higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 2

(5050032)

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13:00–15:30

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
LEARNING PSYCHOLOGY
NQF LEVEL 2
TIME: 2½ HOURS
MARKS: 150

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each question on a new page.
5. Use only a black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 Blended learning is best described as …

A a traditional classroom-based learning approach.
B an online-only educational method where students learn via the internet.
C a combination of traditional face-to-face classroom methods with online educational materials and activities.
D a self-paced learning model where students are given assignments to complete independently.

1.1.2 The following best describes the concept of learning styles:

A The idea that all students learn best through listening to lectures
B The notion that learning only occurs through hands-on activities
C The theory that different individuals have preferred ways of learning
D The belief that studying alone is the most effective way to learn

1.1.3 According to behavioural theory learning is primarily achieved through …

A genetic inheritance and biological factors.
B observation, imitation, and reinforcement of behaviours.
C mental processes and cognitive functions.
D spiritual and mystical experiences.

1.1.4 The primary focus of learning psychology is the …

A study of how biological factors influence behaviour.
B analysis of mental processes like memory and problem-solving.
C investigation of how people acquire, process and retain knowledge and skills.
D exploration of cultural influences on behaviour.

1.1.5 Informal learning is …

A learning that happens naturally as you go about your daily activities and play.
B structured learning that occurs in a formal educational setting with a set curriculum.
C online courses offered by universities and educational institutions.
D a formal training program provided by employers to enhance job-related skills.

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1.1.6 … contributes to a good learning environment.

A Strict discipline and no interaction among students
B High levels of noise and constant distractions
C Limited access to educational materials and minimal teacher involvement
D A supportive atmosphere with clear expectations, engagement, and access to resources

1.1.7 Reinforcement in the context of learning means …

A the process of forgetting information over time.
B the memorisation of facts and figures.
C the use of rewards or punishments to increase or decrease the likelihood of a behaviour being repeated.
D the exploration of new subjects without any feedback.

1.1.8 The following is an example of an active teaching method:

A Lecturing without student interaction
B Encouraging group discussions and collaborative projects
C Assigning reading materials for homework
D Having students take notes while watching a video

1.1.9 Self-regulated learning involves …

A following a strict schedule provided by the teacher.
B monitoring, controlling, and regulating one's own learning process.
C completing assignments only when reminded by peers.
D memorising information without understanding its relevance.

1.1.10 Trial and error in learning refers to …

A learning by reading textbooks and taking notes.
B learning by listening to lectures and attending classes.
C learning by repeatedly trying different solutions until finding one that works.
D learning by watching instructional videos and tutorials.

(10 × 1) (10)

1.2 Choose a/an term/item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.2.1	Unpredictable, impulsive, reckless and irresponsible	A	learning atmosphere
1.2.2	A learning space where students feel physically and emotionally safe	B	cooperative learning
1.2.3	Organism learns to associate a neutral stimulus with a meaningful stimulus, leading to a learned response	C	stimuli
1.2.4	Learning occurs simultaneously for all participants	D	positive reinforcement
1.2.5	Superpower for thinking, learning, remembering and solving problems	E	negative reinforcement
1.2.6	Environmental triggers that influence an organism's learning process	F	classical conditioning
1.2.7	The overall mood in the classroom, which affects a students' ability to learn	G	supportive environment
1.2.8	Students' ability to manage their own learning processes	H	synchronised learning
1.2.9	Techniques that aid in memory retention	I	self-regulation
1.2.10	Taking away an unwanted stimulus to encourage good behaviour	J	emotionally unstable
		K	mnemonics
		L	mental cognition

(10 × 1) (10)

1.3 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 Reading material once is sufficient for effective studying.

1.3.2 Active recall, where you actively retrieve information from memory, is an effective studying technique.

1.3.3 It is important for teachers to note that lecturing is the least effective method of teaching.

1.3.4 A web-based meeting is a gathering where participants connect ideas in a group discussion in the boardroom.

1.3.5 Critical thinking involves analysing and evaluating information to make reasoned judgements.

1.3.6 Punishment refers to a consequence used to decrease the likelihood of an unwanted behaviour recurring.

1.3.7 Learning is solely dependent on cognitive processes and not influenced by perception.

1.3.8 Shaping involves gently steering students towards a specific behaviour by rewarding for small steps that lead to it.

1.3.9 Teachers must note that learners have diverse learning styles and should avoid accommodating as many of these styles.

1.3.10 Being less sensitive to stimuli means reacting strongly or quickly to things happening around you.

(10 × 1) (10)
[30]

QUESTION 2

Read the scenario below and answer the questions:

In a bustling primary school, 8-year-old Brian has recently returned to class after being diagnosed with brain damage. His teachers notice changes in his behaviour. Concerned for Brian's academic progress and well-being, the school meets with his teachers, parents, and school counsellors to discuss how best to support him in his learning journey.

2.1 How would you recognise signs of brain damage in a child like Brian? Mention THREE points. (3 × 2) (6)

2.2 What are some common causes of traumatic brain injuries that Brian might have had? List TWO causes. (2 × 2) (4)

2.3 From your understanding of brain damage, highlight TWO safety measures to ensure Brian's brain stays healthy and active. (2 × 2) (4)

2.4 Upon analysing the scenario, outline TWO roles that teachers can play in supporting the educational and emotional needs of children with brain damage. (2 × 2) (4)

2.5 Bloom's Taxonomy outlines the following six levels within the cognitive domain:

a) Knowledge
b) Comprehension
c) Application
d) Analysis
e) Synthesis
f) Evaluation

Match the following phrases with their corresponding levels of Bloom's Taxonomy as indicated above:

2.5.1 Evaluating information and making judgments based on criteria and standards

2.5.2 Applying knowledge and understanding to solve problems and complete tasks

2.5.3 Creating new ideas, products, or ways of thinking based on acquired knowledge

2.5.4 Remembering facts and recalling concepts

2.5.5 Analysing information by breaking it down into parts and examining relationships

2.5.6 Understanding the meaning of information, interpreting and explaining an idea

(6 × 2) (12)
[30]

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QUESTION 3

Read the extract below and answer the questions.

Sarah, Jack, Emma, and Liam are four friends with distinct temperaments. Sarah is outgoing and adventurous, always seeking new experiences. Jack is calm and reserved, preferring quiet activities like reading. Emma is highly sociable and enjoys being the centre of attention at social gatherings. Liam is analytical and detail-oriented, often spending hours immersed in problem-solving tasks.

3.1 Identify from the extract above which friend exhibits the following temperaments:

3.1.1 Choleric

3.1.2 Sanguine

3.1.3 Melancholic

3.1.4 Phlegmatic

(4 × 2) (8)

3.2 Describe the difference between Thinkers (T) and Feelers (F) in the context of the Myers-Briggs Type Indicator. (2 × 2) (4)

3.3 Highlight TWO key characteristics displayed by individuals with a Guardian temperament. (2 × 2) (4)

3.4 Outline TWO hands-on learning experiences that educators can incorporate to support Artisan learners (2 × 2) (4)

3.5 Identify the FIVE broad factors of the basic structure of human personality, commonly known as the Big Five. (5 × 2) (10)

[30]

QUESTION 4

Read the extract below and answer the questions:

Stacy is a high-school student who has always struggled with Maths. Despite putting in hours of study time, she finds herself consistently getting low grades in the subject. Frustrated and discouraged, Stacey decides to take a step back and reflect on her learning style and approach to studying.

4.1	Define the term *self-awareness*.	(1 × 2)	(2)
4.2	List ONE reason as to why Stacy's self-awareness is important.	(1 × 2)	(2)
4.3	How can Stacy develop her self-awareness? Mention TWO ways.	(2 × 2)	(4)
4.4	Explain TWO points on the role of self-motivation in Stacy's decision to re-evaluate her study habits.	(2 × 2)	(4)
4.5	Highlight ONE benefit that Stacy could gain from seeking feedback on her study methods.	(1 × 2)	(2)
4.6	What factors influence self-concept development? List TWO factors.	(2 × 2)	(4)
4.7	From your understanding of the concept of self-esteem, list TWO points on how it can influence learning.	(2 × 2)	(4)
4.8	Identify TWO signs that a student may have that show low self-esteem in the context of learning.	(2 × 2)	(4)
4.9	Based on your understanding of learning psychology, give TWO reasons how educators support students with low self-esteem to improve their learning outcomes.	(2 × 2)	(4)

[30]

QUESTION 5

Read the extract below and answer the questions.

Tilly is a 10-year-old girl who recently moved to a new neighbourhood. She has been observing her classmates during recess and noticed that some children are rewarded with attention and praise from their peers for sharing their toys, while others who hoard their toys receive less attention.

5.1 From understanding the Social Learning Theory, explain ONE point on how Tilly's observation of her classmates' behaviour relates to observational learning. (1 × 2) (2)

5.2 From reading the scenario, outline TWO specific behaviours Tilly is likely to learn from observing her classmates during recess. (2 × 2) (4)

5.3 How does the social reinforcement received by Tilly's classmates influence their behaviour? Give ONE example. (1 × 2) (2)

5.4 Define the term *operant learning.* (1 × 2) (2)

5.5 Consider the key principles of operant learning and explain them under the following headings:

5.5.1 Punishment

5.5.2 Shaping

5.5.3 Extinction

5.5.4 Reinforcement

(4 × 2) (8)

5.6 Define the term *e–learning*. (1 × 2) (2)

5.7 Keeping the principles of e-learning in mind, list THREE advantages of e-learning. (3 × 2) (6)

5.8 Learning is a lifelong process.

Refer to the above fact and explain TWO differences between *informal* and *formal learning*. (2 × 2) (4)

[30]

TOTAL: 150

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