



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

3 June 2025

This marking guideline consists of 9 pages.

SECTION A

QUESTION 1

1.1	1.1.1	B	(10 × 2)	(20)
	1.1.2	A		
	1.1.3	C		
	1.1.4	A		
	1.1.5	B		
	1.1.6	A		
	1.1.7	A		
	1.1.8	A		
	1.1.9	A		
	1.1.10	A		
1.2	1.2.1	B	(10 × 2)	(20)
	1.2.2	C		
	1.2.3	A		
	1.2.4	E		
	1.2.5	F		
	1.2.6	D		
	1.2.7	I		
	1.2.8	J		
	1.2.9	H		
	1.2.10	G		
1.3	1.3.1	False	(10 × 1)	(10) [50]
	1.3.2	True		
	1.3.3	True		
	1.3.4	False		
	1.3.5	True		
	1.3.6	True		
	1.3.7	False		
	1.3.8	True		
	1.3.9	False		
	1.3.10	True		

TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1 2.1.1
- Do not try to correct their speech.
 - Do not criticise the child.
 - Listen attentively and in a relaxed manner.
 - Help the child to become more independent.
 - Create a relaxing atmosphere at home.
 - Do not compare children to one another.
 - Do not interrupt the child when they are speaking.
 - The child should not be teased.
 - Help them to gain confidence by paying attention to what the child is good at.
 - Send the child to a speech therapist.
 - Treatment can be highly successful, however, there are some failures, so do not be disappointed.
 - Do not draw attention to the stuttering.
 - If the child becomes upset, comfort them and do not insist that they continue speaking.
 - Slow your speech down so it is easy for them to copy.
 - When in company, do not put your child on display.
 - Avoid suggesting better ways of speech.
 - Do not discuss your child's non-fluency when they can hear you.
- (Any 5 × 2) (10)
- 2.1.2
- It may be hereditary.
 - It may be aggravated by nervous tension.
 - It may be a passing phase.
 - Certain characteristics may be the reason.
 - It could be because of a breathing disturbance.
 - Stressful events may trigger stuttering.
 - There may be neurological factors.
 - It may also be because of development factors.
- (Any 5 × 1) (5)
- 2.2
- Environment
 - Education
 - Socio-economic status
 - Role model
 - Experience
 - Physical factors
 - Psychological readiness
 - Intelligence
 - Motivation
 - Gender
 - Family factors
 - Personality
- (Any 5 × 1) (5)

- 2.3
- Do not accept the traditional belief that they will outgrow faulty speech.
 - Encourage children to talk in the presence of adults so that the correctness of their speech can be checked.
 - Criticise faulty speech constructively and tactfully.
 - Be a good speech model for the child to imitate.
 - Encourage the child to be interested in language by explaining the meaning of new words.
 - Do not discourage the child from asking questions and joining conversations.
 - Encourage the child to talk with his friends of the same age and become part of a social group.
 - If the speech problem persists after the age of seven, refer the child to a speech therapist.
- (Any 6 × 2) (12)
- 2.4
- It is common when children lose their front teeth and should be ignored
 - May be a result of partial deafness
 - May be because of a cleft palate
 - May be due to faulty action of the tongue
 - Weakness in musculature
 - Presence of tongue thrust
 - Excessive use of dummies
 - Imitation of others who lisp
 - Immature development
 - Traumatic incident
- (Any relevant 3 × 1) (3)
- 2.5
- Physical changes are accompanied by a sense of wonder and pride as well as uncertainty and aversion.
 - It can be a very unhappy period for the adolescent that they try to escape from.
 - The rapid growth leads to fatigue which leads to grumpiness and makes them less appealing to family members.
 - The physical changes influence the child's self-image.
 - The adolescent easily feels bored and self-conscious.
 - The adolescent still needs to establish emotional security.
- (Any 5 × 1) (5)

2.6

POVERTY AND PSYCHOSOCIAL DEVELOPMENT	POVERTY AND PHYSICAL HEALTH
At a greater risk of behavioural and emotional problems	Low birth weight
Problems may include impulsiveness, aggression, ADHD and getting along with peers	Poor nutrition/lack of access to healthy food
May experience chronic stress, depression and low self-esteem	Poor food quality can lead to obesity
Children are negatively affected by their parents' stress	Skimpy meals can result in visual and auditory defects
Exposed to violence and abuse	Health problems such as asthma, anaemia and pneumonia

(5 × 2)

QUESTION 3

- 3.1
- It acts as a reference group.
 - The peer group's importance has increased due to broken homes.
 - They can learn and experiment with new roles which helps develop effective social functioning.
 - It provides opportunities for communication with the opposite sex.
 - This group is a source of sexual information and helps to develop norms of sexual activity.
 - It facilitates emancipation from the family home.
 - Individuals can share their feelings freely and it releases emotional tension.
 - It provides companionship and security for the adolescent having problems with parents.
 - It contributes to the formulation of identity.
 - It helps adolescents resolve conflicts within themselves and with others.
 - The group is a source of feedback on personality traits, appearance and behaviour.
- (Any 5 × 2) (10)
- 3.2
- Appearance
 - Popularity
 - Security
 - Conformity to group ideal
 - Make personal and social adjustments
 - Maturity
 - Motivation
 - Extroversion
 - Creativity
 - Initiative
 - Sense of humour
 - Common sense
 - Energy
 - Vitality
- (Any 5 × 1) (5)
- 3.3
- They can have role conflicts with people having contradictory expectations of the worker.
 - Role ambiguity when the job objectives or job description is unclear.
 - Level of responsibility: workers can be given responsibilities for which they are not trained.
 - Career development: people can be promoted too quickly or overlooked for promotion.
- (4 × 2) (8)

- 3.4
- Children learn about their history from elders in the family.
 - Children gain a better understanding of their language.
 - Multi-parenting: children do not feel lonely because they have the company of aunts and uncles, etc.
 - 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 cooperative work; thus, they can care for others when they go out into the community.
 - Family members can enhance their leadership skills.
 - The presence of a grandmother provides social support for families.
 - Fun relationship of grandparents playing with children.
 - Children are cared for by a variety of people.
 - Evidence shows that some infants are more secure in the presence of a grandmother.
- (Any 7 × 1) (7)
- 3.5
- At first, contact should be informal and allow the children to get to know one another.
 - Teach children to accept people from culturally different groups.
 - You can start by greeting each other in different languages.
 - A multicultural approach will help children develop their own cultural identity and have a sense of pride.
 - You could plan cultural days.
 - Children should be made aware that everyone has the same needs and feelings but might express them differently.
 - They must be exposed to open, honest and accurate images of cultural lifestyles and habits.
 - Create an atmosphere where prejudice and discrimination will not be tolerated.
- (Any 5 × 1) (5)
- 3.6
- To dominate
 - To protect
 - To accept responsibility
 - To respect the views of others
 - To be realistic about their own skills
- (5)
- 3.7
- Motor skills
 - Eye-hand coordination
 - Problem-solving skills
 - Thinking skills
 - Communication skills
 - Creativity
- (5)
- 3.8
- Can stimulate additional research
 - Is a tool for diagnosis
 - Is a tool for prescription
 - Helps create further understanding
 - Provides a rich clinical and descriptive picture of the individual

QUESTION 4

- 4.1
- Controlling and handling biological needs such as toilet habits
 - Development of language ability
 - Development of conscience
 - Development of understanding of the social world
 - Development of autonomy and initiative
 - Learning sex-appropriate behaviour
- (Any 5 × 1) (5)
- 4.2
- Television is a powerful teacher which can extend the child's general knowledge.
 - Children can learn several languages.
 - Children can learn songs and rhymes.
 - Children who are unable to travel are exposed to a great deal of information on television.
 - Programmes on animals and animal behaviour teach children facts they would otherwise not have learnt.
 - They can learn about politics and current affairs.
 - They can derive world experience by seeing processes on television, e.g. cheese making.
 - They are taught to cope in the modern world.
 - It encourages family communication and bonding when programmes are discussed afterwards.
 - With adult assistance children can learn to discriminate between good and bad characters.
 - Television provides a link to the outside world for children who are in hospital.
 - Television can stimulate the imagination of preschoolers.
- (Any 5 × 2) (10)
- 4.3
- Newspapers
 - Magazines
 - Television
 - Radio
 - Books
 - Internet
- (Any 5 × 1) (5)

4.4 The id

- A set of primitive needs in the unconscious, such as the instinct for self-preservation.✓
- It is the only component of personality present at birth.✓
- It seeks pleasure without regard for social rules or customs, e.g. when an infant is hungry, he/she demands immediate satisfaction of that need.✓
- It is uncivilised and centres only around itself.✓

The ego

- As children grow older, they attain greater self-control.✓
- They develop the capacity to deal with more complex daily situations.✓
- The ego controls the id and limits its demands, delaying gratification.
- We use it for judgement, tolerance, control and planning.✓
- The ego is the mediator between the id (the pleasure principle) and reality (the reality principle).✓

The superego

- As children become more socialised, they learn rules and conventions (e.g. "do not hurt others" or "do not take what is not yours").✓
- These are maintained in the memory as abstract rules.✓
- It controls our sense of right and wrong.✓
- It develops in the first five years of life in response to parents' punishment and approval.✓
- It is based on the capacity to feel guilt.✓

(Any 3 × 4) (12)

4.5

- Observation
- Direct instruction
- Imitation
- Direct reinforcement/Modelling

(4)

4.6

- Selfishness
- Taking others' toys
- Telling lies
- Aggressive behaviour
- Disruptive acts
- Antagonism

(Any 4 × 1) (4)

4.7

- Earth
- Air
- Fire
- Water

(4)

4.8

- Doer
- Ambitious
- Energetic
- Passionate
- Dominant
- Leaders
- Grumpy
- Loud
- Irritable

(Any 6 × 1)

(6)

[50]

TOTAL SECTION B:

150

GRAND TOTAL:

200