



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N5

21 November 2024

This marking guideline consists of 8 pages.

SECTION A

QUESTION 1

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

QUESTION 2

- 2.1 2.1.1
- Academically more successful✓
 - Has better social integration✓
 - Very self-confident✓
 - Not afraid to voice their opinion✓
- (Any 3 × 1) (3)

- 2.1.2
- Have high levels of anxiety✓
 - Poor school progress✓
 - Poor social adjustment✓
- (Any 3 × 1) (3)

- 2.2 It refers to certain differences that occur between adolescents and adults.✓✓
These differences involve values, interests, attitudes and opinions.✓✓ (4)

- 2.3
- Flexibility✓
 - Humour✓
 - Tolerance✓
 - Sympathy✓
 - Self- confidence✓
 - Cheerfulness✓
 - Initiative✓
 - Vivacity✓
 - Enthusiasm✓
 - Attractive physical appearance✓
- (Any relevant 10 × 1) (10)

Physical Effects	Emotional Effects
• High blood pressure✓ • Lower immunity✓ • Rheumatoid arthritis✓ • Anaemia✓ • Migraine✓ • Asthma✓ • Heart disease✓ • Digestive disorders✓ • Skin eruptions✓ • Disturbed sleeping patterns✓ • Dizzy spells✓ (Any relevant 5 × 1)	• Overall pessimism✓ • Depression✓ • Loneliness✓ • Moodiness✓ • Tearfulness✓ • Lack of enthusiasm✓ • Difficulties making decisions✓ • Feeling helpless✓ • Extreme irritation✓ • Anti-social behaviour✓ • Poor self-image✓ (Any relevant 5 × 1)

(10)

- 2.5.1 This refers to managing your perceptions of daily events and coping skills. The emphasis is on letting bad moments go, rather than hanging on to them.✓✓✓ (3)

- 2.5.2 This is the process of bouncing back from a stressful experience. If you reflect on your emotional response you are able to return to a stable emotional state once the stressor has passed.✓✓✓ (3)

2.5.3 This involves an ability to recognise non-constructive thoughts, attitudes and behaviours and stop immediately. When having negative thoughts, you are advised to stop such thoughts at once and turn your attention to more pleasant and restful topics.✓✓✓✓ (4)

- 2.6
- Social problems,✓ unwanted pregnancies,✓ sexual abuse,✓ exploitation of girls by boys and men✓ and bullying.✓
 - Physical problems,✓sexually transmitted diseases.✓
 - Psychological problems, low self-esteem,✓ guilt,✓ preoccupation with sexuality which could have an effect on schoolwork.✓
 - Economic problems,✓ cost involved in raising a child should pregnancy occur.✓ (Any 3 × 2) (6)

- 2.7
- Being an effective personal and social role model in the case of the same sex parent.✓✓
 - The parent of the opposite sex being an effective parental model and approving of the role of the same sex parent.✓✓ (2 × 2) (4)

[50]

QUESTION 3

- 3.1
- Lack of meaningful relationships with significant adults (parents and caregivers).✓
 - Unsupportive communities.✓
 - An unhealthy physical environment.✓
 - Lack of protection from injuries.✓
 - Poor relationships and experiences with other children.✓
 - Lack of proper nutrition, exercise and preventative care.✓
 - Poor quality care and preschool education.✓ (Any 5 × 1) (5)

- 3.2 Disadvantages of television
- Children can identify with aggressive heroes.✓
 - Children can acquire aggression.✓
 - It can inhibit the child's inhibitions.✓
 - Vicarious conditioning can take place.✓
 - It can lead to psychic numbing.✓
 - It can lead to medical problems such as poor eye sight.✓
 - Children stay awake too late.✓
 - Children fall asleep in front of the television which does away with bedtime stories and prayers.✓
 - Parents use television as a child minder.✓
 - Dinner as a family becomes obsolete, each member eats anywhere.✓
 - Affects family interaction.✓
 - Some programmes undermine parental authority.✓
 - Replaces storytelling, parents rarely read to children.✓
 - Frightening elements on television can leave children insecure.✓
 - Children believe what is portrayed on screen is real.✓

- It can blunt the child's emotions.✓
 - Child accepts death as a norm.✓
 - Children mimic what they see on television e.g. superman can fly, this could be fatal.✓
 - Events occur in rapid succession so children become bored with formal school situation.✓
- (Any relevant 5 × 2) (10)

3.3

ID

- Seat of instincts and primitive needs.✓
 - Instinct for self-preservation.✓
 - A set of primitive needs in the unconscious, such as the instinct for self-preservation.✓
 - There are no social refinements in people.
 - 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 demands immediate satisfaction of that need.✓
 - It is uncivilized and self-centred around itself alone.✓
 - They want what they need, when they need it without regard for others.✓
- (Any relevant 5 × 1)

Ego

- As the child grows older he attains greater self-control.✓
 - Develops the capacity to deal with more complex daily situations.✓
 - The EGO controls the ID and limits its demands.
 - Child learns to delay gratification.✓
 - We use it for judgement, tolerance and control and planning.✓
 - It allows the child to mediate between pleasure (pleasure principal and reality (the reality principal).✓
- (Any relevant 5 × 1)

Super ego

- As the child is more socialized he learns rules and conventions (e.g. do not hurt others or do not take what is not yours).✓
 - These are maintained in memory as abstract rules.✓
 - It controls our sense of right and wrong.✓
 - Develops in the first five years of life in response to parent's punishment and approval.✓
 - It is based on the capacity to feel guilt.✓
- (Any relevant 5 × 1) (15)

3.4

- Motor skills✓
 - Eye hand coordination✓
 - Problem solving skills✓
 - Thinking skills✓
 - Communication/verbal skills✓
 - Creativity✓
- (6 × 1) (6)

- 3.5
- Physical care✓
 - Love✓
 - Warmth✓
 - Attention✓
 - Cheerful✓
 - Sociable✓
 - Carefree✓
 - Talkative✓
 - Impulsive✓
 - Pleasure seeking✓
 - Friendly✓
 - Prefers group activities✓
 - Change their mind often✓
 - Warm hearted✓
 - Optimistic✓
 - Creative✓
 - Day dreamers✓
 - Sensitive✓
 - Compassionate✓
 - Thoughtful✓
 - Not shy✓
- (Any relevant 5 × 1) (4)
- 3.7
- Family✓
 - Daycare centre✓
 - Peer group✓
 - Mass media✓
- (4)
- 3.8 EIGHT✓ (1)
- [50]**

QUESTION 4

- 4.1 Preconventional morality✓✓ (2)
- 4.2
- Cooperation✓
 - Helpfulness✓
 - Sharing✓
 - Behaviour intended to benefit others✓
 - Positive social interaction✓
 - Empathy✓
 - Compassion✓
 - Respect for others✓
- (Any relevant 4 × 1) (4)
- 4.3
- Who they are
 - What their capabilities are
 - What they can expect from the community
 - Learn what society expects from them
- (4)
- 4.4
- Newspapers✓
 - Magazines✓
 - Television
 - Radio✓
 - Books✓
 - Internet✓
- (Any relevant 5 × 1) (5)
- 4.5 4.5.1
- It may be hereditary.✓
 - It may be aggravated by nervous tension.✓
 - It may be a passing phase.✓ (when child learns to talk)✓
 - Certain personality traits.✓
 - It could be a breathing disturbance.✓
 - Development factors could be a cause.✓
 - Neurological factors can play a role.✓
 - Trigger events can cause stuttering.✓
- (Any 5 × 1) (5)
- 4.5 4.5.2
- Do not try to correct speech.✓
 - Do not criticise child.✓
 - Do not let child see you ashamed of him.✓
 - Expand his vocabulary by talking and reading to him.✓
 - Create a relaxing atmosphere at home.✓
 - Do not compare children to each other.✓
 - Do not interrupt when the child speaks.✓
 - Do not tease the child.✓
 - Help him gain confidence by focussing on what he is good at.✓
 - Take him to speech therapy.✓
 - Although treatment is highly successful all methods has failures, do not be disappointed.✓
- (10)

- 4.6 4.6.1
- Some parents do not provide adequate motivation even though they provide opportunities.✓
 - If the young child realizes he can get what he wants without asking for it and substitutes with crying and gestures his incentive to learn speech is weakened.✓
 - Baby talk will continue until he starts playing with other children.✓
 - When he realizes they do not understand him he will be motivated to improve his speech.✓
 - Young children must be encouraged to talk and opportunities created for dialogue.✓
 - The child should know he is being listened to.✓ (Any 5 × 1) (5)
- 4.6.2
- Children learn best when they physically, mentally and emotionally ready.✓
 - Psychological readiness is linked to mental speech readiness.✓
 - Mental readiness comes later than motor readiness.✓
 - This allows for baby language. (babbling, cooing)
 - Children need reasoning and memory to associate meaning to words.✓
 - Young children need to be able to remember specific words and relate them to past experiences..✓
 - When they can do this, they start to acquire and use language.✓
 - Language absorption slows down after the age of six.✓ (Any 5 × 1) (5)
- 4.7 4.7.1
- | | |
|----------------------------|----------------------|
| Pronunciation problem | Speech therapist✓✓ |
| 4.7.2 Behavioural problems | Child psychologist✓✓ |
| 4.7.3 Hearing defect | Audiologist✓✓ |
| 4.7.4 Vision trouble | Optometrist✓✓ |
| 4.7.5 Abuse | Social worker✓✓ |
- (5 × 2) (10) [50]

TOTAL SECTION B: 150
GRAND TOTAL: 200