for their child to achieve. Being aware of a child's development level is important. This will prevent parents from having unrealistic expectations. Often children are compared to other children in their own age group, although they do not have the same potential. Disobedience can occur if expectations are too high or too low.

- Health problems
  A child's health influences his behaviour, and children cannot say how they feel. Medication will also influence a child's behaviour. For example, it can make a child hyper-active or sleepy, which can result in him/her being irritable. Educators must be aware of medication that a child may be taking and be sensitive about the child's health.

- Allergies
  Food can affect children negatively. For example, Coca Cola and colourants in other cooldrinks make children hyperactive. Too much sweets and sugar cause the child to be overactive and difficult to handle.

- Attention
  Adults tend to react when children do something wrong. The child learns that to gain attention, s/he must misbehave. Adults should pay attention to a child's positive behaviour as well so that it will not be necessary for them to be disobedient in order to get attention.

- Confusing guidelines
  Children must know what is expected of them. Rules need to be simple and clear. People often over-estimate children's ability to understand what is expected of them.

- Inconsistent messages
  Inconsistent rules regarding discipline (home/day care centre), should be avoided because it will confuse the child – for example if swearing is allowed at home, but punished at the day care centre. Rules should not change daily.

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- Physical environment
  The environment is important and should be interesting and stimulating. There should be enough space. If there is insufficient space, fighting will occur more often. Often it is not the child who needs to change, but the environment.

- Wrong diet
  What the child eats will affect his/her behaviour. It is important that a child gets the necessary balanced diet.

- Sensory deficiencies
  Sensory problems may cause behavioural problems. A visually impaired child may feel frustrated and uncertain. These children may be too afraid to follow instructions because they are afraid of doing things. A hearing-impaired child might seem to be noisy.

- Over sensitivity to stimulation
  A good daily programme is busy, constructive, active and colourful. Most children will be happy in such an environment, but for some children the noise may be overwhelming. It is necessary to have a quiet, calm area where the overstimulated child can get away from everything for a while. This area should be in the play room.

- Stress in the family
  A change in routine can be the cause of behavioural problems. The child does not understand what is happening. Stress can be caused by the following factors: death of a family member, finances, divorce, unemployment, relocation, diseases, alcoholism or drug abuse.

(Any 5 × 2) (10)

2.5
- Biting
- Lying
- Eating problems
- Bed-wetting
- Clowning around
- Nail-biting
- Thumb-sucking
- Sleeping problems
- Stealing
- Masturbation

(Any 6 × 1) (6)

2.6
- Children must know what is expected of them.
- Allow children to assist in making rules.
- Use simple and logical rules – they are easy to follow.
- Apply the set rules consistently.
- Assess the child's behaviour – not the child.
- Rules must be maintained at school and in the home environment.

(Any 3 × 2) (6)

[50]

QUESTION 3

3.1 3.1.1
- Unit 1: Observing the world around us
- Unit 2: Sensing and knowing
- Unit 3: Shaping and relating
- Unit 4: Sorting and classifying (4)

3.1.2
- A child-centred approach.
- Guides children through early interactions with the world around them.
- Encourages children to participate and take responsibility.
- Encourages children to be open-minded and flexible.
- Promotes creativity.
- Encourages children to accept criticism.
- Promotes initiative and social participation.
- Encourages children to have an aesthetic awareness.

(Any 4 × 1) (4)

3.1.3
- Present the activities in small groups.
- Maintain close contact between the teacher and the child.
- Duration of activities: 20 minutes each
- The teacher conducts demonstrations pertaining to the activities.
- The teacher must accept different answers and opinions.

(5 × 2) (10)

3.2
- Beautiful, inviting and thoughtfully arranged.
- There should be natural lighting, soft colours and uncluttered spaces.
- Learning materials should be displayed on accessible shelves.
- Things are kept where they are supposed to be – enhances harmony and order.
- It must be a safe and empowering environment. (5 × 2) (10)

3.3
- Freedom
- Structure and order
- Intellectual material
- Social environment
- Simplicity and aesthetics
- Nature and reality (6)

3.4 3.4.1 Early Learning Resource Unit (2)

3.4.2 Cape Educational Trust (2)

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3.4.3
- Their student books have received great reviews and some have been chosen for SABC 1.
- Donors regard ELRU as a critical partner in scaling up services to reach children.
- Their research development is respected internationally.
- Their research development contributes to a wide range of government and private initiatives.
- Their training and curriculum development expertise are highly regarded inside and outside South Africa. (Any 2 × 2) (4)

3.4.4
- Staff development: providing training programmes for those working in ECD, e.g. trainers, teachers and parents.
- Networking with other organisations.
- Providing research and development in the field of ECD.
- Doing research and sharing the findings. (ECD provision, policy and curriculum).
- Publishing anti-bias material.
- Arranging community-building events that 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 develop training programmes.
- Provides information on ECD practice and materials to Africa and other parts of the world. (Any 2 × 2) (4)

3.4.5
- Publications for children
- Guides for teachers and parents
- Resources for techno-assisted and e-learning support for ECD practitioners including radio and DVDs
- Public EC awareness messaging
- Research publications
- Newsletters for ECD practitioners (Any 4 × 1) (4)

[50]

QUESTION 4

4.1

- A feeling of security
  Loving care develops security for the child and develops trust in people.

- Emotional readiness for learning
  Children not only learn with their brains; they should also be emotionally ready to learn. A feeling of safety will encourage emotional readiness.

- Acceptation
  The parent and educarer must accept the child as s/he is. Each child is an individual and should feel appreciated.

- Uniqueness
  Each child is different and each child is unique. Be realistic in your expectations of the child and do not compare him/her with other children. Keep in mind that it is also not good to under-estimate the child's abilities. Compare the child against the development stages for his/her age.

- Acknowledgement and appreciation
  Each child is dependent on acknowledgement and appreciation. A child should feel valued. Praise and encourage the child.

- Consequent behaviour
  Rules and guidelines should be clear. Double standards are confusing for the child.

- Discipline
  Children need to be disciplined. They must learn what behaviour is acceptable and what is not. Discipline creates a feeling of safety.

(Any FIVE suitable answers will be acceptable)(Any 5 × 2)
1 mark for concept
1 mark for an explanation (10)

4.2 4.2.1

- Lacks confidence
- Is home-bound
- Is dependent
- Poor co-ordination
- Poor perception of time
- Low perseverance
- Short attention span
- Crude/immature toilet habits
- Infantile speech/behaviour (Any 6 × 1) (6)

4.2.2

- Educational psychologists
- Social workers
- Therapists (Any ONE) (2)

4.2.3
- Social development
- Emotional development
- Language perception
- Cognitive thinking
- Auditory perception
- Visual perception
- Mathematical concepts
- Perceptual development
- Motor development
- Drawing
- General development (Any 5 × 1) (5)

4.3 4.3.1
- Counting activities
- Quantity
- Volume
- Size
- Position
- Sequence
- Orientation of time
- Speed
- Measurement
- Data handling
- Patterns (Any 6 × 1) (6)

4.3.2 Counting activities:
- Activities that relate to numbers, for example counting while clapping hands, students count while touching objects (blocks)
- Ask questions pertaining to numbers, for example, How many hands do you have?

Quantity activities:
- Activities that relate to various quantities, for example, blocks in a containers in with different numbers (few, many)

Volume activities:
- Activities that relate to various volumes, for example containers that are empty and full.

Size activities:
- Activities that relate to various sizes, for example biggest, smallest, highest, shortest, taller than, shorter than, et cetera.

Position activities:
- Activities that relate to positions, for example standing next to the table, on top of a rope, walking left/right, crawling under a table, middle/last/second, et cetera

Sequence activities:
- Activities that relate to sequence, for example sorting of items from small to big, short to long, et cetera

Orientation of time activities:
- Activities that relate to the various aspects pertaining to time, for example, How old are you? What time of day is it? Where did you go last week? What season is it? Concepts: yesterday, today, tomorrow, et cetera

Orientation of speed activities:
- Activities that relate to the various aspects pertaining to speed, for example walk fast/slow, Who runs the fastest\slowest? Which is faster – a bicycle or a motor cycle? et cetera.

Measurement activities:
- Activities that relate to measurements, for example, How do we measure time/temperature/length/mass? et cetera.

Data handling activities:
- Activities that relate to collecting data/information, for example children tally information received from collecting data, for example, How many children are wearing red t-shirts today?, et cetera. (Any 4 × 2) (8)

4.4 4.4.1 The ability to remember or recall what the eyes see.
4.4.2 The ability to use sight to distinguish between similarities and differences of objects.
4.4.3 The ability of the brain to use sight to make contact with the outside world

(3 × 2) (6)

4.5
- Outings: For example, note the number of houses with antennae/red roofs.
- Lotto games: Match cards.
- Sort items according to colour/size/shape, et cetera.
- Use of magazines: Cut out pictures about a specific theme.
- Sort cutlery: Knives, forks, spoons, et cetera. (Any 4 × 1) (4)

4.6
- Listen to someone telling a story.
- Listen to stories on a CD.
- Page through a book while listening to stories on a CD.
- Listening to verses.
- View dramatic plays/performances. (Any 3 × 1) (3)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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