



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

27 May 2025

This marking guideline consists of 11 pages.

SECTION A

QUESTION 1

- 1.1 1.1.1 G✓
 1.1.2 O✓
 1.1.3 B✓
 1.1.4 J✓
 1.1.5 N✓
 1.1.6 D✓
 1.1.7 C✓
 1.1.8 F✓
 1.1.9 E✓
 1.1.10 L✓

(10 × 1) (10)

- 1.2 1.2.1 True✓
 1.2.2 True✓
 1.2.3 True✓
 1.2.4 True✓
 1.2.5 False✓

Visual perception is the brain's ability to contact the **eyes**.✓

OR

Auditory perception is the brain's ability to contact the **ears**.✓
(Any ONE)

- 1.2.6 False✓

Coloured paper is an **opaque** object which can be used in lessons.✓

OR

Glass bottles (any relevant example of a transparent object) are **transparent** objects which can be used in lessons.✓
(Any ONE)

- 1.2.7 False✓

Shyness is a result of a **poor self-image**.✓

(10)

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

(10 × 2) (20)

1.4	1.4.1	Fine muscle development✓✓	OR
		Eye-hand co-ordination✓✓	OR
		Ocular motor control✓✓	
	1.4.2	Large muscle development✓✓	OR
		Gross motor skill development✓✓	OR
		Balance✓✓	
	1.4.3	Active language development✓✓	OR
		Auditory perception✓✓	
	1.4.4	Large muscle development✓✓	OR
		Balance✓✓	
	1.4.5	Data handling✓✓	

(Consider relevant responses) (5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1
- Reinforcement:✓
Reinforce positive behaviour by responding in a positive way. Doesn't have to be verbal, 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 – just to irritate the educator or other children. Used as a mechanism to draw attention.✓
 - Time out:✓
Taking the child away from what they are doing wrong and putting them in a quiet place 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.✓
 - Re-direction:✓
The educator can re-direct the child's attention away from what they are doing wrong. This helps with younger pre-schoolers. Give the child a toy that makes a sound to divert their attention.✓
 - Discussion:✓
Discuss the child's negative behaviour with them 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 educator 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 of the shoulder sends the message that you are aware of the child and will make 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. E.g. place a star next to the child's name when they leave the area around their seat tidy.
 - Taking away privileges:
Take away privileges if unacceptable behaviour is displayed, e.g. the child may not watch their favourite TV programme. The punishment must suit the age of the child. It is important to note that this must be followed at home as well as 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 they were punished is necessary afterwards
(Any FIVE of the above will be accepted)
(1 mark for technique/1 mark for explanation) (5 × 2)

- 2.2 2.2.1
- An attention-seeking strategy✓
 - Child may be experiencing emotional problems, e.g. feelings of insecurity✓
 - Frustration – lack of activities/materials in the playroom✓
 - Other children in the family or new relationships formed by parents✓
 - Parent does not pay enough attention to the child✓
 - Child does not know how to socialise
 - Child may just be unsure
 - The arrival of a new baby – takes the attention away from the child
 - Other children have better possessions or talents in comparison to the child
 - Parental divorce – children feel neglected when more time is spent with the new husband/boyfriend or wife/girlfriend
 - Children may feel jealous about their friends' vacations, awards or grades
- (Any FIVE of the above will be acceptable)
(5 × 1) (5)
- 2.2.2
- Acknowledge the child's jealousy by letting them know it is OK✓✓
 - Play up the abilities of your child✓✓
 - Remind the child of the many possessions they own✓✓
 - Make your child feel loved if the reason for jealousy is a new baby in the family. New baby in the family: involve the child in activities related to the baby. Allow them to be part of all the activities✓✓
 - Observe behaviour✓✓
 - Play an active role in the child's life – speak to the child about their feelings
 - 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 responsibility
 - A friend has a new boyfriend/girlfriend: attempt to make new friends
 - Talented children: encourage the child to look at their own talents
- (Any FIVE of the above – also consider any other relevant answer/positive strategy) (5 × 2) (10)

- 2.3 2.3.1 A serious physical and emotional illness in which an abnormal fear of being fat leads to very poor eating habits and dangerous weight loss.✓✓ (2)
- OR**
- When the child is very thin and keeps on losing weight, they are not interested in eating and vomit after eating. They see themselves as being fat, although they are very thin.✓✓
- OR**
- An eating disorder where the child is not interested in eating and vomits after eating. This is also associated with weight loss and remaining thin.✓✓
- 2.3.2 An eating disorder when a child eats strange objects.✓✓ (2)
- 2.3.3 The child is finicky and only eats certain foods.✓✓ (2)
- 2.4 2.4.1 Touching oneself, touching one's private parts to achieve sexual satisfaction.✓✓ (2)
- 2.4.2
- When it becomes more than just a passing curiosity✓✓
 - When it becomes frequent and intense✓✓
 - When the child becomes preoccupied with it and withdraws from interacting with others✓✓ (3 × 2) (6)
- 2.4.3
- Have realistic goals: advise the parents to accept this in the child's life✓✓
 - Distract the child with a toy or an activity✓✓
 - Increase physical contact with your child✓✓
 - Explain to the parent that this is normal sexual development✓✓
 - Avoid scare tactics with the child as this will create unwarranted guilt
 - Give the child alternative tension releasers
 - Advise the parent NOT to panic
 - Give the child a security object (teddy bear, doll, blanket) as an alternate form of comfort
- (Any FOUR suitable answers will be acceptable) (4 × 2) (8)
- 2.4.4 YES✓
- In the current situation of bringing up a child, they are exposed to different forms of social media that may expose them to sexual content. Parents/caregivers should take responsibility and monitor the content to ensure it is age-appropriate.✓✓
- NO ✓
- There are religious and moral restrictions that condemn and view the exposure of young children to sexual content in an unfavourable light. I uphold similar morals and values.✓✓
- (Any appropriate response – examiner to use discretion) (1 + 2)

QUESTION 3

- 3.1 3.1.1
- Each child is valued as a unique individual.✓✓
 - Montessori children 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 important part of the approach. (Any FIVE of the above) (5 × 2) (10)
- 3.1.2
- The parent not only teaches their children but prepares them for life.✓✓
 - Parents should encourage self-directed learning.✓✓
 - Engage in the process of following the child – observe the child, and try to determine their needs.✓✓
 - Make activities available to suit the child's needs.✓✓
 - Facilitate activities – demonstrate to the child how to do the activity.✓✓
 - Prepare the environment – set up the home environment with the child's needs in mind.
 - Show respect and give the child freedom to do the activity that needs to be done.
 - Be a good role model – as the child will imitate the parent's behaviour. (Any FIVE of the above) (5 × 2) (10)
- 3.1.3 NO✓
It is expensive and out of reach for the majority of South African households.✓✓ (1 + 2) (3)
- 3.2 3.2.1 Dina Stachel✓✓ (2)
- 3.2.2
- Unit 1: Observing the world around us✓
 - Unit 2: Sensing and knowing✓
 - Unit 3: Shaping and relating✓
 - Unit 4: Sorting and classifying✓ (4 × 1) (4)
- 3.2.3
- Identity of objects✓
 - Variety and individuality✓
 - Continuity and change✓
 - Relationships between structure and action✓ (4)
- 3.2.4
- Colour✓
 - Transparency✓
 - Texture
 - Mass
 - Hard and soft
- (Any TWO of the above) (2 × 1)

- ### QUESTION 4

- Please turn over

4.1.3 The ability of the brain to understand what the hands are feeling. ✓✓

4.1.4 Medial line, ✓ especially the medial line of the body. ✓

OR

Medial line (plane) of the body, ✓ which divides the body into halves that are mirror images of each other. ✓

OR

The imaginary line ✓ that divides the left side from the right side of the body. ✓

OR

Midline of the body is determined by the spine. ✓✓

(Any ONE)

4.1.5 A person always knows where they are in space (area). They can orientate themselves in the world around them. ✓✓

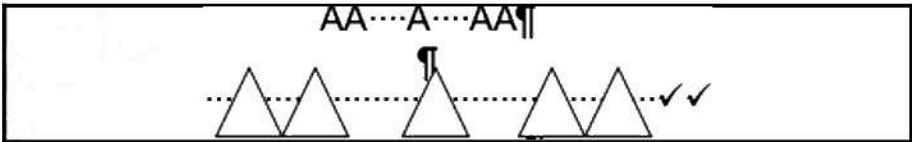
(5 × 2) (10)

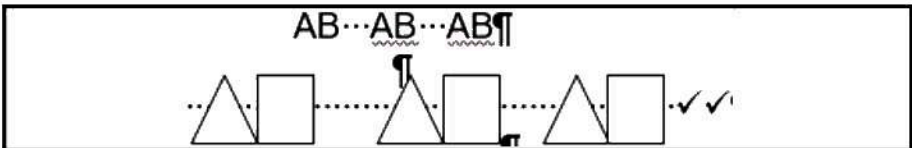
- 4.2
- Participating in sports ✓✓
 - Movements involving walking, e.g. march, trot, skip, jump, sway, run, etc. ✓✓
 - Ball games ✓✓
 - Completing an obstacle course
 - Crawling exercises
 - Walk on a rope
 - Jump in and out of a hoop
 - Roll over on a mat
 - Slide over a balance beam

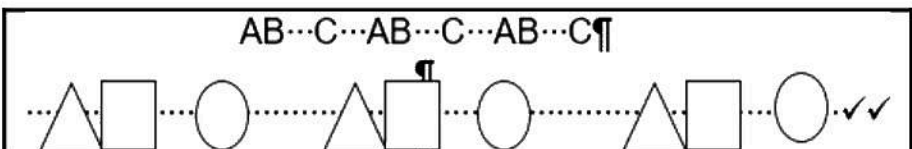
(Any THREE suitable answers will be acceptable)

(Examiners to use their discretion with candidate's responses.) (3 × 2)

(6)

4.3 4.3.1 (a) 

(b) 

(c) 

(Examiners to use their discretion with candidate's choice of patterns. Allocate marks as long as pattern format is followed.) (3 × 2)

(6)

- 4.3.2
- Children can make predictions about what comes next, e.g. just like how a child can predict that a red bead will come next after seeing a string of beads, the child will be able to make predictions about other things or events that occur with regularity. ✓✓
 - They can predict activities like clean-up comes after eating lunch which will aid in formation of good etiquette. ✓✓
 - They can predict activities like putting on clean clothes after taking a shower will aid in formation of good etiquette. ✓✓
 - The understanding of these concepts will help children to manoeuvre more confidently in their environment.

(Any TWO suitable answers will be acceptable. Examiners to use their discretion with candidate's responses.) (2 × 2)

(4)

- 4.4
- 4.4.1 A feeling of security
- Love and care will let the child feel secure and develop trust in people. ✓✓
 - Security and trust are the foundations of successful education.
 - A child that feels secure will explore and be open for learning.

(Any ONE)

- 4.4.2 Emotional readiness
- A child does not only learn with their brains; they must also be emotionally ready to learn. ✓✓
 - A feeling of safety will encourage emotional readiness.

(Any ONE)

- 4.4.3 Discipline
- Children must be disciplined. ✓✓
 - They must learn which behaviours are acceptable and which are not.
 - Discipline creates a feeling of safety.

(Any ONE)

- 4.4.4 Consequent behaviour
- Rules and guidelines should be clear. ✓✓
 - Double standards confuse children.

(Any ONE)

- 4.4.5 Acceptance
- The parent and educator must accept the child as he/she is. ✓✓
 - Each child is an individual and should feel valued. (Any ONE)

(5 × 2)

(10)

4.5	4.5.1	Activities related to the concept of position: ➤ Standing next to the table✓ ➤ Standing on top of a rope✓ ➤ Walking left/right ➤ Crawling under a table ➤ Placing objects – middle/last/second, etc. (Any TWO)	
	4.5.2	Activities related to the concept of sequence: ➤ Sorting items from small to big, short to long, etc.✓ ➤ Sort the nails from small to big✓ ➤ Tall, taller, tallest ➤ Short, shorter, shortest (Any TWO)	
	4.5.3	Activities related to the concept of speed: ➤ Walk fast/slowly – engage learners in a race✓ ➤ Who runs the fastest/slowest – race✓ ➤ Which is faster: bicycle or motor motorcycle, etc. (Any TWO)	
	4.5.4	Activities related to the concept of time: ➤ How old are you, e.g. use a birthday chart✓ ➤ What time of day is it, e.g. use a clock to indicate the time✓ ➤ Where did you go last week, e.g. use diary/journal entry ➤ What season is it, e.g. use a weather chart ➤ Concepts: yesterday, today, tomorrow, etc. (Any TWO)	
	4.5.5	Activities related to the concept of size: ➤ Which is biggest?✓ ➤ Which is smallest?✓ ➤ Which is shortest? ➤ Which is highest? ➤ What is taller than? ➤ What is shorter than? (Any TWO)	
		(Any TWO suitable answers will be acceptable. Examiners to use their discretion with candidate's responses.) (5 × 2)	(10)
4.6	Gustatory perception: refers to the observation and interpretation of information that is received through the tongue (taste) and then sent to the brain.✓✓		
	Activities related to gustatory perception: ➤ Without looking, taste food and guess what it is.✓✓ ➤ Identify the taste of the following as sour or sweet: lemon, chocolate, vinegar, etc. (Any ONE) (2 × 2)		