higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 4

(5050114)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
LEARNING PSYCHOLOGY
NQF LEVEL 4
TIME: 3 HOURS
MARKS: 200

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. Use only a black or blue pen.
5. Write neatly and legibly.

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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 (1.1.1–1.1.15) in the ANSWER BOOK.

1.1.1 A situation that is difficult to deal with in our daily lives is known as a/an ...

A problem.
B condition.
C factor.
D example.

1.1.2 According to the hierarchy of needs, self-respect falls under … needs.

A physiological
B safety
C esteem
D love and affiliation

1.1.3 Learning that takes place by watching and imitating what others are doing is known as … learning.

A distance
B observational
C interactive
D compensatory

1.1.4 … the less likely causes, is part of the steps we take to solve a problem.

A Ignoring
B Explaining
C Minimising
D Eliminating

1.1.5 A … choice is what we keep in mind when we decide what to study.

A career
B cognitive
C voluntary
D rational

1.1.6 A solution should be … before its effectiveness can be evaluated.

A implemented
B incorporated
C incarnated
D infatuated

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1.1.7 To perform better in a task, one should put more … into it.

A money
B tactic
C expectancy
D effort

1.1.8 … is the process of fitting new information into the schemas we already have.

A Compilation
B Anticipation
C Assimilation
D Formation

1.1.9 … can be barriers to solving problems.

A Activities and agreements
B Time and traditions
C Objectivity
D Collaboration and support

1.1.10 A person's … can have an effect on his/her career choice.

A race
B money
C practices
D personality

1.1.11 A creative person is very … in nature.

A curious
B clumsy
C forgetful
D careful

1.1.12 Financial limitations can be a/an … in a person's career.

A ability
B constraint
C opportunity
D possibility

1.1.13 … is building knowledge, little by little, until the learner understands the whole concept.

A Scaffolding
B Motivation
C Imitation
D Simulation

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1.1.14 Negative reinforcement is when a/an … is removed.

A punishment
B unpleasant activity
C pleasant activity
D reward

1.1.15 Bronfenbrenner developed the … theory that is concerned with the influence the environment has on the child.

A environmental
B participative
C ecological
D classical

(15 × 1) (15)

1.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.2.1-1.2.15) in the ANSWER BOOK.

1.2.1 The first step in solving a problem is to identify exactly what the problem is.

1.2.2 Successful people place value on their careers.

1.2.3 The chronosystem affects every child in the same manner.

1.2.4 Valence is the value that is placed on a reward or outcome.

1.2.5 Self-actualisation can easily be achieved by most people in South Africa.

1.2.6 Cognitivists are interested in what is happening inside a person's mind.

1.2.7 The best way to identify a problem is to ask questions.

1.2.8 Natural skills are an important factor in a career choice.

1.2.9 A horizontal career path follows an upward movement trend.

1.2.10 Brushing teeth with the non-dominant hand can help one stimulate different parts of the brain.

1.2.11 Skinner's experiment with little Albert was very successful.

1.2.12 A CV is not important in the process of finding a job.

1.2.13 Pavlov was responsible for the principles of operant conditioning.

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1.2.14 Freedom of judgement can help children be more open to explore their creative side.

1.2.15 Goals should be challenging but not impossible.

(15 × 1) (15)
[30]

QUESTION 2

2.1 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1.1	Meeting with different people leads to this	A	stress
2.1.2	Reflexive behaviour when a bell rings	B	perseverance
2.1.3	The ability to continue trying, even after some setbacks	C	artificial
2.1.4	We need food and water for survival	D	physiological needs
2.1.5	The first to come up with an idea that has not been thought of before	E	classical conditioning
2.1.6	The reward is given only when the task has been completed successfully	F	modification
2.1.7	We set high goals and believe we can achieve them	G	positive reinforcement
2.1.8	An emotion that is not good during the creative process	H	networking
2.1.9	When behaviour changes to more acceptable behaviour	I	self-efficacy
2.1.10	The result of the behaviour is pleasant and therefore strengthened	J	shaping
		K	convergence
		L	originality

(10 × 1) (10)

2.2 Complete each of the following sentences by choosing an option from the list below. Write only the answer next to the question number (2.2.1–2.2.10) in the ANSWER BOOK.

abstract reasoning; sensorimotor stage; self-regulation; evaluate; disagreements; intrinsic; competency; options; complex; information processing

2.2.1 … can delay the problem-solving process.

2.2.2 The internal standard of behaviour by which we measure and regulate ourselves, is known as … .

2.2.3 … is/are a few possible solutions you can choose from.

2.2.4 In … we receive information from the environment, that produces a response housed in our memory.

2.2.5 A/An … problem often involves many factors, making it difficult to find a single cause or solution.

2.2.6 … motivation, is motivation that happens from within.

2.2.7 During the … children play with objects by touching and seeing.

2.2.8 It is good to … a solution to see if it has the desired outcome.

2.2.9 The ability to find a hypothesis and contemplate many possibilities is called ...

2.2.10 The core behaviour that is needed to be successful in doing a task, is regarded as ...

(10 × 1) (10)

2.3 Name FOUR of the five systems that influence every child according to the ecological system. (4 × 1) (4)

2.4 Name the TWO categories of needs that Maslow divided his hierarchy into. (2 × 1) (2)

2.5 Name FOUR items you can place under the heading *special skills* in your Curriculum Vitae. (4 × 1) (4)

[30]

QUESTION 3

3.1 Choose the correct option from those given in brackets by writing it next to the question number (3.1.1–3.1.14) in the ANSWER BOOK.

3.1.1 A (challenge/consideration) is an obstacle that needs to be broken down and worked through.

3.1.2 We need to (suspect/suspend) judgement when brainstorming.

3.1.3 The term (cognitive/conjunction) can be linked to the intelligence of a child.

3.1.4 The process of (detachment/delegation) is important when a solution includes multiple activities.

3.1.5 According to Dewey, meaningful learning in children takes place through (experiments/experiences).

3.1.6 Stimulation (encourages/encounters) learners to be actively involved in creative activities.

3.1.7 (Experience/Expectancy) is directly related to the amount of effort a person puts into performing the task.

3.1.8 Vygotsky's socio-cultural theory places the (educator/child) at the centre of the learning process.

3.1.9 (Gym/Goals) will help to motivate the learner to achieve.

3.1.10 The zone of proximal development is best suited to (participative/autonomous) learning.

3.1.11 A (résumé/reference) refers to a testimonial from another person about your character.

3.1.12 By (anticipating/cooperating) situations, we can prevent problems or lessen the severity of the problem before it happens.

3.1.13 Using (incentives/instruments) is a positive method used in behaviour modification.

3.1.14 (Gardner/Gesell) is responsible for the theory of multiple intelligences.

(14 × 1) (14)

3.2 Read the following scenario and answer the questions that follow.

Three of the lecturers at Indaba College planned to take their learners on a field trip. During the meeting, they discussed possible places that they could visit. The day before the planned trip, Mrs Thomas discovered that the place she had in mind will be closed, the college bus was not available and the learners were involved in assessments that were scheduled for that day.

After analysing what went wrong, the lecturers realised that they did not delegate tasks or check the availability of the students and the resources. In other words, they did not plan sufficiently and did not have a backup plan, nor did they actually decide what they will do on the trip. This was an important lesson for the future.

3.2.1 The lecturers learnt from the consequences of their own actions. What type of learning took place? (1)

3.2.2 State TWO lessons that the lecturers learnt in the above scenario. (2 × 2) (4)

3.3 Read the statements below and indicate whether each statement is CONVERGENT or DIVERGENT. Write only 'Convergent' or 'Divergent' next to the question number (3.3.1–3.3.2) in the ANSWER BOOK.

3.3.1 The lecturers came up with various possible places they could visit during a field trip for learners.

3.3.2 After analysing what went wrong, the lecturers realised that they did not organise the trip by delegating the duties. (2 × 2) (4)

3.4 You are required to assist the lecturers with planning their next trip.

- Design a mind map.
- The structure of the mind map should contain the following words: FIELD TRIP, WHO, HOW and WHAT.
- Complete the mind map by adding ONE suggestion under each heading. (7 + 1) (8)

3.5 You are required to set TWO goals you would like to achieve in the next year. Refer to the expectancy theory of motivation and the success you have achieved in completing your studies. (2 × 2) (4)

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QUESTION 4

4.1 Study the images below and answer the questions.

PICTURE 1



PICTURE 2



[Source: *https://bing.com*]

Rotter, Bandura and Mischem believed that learning takes place by observing what happens in the environment and by observing others.

4.1.1 How can we link *social learning* to the above images? (2)

4.1.2 Apply Bandura's theory of *reciprocal determinism* to the images above by discussing the way in which:

(a) The environment influences behaviour

(b) Behaviour influences the environment

(2 × 2) (4)

4.1.3 Name the process of learning from others, according to the social learning theory, as illustrated in Picture 1. (2)

4.1.4 According to Ausubel, learning takes place in the TWO ways stated below. Explain how each of the following can be integrated into the images above:

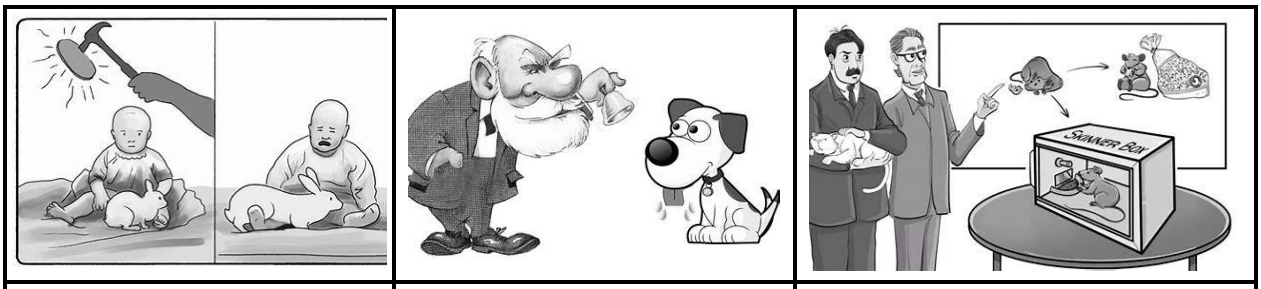
(a) Learners will develop cognitively when they can create a mental image.

(b) Learners will link new information with information they already know

(2 + 2) (4)

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4.2 Study the pictures below and answer the questions.



PICTURE 1	PICTURE 2	PICTURE 3

[Source: *http://bing.com*]

4.2.1 Name the THREE theorists responsible for the theories illustrated in the images above. Write the number of the picture with the name of the theorist. (3 × 2) (6)

4.2.2 Name the theory practiced in the images above. (2)

4.3 According to the maturation theory, the age of a person is more important than the environment.

Do you think that the experiment would be different if the child in PICTURE 1 was 13 years old? State 'Yes' or 'No' and provide a reason for the answer. (1 + 2) (3)

4.4 With reference to the maturation theory mentioned in QUESTION 4.3, state TWO behaviours that are no longer part of your life due to your age. (2 × 2) (4)

4.5 Experiments with children as shown in PICTURE 1, are no longer acceptable.

Provide TWO reasons why you would support banning such experiments with children. (2 × 2) (4)

4.6 The theory of maturation states that the developmental changes that children undergo are determined by their genetics rather than their interactions with their environment.

Do you agree or disagree with this statement? Discuss TWO points to justify your answer. (2 × 2) (4)

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QUESTION 5

5.1 Study the picture below and answer the questions.



[Source: *https://bing.com*]

5.1.1 State TWO problems in the picture above. (2 × 2) (4)

5.1.2 Identify TWO factors that may influence the individual's ability to solve the problem. (2 × 2) (4)

5.2 5.2.1 Suggest THREE ideas that will help solve the problem in the picture above. (3 × 2) (6)

5.2.2 State THREE problems that the person whose room it is, will encounter if he/she continues to live in this way. (3 × 2) (6)

5.3 Cohen and Vroom both advocated the expectancy theory. Answer the following questions based on this theory:

5.3.1 State ONE reward that the person will gain if he/she tidies the room. (2)

5.3.2 What does the person have to do to achieve the reward? (2)

5.3.3 What will the intrinsic reward for this task be? (2)

5.3.4 State ONE goal that the person can have once he/she has achieved the process of cleaning the room. (2)

5.4 According to Cohen, the success of a task depends on its importance.

Mention TWO reasons why your studies are important to you. (2 × 2) (4)

5.5 State THREE techniques that can be used to develop creativity. (3)

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QUESTION 6

6.1 Name the humanistic psychologist who is responsible for creating the hierarchy of needs. (1)

6.2 Read the following scenario and answer the questions that follow.

Sam is a 10-year-old boy who lives in a foster home. He grew up in an environment where both his parents are alcoholics. They were drunk every day, and as a result Sam and his siblings were left to look after themselves. Sam would ask their neighbours for food and his teachers for old school clothes. Their parent's drunk friends would come by the house at all hours of the day and night and would make such a noise that the children could not sleep or do their homework during the day. The children were removed from their parents' care by social workers.

6.2.1 Identify TWO needs from the hierarchy of needs that are NOT met for Sam and his siblings. Justify your answer by using an example from the scenario. (4 × 2) (8)

6.3 Read the scenario below and answer the questions.

Margaret Matwana completed her master's degree in Education after completing her Level 4 at a TVET college. She lives at 55 Long Street, Durban and was very fortunate that she could attend university in her home town.

During holidays she tutors learners with special needs and learning disabilities. Mr and Mrs Rangan are very happy with their child's progress and gave her a letter of recommendation to attach to her CV. Margaret is also a temporary teacher for six months at a school. She loves what she is doing and knows that she wants to work with children for the rest of her life.

Use the information above and categorise it under the following headings in a CV format. Write the heading followed by the information underneath it.

6.3.1 Personal information (2 × 2) (4)

6.3.2 Education (2)

6.3.3 Experience (2)

6.3.4 Reference (2)

6.3.5 The scenario indicates that Margaret has started on her career path and is also holding a job.

Differentiate between the terms '*job*' and '*career*' by giving the meaning for each term and applying it to the scenario. (2 × 2) (4)

6.3.6 As a new teacher, Margaret will have many career opportunities. Indicate if her career direction is 'Horizontal' or 'Vertical'. (2)

6.4 The ability to do something well is noted as competence.

Name your strongest competence and state TWO ways in which it is influencing the career path you wish to follow. (2 + 2) (4)

6.5 List TWO points of information an employer will try to establish during the interview process. (2 × 1) (2)

6.6 After completing Level 4 you may continue studying or start working.

Discuss TWO methods you have used to collect information that will give you guidance regarding your future plans. (2 × 2) (4)

[35]

TOTAL: 200



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