



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCATIONAL PSYCHOLOGY N6

13 November 2024

This marking guideline consists of 11 pages.

SECTION A

QUESTION 1

- 1.1 1.1.1 L
 1.1.2 O
 1.1.3 H
 1.1.4 N
 1.1.5 M
 1.1.6 I
 1.1.7 C
 1.1.8 K
 1.1.9 B
 1.1.10 D

(10 × 1) (10)
- 1.2 1.2.1 False✓
 Discipline strategies must be age-appropriate.✓

 1.2.2 False✓
 The Montessori teacher is regarded as a director.✓

 1.2.3 True✓

 1.2.4 True✓

 1.2.5 True✓

 1.2.6 True✓

 1.2.7 False✓
 'Walking on a rope' enhances a child's gross motor skills.✓
 OR
 'Walking on a rope' enhances a child's balance skills.✓
 OR
 Any fine motor skill development activity enhances a child's fine
 motor skills.✓
 (Any ONE)

(10)
- 1.3 1.3.1 A
 1.3.2 D
 1.3.3 C
 1.3.4 B
 1.3.5 C
 1.3.6 A
 1.3.7 B
 1.3.8 C
 1.3.9 D
 1.3.10 C

(10 × 2)

1.4	1.4.1	Visual discrimination✓✓		
	1.4.2	Large muscle development✓✓		
		Gross motor skill development	OR	
		Balance	OR	
	1.4.3	Fine motor skills development✓✓		
		Small muscle development	OR	
		Eye-hand coordination	OR	
	1.4.4	Large muscle development✓✓		
		Gross motor skills development	OR	
		Balance	OR	
		Eye-foot coordination	OR	
	1.4.5	Data handling		
			(5 × 2)	(10)
			TOTAL SECTION A:	50

SECTION B

QUESTION 2

- 2.1
- Developmental level: Moral and social development has an important influence on a child's behaviour, e.g. it is normal for a two-year-old to throw a tantrum, but this is not appropriate for a five-year-old.✓✓ It is normal for a one-year-old to touch everything, but not a six-year-old.
 - The environment: Acceptable and unacceptable behaviour is learned by children. 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 acquired.
 - 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, but they do not have the same potential. Disobedience can occur if the expectations are too high or too low.
 - Health problems: A child's health influences his/her behaviour. Children cannot verbally explain how they feel.✓✓ Medication will also influence the behaviour of a child, e.g. it can make the 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 also be sensitive towards the child's health.

- Allergies: Food can hurt a child, e.g. carbonated cool drinks and colourants in other cool drinks make children hyperactive.✓✓ Too many 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 receives the message that to gain attention, he/she must misbehave. Adults should pay attention to a child's positive behaviour too, so that it will not be necessary for them to be disobedient to get attention.
- Confusing guidelines: Children must know what is expected of them. Rules must be simple and clear. People often overestimate children's ability to understand their expectations.
- Inconsistent messages: Inconsistent rules regarding discipline (home/daycare centre) should be avoided because it will confuse the child. E.g., If swearing is allowed at home, the child receives punishment for it at the daycare centre. Rules should not change daily.
- Physical environment: The environment is important and should be interesting and stimulating. There should be sufficient 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 their behaviour. A child must get the necessary balanced diet.
- Sensory deficiencies: Behavioural problems can also be caused by sensory 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 over-stimulated child can get away from everything for a while. This area should be in the playroom.
- 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)

2.2

2.2.1

- Genetics
- Personality
- Learned behaviour
- Family relationships
- Lack of social interaction
- Harsh criticism
- Fear of failure
- Attention seeking

(Any 5 × 1) (5)

- 2.2.2
- Encourage group activities instead of individual activities.
 - Behaviour problems may be a result of hearing problems – advise parents to have a medical examination done.
 - If the child is reluctant in a specific group, move the child to another group.
 - Spend special time with the child.
 - Help the child systematically participate in activities.
 - Encourage outgoing behaviour.
 - Be supportive.
 - Share personal coping strategies you've learned over the years for overcoming shyness.
 - Practise strategies for overcoming shyness with the child.
 - Tell the child about the many advantages of not being shy. Offer examples from your own life.
 - Praise the child when they handle an unfamiliar situation or meet a new person without resorting to shyness.
 - Try goal setting with the child. Aim for small, incremental steps and praise them for their progress, e.g. saying 'hello' to another child may be a big first step.
 - Take the child into new situations deliberately. Aim for small changes in behaviour first and gradually build up, e.g. reward a child if they greet someone new to them.
 - Make sure the child is allowed to excel in what they do best.
 - Praise them for the skills they have mastered.
 - Re-assure the child that he is loved unconditionally. (Any 5 × 2) (10)
- 2.3 2.3.1 An unhappy or angry feeling of wanting to have what someone else has.✓✓
- OR**
- An unhappy or angry feeling caused by the belief that someone you love (such as your husband or wife – in the case of children, any significant other) likes or is liked by someone else.✓✓
- 2.3.2 Irrational, unreasonable fear of an object or situation. Also seen as a type of anxiety.✓✓
- OR**
- When somebody is fearful and reacts intensely.✓✓
- 2.3.3 A visible record of progress towards appropriate behaviour. A form of visible reinforcement.✓✓
- OR**
- A visible reinforcement (chart) that displays records of success, not failures; indicates the progress that was made by the child towards appropriate behaviour.✓✓
- (3 × 2) (6)

- 2.4 2.4.1
 - Younger children cannot distinguish between right and wrong.
 - In the case of stealing food, the child may be hungry.
 - If the child does not have something at home, he/she may steal it, e.g. stealing crayons at the daycare centre.
 - The child may be used to getting everything. They think it is their right to take whatever they like/want.
 - A bad role model can be the cause, e.g. a parent may bring home envelopes from work because the business will not go bankrupt.
 - They are not used to sharing.
 - The child may be seeking attention.
 - They may want to impress their friends with their belongings.
 - Very young children may not realise that items need to be paid for.
 - This may be an outcry due to emotional or physical abuse they're enduring.

(Any 4 × 1) (4)
- 2.4.2
 - Her mother told her that stealing was bad.
 - Her mother instilled the fear of God into her.

(2 × 2) (4)
- 2.4.3 Yes – the strategies were effective✓
Reasons:
 - Rose realised the wrong she had done and returned the toffees to the shopkeeper.✓✓

OR

 - By instilling the fear of God into her, Rose's mother executed a life-long deterrent strategy. Rose would not attempt stealing again having the fear of God instilled in her.✓✓

(1 + 2) (3)

- 2.4.4
- Do not get angry with a child who steals, but explain the situation to them.
 - Remain calm. Deal with the situation straightforwardly.
 - Talk to the child privately.
 - Ensure that the child experiences a consequence of his/her actions, e.g. apologising or replacing the item.
 - If not sure about who took the item, provide an opportunity for the 'taker' to return it and save face.
 - Do not label the child as 'bad' or a 'thief'.
 - Take time to ask yourself why the behaviour occurred.
 - Read a story that links to the topic. Discuss the problem of stealing with the children. Discuss the moral effect of the actions and the consequences thereof. Allow for further discussion.
 - Make rules regarding bringing personal belongings such as toys to the crèche.
 - It is important to react immediately. Subtly confront younger children.
 - In severe cases professional help should be sought.

(Any 4 × 2)

(8)

[50]

QUESTION 3

- 3.1 3.1.1 Dina Stachel (2)
- 3.1.2
- Outings involve the children in the environment.
 - Young children need new experiences.
 - Outings will increase, expand and reinforce a child's knowledge.
 - The place must have relevance to the child.
 - Prepare the child for the outing with a discussion so that the child feels safe.
 - Allow children to move around freely.
 - Allow children to ask questions about the things they are observing.
 - Ensure that suitable equipment accompanies the outing.
 - Ensure nature preservation at all times.
 - Outings provide concrete experiences and opportunities for discovery for children.
- (Any 5 × 2) (10)

- 3.1.3
- Unit 1: Observing the world around us
 - Unit 2: Sensing and knowing
 - Unit 3: Shaping and relating
 - Unit 4: Sorting and classifying
- (4 × 2) (8)
- 3.1.4
- Sensory skills
 - Spatial skills
 - Measurement skills
 - Classification skills
 - Language skills
- (5)
- 3.2
- Respect for the child
 - Absorbent mind
 - Sensitive periods
 - Prepared environment
 - Auto-education
- (5)
- 3.3
- Make children the centre of learning.
 - Encourage the children to learn – provide freedom for them in a prepared environment.
 - Observe children to prepare the best possible environment.
 - Prepare the learning environment by ensuring the materials are provided.
 - Respect each child and model ongoing work for all children.
 - Introduce learning materials, demonstrate learning materials, and support children's learning.
- (Any 5 × 1) (5)
- 3.4
- It should be beautiful, inviting, and thoroughly arranged.
 - There should be natural lighting, soft colours, and uncluttered spaces.
 - The environment must set the stage for activities that are focused and calm.
 - Learning material must be displayed on accessible shelves to foster independence.
 - It is essential that everything must be where it is supposed to be to foster harmony.
 - The environment must be safe and empowering.
- (Any 3 × 2) (6)
- 3.5
- 3.5.1 Cape Educational Trust (2)

- 3.5.2
- Providing training programmes for those working in ECD, e.g. trainers, teachers, and parents
 - Carrying out research and sharing its findings (ECD provision, policy, and curriculum)
 - Publishing anti-biased 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 set training programmes
 - Provides information on ECD practice and materials to Africa and other parts of the world
- (2 × 2) (4)
- 3.5.3
- Publications for children
 - Guides for teachers and parents
 - Public ECD awareness messaging
 - Research publication
 - Newsletters for ECD practitioners
 - Tech assistance and e-learning support for ECD practitioners including radio and DVDs
- (Any 3 × 1) (3)
- [50]**

QUESTION 4

- 4.1 4.1.1 The observation and interpretation of information received through the nose (smell) that was sent through the brain.
- OR**
- Relating to one's sense of smell. (Any ONE)
- 4.1.2 Body image refers to the child's understanding of their body and the functions of the parts of the body.
- 4.1.3 When one side of the body is dominant, it indicates which hand the person will use.
- 4.1.4 The ability to make movements guided by the eyes and carried out by the hands.
- OR**
- The coordinated control of eye movement with hand movement. (Any ONE)
- 4.1.5 Visual memory:
It is the ability to remember or recall what the eyes see.
- (5 × 2) (10)

4.2	<table><tr><th>SCHOOL READINESS</th><th>SCHOOL MATURITY</th></tr><tr><td> - Mainly physical development - Only one development area - Cannot be forced - Determined by a doctor/nurse - Does not guarantee success at school </td><td> - Includes physical development - Development in totality - Can be acquired through stimulation - Administered by school psychologist or qualified personnel - Ensures good progress in school </td></tr></table>	SCHOOL READINESS	SCHOOL MATURITY	- Mainly physical development - Only one development area - Cannot be forced - Determined by a doctor/nurse - Does not guarantee success at school	- Includes physical development - Development in totality - Can be acquired through stimulation - Administered by school psychologist or qualified personnel - Ensures good progress in school	(5 × 2)	(10)
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4.3	- Lacks confidence - Is not independent/Is dependent - Is home-bound - Poor coordination - Poor perception of time - Low perseverance - Short attention span - Crude/immature toilet habits - Infantile speech - Infantile behaviour	(Any 5 × 2)	(10)				
4.4	- Moulding and rolling play dough - Using pegs or toothpicks to make designs - Scrunching up a sheet of newspaper in one hand - Picking up objects using large tweezers - Shaking dice by cupping hands together - Lacing and sewing activities - Turning over cards, coins, checkers, or buttons - Making pictures using stickers or self-sticking paper	(Any 5 × 1)	(5)				
4.5	- Counting activities - Quantity - Volume - Size - Position - Sequence - Orientation of time - Speed - Measurement - Data handling	(Any 5 × 1)	(5)				

4.6	4.6.1	Active language development occurs when the child actively takes part in language activities.✓✓		
		Activity:		
		• Making up your own story✓ • Telephone conversation in the fantasy area • Begin a story, the child must finish it • Explanation of scenarios, e.g. what will you do when the phone rings/somebody knocks on the door? • Tell something interesting, e.g. what did you do over the weekend? • Describe what you will take along when you do an activity, e.g. go fishing, go to church • Let the child describe the differences and similarities of objects. • The use of riddles: What has feet but cannot walk? A table • The use of word puzzles: What is one word for tables, chairs, beds (furniture)/carrots, potatoes, cabbages (vegetables) • Enquiry exercises: Name a few pets/fruits • Answer YES or NO • Telling news from home • The children retell the stories in their own words • Looking at a picture and relating a story to it	(2 + 1)	(3)
	4.6.2	Passive language development occurs when the child's language develops through listening and watching.✓✓		
		Activity:		
		• Listening to stories on CD, television or radio • Children listen to the teacher reading a story • Paging through a book while listening to a story on a CD • Listening to verses • Viewing dramatic plays/performances	(2 + 1)	(3)
4.7		• What is the function of our skin? • How can we take care of our skin? • With what can we feel? • What do we feel?	(2 × 2)	(4)
				[50]
			TOTAL SECTION B:	150
			GRAND TOTAL:	200