



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE EDUCATIONAL PSYCHOLOGY N5

16 November 2022

This marking guideline consists of 10 pages.

SECTION A**QUESTION 1**

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

(10 × 2) (20)

- 1.2 1.2.1 • False
 • Identity achievement gives a person's life direction and purpose.

OR

- Identify diffusion is when adolescents are indecisive about themselves.

- 1.2.2 • False
 • Girls are known to develop skills sooner than boys.

1.2.3 True

1.2.4 True

1.2.5 True

1.2.6 True

- 1.2.7 • False
 • When a child is successful at toilet training, he/she feels independence.

OR

- When a child is unsuccessful at toilet training, he/she feels guilt and shame.

(10)

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

(10 × 2) (20)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 Temperament is a person's characteristic manner of thinking, behaving or reacting.

OR

Temperament is one of the internal factors that determine how a child will react to socialisation with others.

2.1.2 Trait is a distinguishing characteristic or quality, especially of one's personal nature. It makes one person or thing different from another.

(2 × 2) (4)

- 2.2
- Involve children in assessing behaviours in real-life situations, allowing them to make moral judgements.
 - The significant adults in children's lives foster their sense of goodness.
 - Develop the concepts of justice, rights, equality and welfare, for example encourage recycling, teaching children to be warm, caring friends.
 - Purposefully provide experiences that promote an understanding of what is 'good' and 'bad' from an early age.
 - Guide behaviour without giving children a list of do's and don'ts, for example encourage mealtime etiquette.
 - Help children to understand the reasons for rules.
 - Try to understand conflict situations from the child's perspective.
 - Be patient, yet firm.
 - Set rules and create a culture of obeying them.
 - Use children's literature to foster the concept of caring.
 - Model, encourage and reward acts of caring.
 - Involve children in the care of animals.

(Any 5 × 2) (10)

- 2.3
- Television provides entertainment that releases frustration and can help to overcome certain emotional disorders.
 - Some TV shows educate, inform and inspire children.
 - Good role models and examples on television can influence children positively.
 - Some TV shows have educational benefits (teaches children about a variety of subjects, expose children to several languages, educational materials that can extend learning).
 - It promotes communication as family members bond when they discuss the programmes they watch.
 - With the help of their parents, children learn to distinguish between good and bad characters.
 - It provides a link to the outside world for children who spend long periods in hospital.
 - It teaches children how to approach groups and individuals, ensuring that all children are included in play. (Any 3 × 2) (6)
- 2.4
- 2.4.1
- Voluntary behaviour that is intended to benefit other people
 - Positive social interaction
 - A concern about the rights, feelings and welfare of other people
 - Includes feelings of empathy and concern for others, being willing to give and behaving in ways that help or benefit other people
 - Examples to be considered: empathy, sharing personal resources, compassion, providing help, compromising, respect for others, hugging other children, comforting, co-operating and being considerate towards others.
 - Examples to note at the daycare centre:
 - When children engage in games become dependent on one another's co-operative for their mutual advantage.
 - When children co-operate, give a compliment or comfort a child who is upset.
 (Or any relevant examples) (Any 4 × 1) (4)
- 2.4.2
- Behaviour and disruptive acts that are hostile
 - Intentional aggression towards others
 - Any negative social activity that results in antagonism in the child's relationship with his/her environment
 - Examples: Taking other children's toys/possessions, selfishness, telling lies, aggressive behaviour. (Or any relevant examples) (4 × 1) (4)

- 2.5 The effects of good parenting on child socialisation:
- A warm, sensitive and responsive parenting style builds the child's socio-emotional development.
 - Linked with higher levels of prosocial behaviour.
 - Enhance greater cognitive-empathy skills.
 - Lead children to use their perspective-talking skills.
 - Children respond positively to parental warmth and helpful behaviour.
 - Giving a child an explanation for desired behaviour for him/her will increase it.
 - Limit behavioural problems because of co-parenting.
 - Provide a sense of family security for young children.
 - Foster children's ability to learn and engage in prosocial behaviour.
- (Any 5 × 2) (10)
- 2.6 Essential elements in the process of modelling:
- Attention: There must be powerful and attractive stimuli to hold one's attention.
 - Retention: The stimuli must be retained using an imaginary or verbal system.
 - Symbolic representation: Converting the representation into appropriate actions.
 - Motivational variables: There must be enough incentives to motivate the actual performance of the modelled actions.
- (1 mark for naming the process; 2 marks for explanation) (4 × 3) (12)
[50]

QUESTION 3

- 3.1 3.1.1 Speech interrupted by the continued involuntary repetition of sounds, initially consonants. It affects the fluency of speech.
- 3.1.2 A condition in which children born between older and younger siblings, experience feelings of emptiness, inadequacy and jealousy.
- 3.1.3 A condition present from early childhood where children experience difficulty in using language and abstract concepts and communicating and forming relationships with other people.
- 3.1.4 It refers to being able to put thoughts into words and sentences in a way that makes sense and is grammatically accurate.
- (4 × 2) (8)

- 3.2
- Deprivation – poor examples set by parents; insufficient exposure to language stimulation, e.g. books, songs, etc.
 - Intellectual disability
 - Environmental deprivation
 - Poor parent-child relationships stemming from parenting techniques, e.g. dominant and prescriptive mother and submissive father; overly anxious (neurotic) parents
 - Physical and mental immaturity
 - Auditory processing disorders
 - Neurological problems, e.g. cerebral palsy, muscular dystrophy and traumatic brain injury
 - Problematic mother-child relationships
 - Emotional problems resulting from grief or being bullied (Any 6 × 2) (12)
- 3.3
- 3.3.1
- Firstborn children tend to start talking sooner than the siblings born after them.
 - Firstborn children tend to receive more of their parents' attention, resources and time than their siblings. (2 × 2) (4)
- 3.3.2
- Parents tend to be much more easy-going, less anxious and less demanding with second and subsequent children.
 - Middle children never get the benefit of having their parents' undivided attention.
 - Middle children may benefit from the older sibling's interaction and also contribute towards the younger siblings' language development.
 - Middle children may experience *middle-child syndrome* (a condition in which children born between older and younger siblings experience feelings of emptiness, inadequacy and jealousy). (Any 2 × 2) (4)
- 3.3.3
- Younger children benefit from exposure to conversation between older siblings and parents or caregivers.
 - Younger children have more exposure to their siblings' immature language and speech patterns.
 - Younger children may display a greater level of conversational skill because of their exposure to these different language levels. (Any 2 × 2) (4)
- 3.4
- 3.4.1
- Elective mutism (1)

- 3.4.2
- There is a generic predisposition to anxiety.
 - There is a family history of excessive timidity or signs of separation anxiety.
 - Frequent crying, moodiness, inflexibility in coping with some social situations which are linked to sleeping problems.
 - No link to any biological disability, i.e. no problems associated with physical or cognitive aspects.
 - Marital conflict: the affected child being closer to the mother, while other siblings are allied to the father.
 - Overprotective, nurturing maternal relationship with the mother needing to control and an abnormally strict or very distant father.
 - Incidences of abuse, neglect or trauma (rape, molestation, incest).
 - Unpleasant home environment, e.g. in family there is hostility, control, silence between parents, etc.
 - Immigration to foreign countries.
 - Early emotional physical trauma, especially to the mouth.
 - Early hospitalisation
 - Psychological inhibition (Any 6 × 1) (6)
- 3.4.3
- Professional help: Refer the parent and the child to a mental health practitioner or psychologist.
 - Medication: Antidepressants or antianxiety medication (used in extreme cases).
 - Counselling: Individual and family counselling.
 - Treatment techniques:
 - Hypnosis
 - Speech and language therapy
 - Family therapy
 - Individual psychotherapy
 - Occupational therapy
 - Sensory integration therapy
 - Behaviour modification treatment (Any 6 × 1) (6)
- 3.5 Causes of pronunciation problems:
- Teething
 - Cleft palate
 - Organic shortcomings
 - A hearing defect
 - Poor muscle co-ordination of the tongue
 - Cerebral palsy
 - Deprivation, e.g. a result of a poor role model
 - Low intelligence (Any 5 × 1) (5)
- [50]**

4.1	4.1.1	• Witnessing a violent event • Participating actively in violence • Being direct victims of violence, e.g. victims of assault or rape • Being indirect victims of violence, e.g. their family suffers the effects of having a father in prison	(4 × 2)	(8)
	4.1.2	• Accept violence as the norm in early childhood and act out examples of it as they grow older. • Lose respect for other members of society. • Drop out of school.	(3 × 2)	(6)
4.2		• Children learn about their history from elders in the family. • Children gain a better understanding of their language. • Children that experience multiparenting do not feel lonely because they have the company of aunts, uncles and others family. • Feelings of being loved by everyone. • Abundance of knowledge about life's order and unwritten rules – families learn morals, values and norms from different people. • Family members are exposed to co-operative work, so that they can care for others when they go into the community. • Family members can enhance their leadership skills. • Help is available for daily activities, e.g. homework and transporting children. There is a good support structure in place.	(Any 5 × 2)	(10)
4.3	4.3.1	A leader is a person with a vision who influences and guides a group of people towards achieving a specific goal.		(2)
	4.3.2	A follower is someone who accepts the guidance, command or leadership of another person by paying close attention to the leader's goal and visions.		(2)

4.3.3 Leader

Characteristics of a leader:

- Conforms to the group's ideal in appearance, behaviour and attitude.
- Makes a good overall appearance because of his/her clothes and grooming.
- Is popular among the group members.
- Has a sense of security.
- A leader is always popular.
- Makes good personal and social adjustments.
- Expresses his/her feelings towards others.
- Creates an impression that he/she is more mature.
- Motivated – willing to sacrifice time.
- Sense of humour
- Creative by nature
- Energy- health and vitality
- Shows initiative
- Common sense
- Is knowledgeable

(Any 5 × 1)

OR

Follower

Characteristics of a follower:

- Dedication and loyalty to the group's vision.
- Enjoys working with different types of people.
- Good communication skills.
- Co-operative team player.
- Displays responsibility and dependability.
- Is persistent and patient.
- Displays honesty and trustworthiness.
- Knows what the group vision is and works towards achieving it.

(Any 5 × 1)

(5)

4.4 4.4.1 Stress is the brain (mind) and body's response to any kind of demand, threat or level of pressure that is created when we react to particular events. (2)

- 4.4.2
- Isolation in the workplace (emotional or caused by working alone).
 - Shift work that disrupts normal daily rhythms.
 - Being unprepared for a job.
 - Stress from the physical environment (e.g. noise, safety, air quality).
 - Workload (having too much or too little work to do).

(Any 4 × 1)

(4)

- | | | | |
|-------|--|-------------------------|-------------|
| 4.4.3 | <ul style="list-style-type: none"> • Changes in appetite • Sleeping too much or too little • Isolating yourself from others • Delaying or neglecting your responsibilities • Using alcohol, cigarettes or drugs to relax • Nervous habits, e.g. nail biting, pacing | (Any 5 × 1) | (5) |
| 4.4.4 | <ul style="list-style-type: none"> • Take care of yourself • Talk to others • Avoid drugs and alcohol • Take a break to relax • Recognise when you need professional help. • Using appropriate cognitive appraisals, e.g. positive self-talk, emergency stress stoppers, thought stopping. • Social support • Lifestyle changes, e.g. relaxation, meditation, physical exercise, nutrition, etc. | (Any 3 × 2) | (6) |
| | | | [50] |
| | | TOTAL SECTION B: | 150 |
| | | GRAND TOTAL: | 200 |