higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 2

20 November 2024

This marking guideline consists of 15 pages.

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QUESTION 1

1.1	1.1.1	C
	1.1.2	C
	1.1.3	B
	1.1.4	C
	1.1.5	A
	1.1.6	D
	1.1.7	C
	1.1.8	B
	1.1.9	A
	1.1.10	C

(10 × 1) (10)

1.2	1.2.1	J
	1.2.2	G
	1.2.3	F
	1.2.4	H
	1.2.5	L
	1.2.6	C
	1.2.7	A
	1.2.8	I
	1.2.9	K
	1.2.10	E

(10 × 1) (10)

1.3	1.3.1	False
	1.3.2	True
	1.3.3	True
	1.3.4	False
	1.3.5	True
	1.3.6	True
	1.3.7	False
	1.3.8	True
	1.3.9	False
	1.3.10	True

(10 × 1) (10)
[30]

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QUESTION 2

2.1 Signs of brain damage may include changes in behaviour, such as:

- difficulty with memory✓✓
- problem-solving✓✓
- emotional regulation✓✓
- physical symptoms like headaches or seizures
- feeling dazed or in fog
- disorientation
- confusion
- difficulty concentrating
- slowed information processing
- difficulty learning new information
- difficulty with memory
- difficulty juggling multiple tasks
- communicating in 'socially unacceptable' ways
- difficulty with concentration and attention

(Any THREE of the above-mentioned or other applicable answers)
(Any 3 × 2) (6)

2.2

- falls✓✓
- car accidents✓✓
- sports injuries
- workplace accidents involving heavy machinery or objects
- falling down
- vehicle accidents
- public or domestic violence
- explosions
- sport injuries and combat injuries
- near-drowning
- child abuse

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

2.3

- Exercise and challenge your brain.✓✓
- Always make sure you protect your head.✓✓
- Learn to manage stress and depression.
- Relax and sleep well.
- Have regular medical check-ups.
- Do not smoke or use illegal drugs.
- Avoid eating too many carbohydrates.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

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2.4
- Understanding the impact: Teachers should educate themselves about the specific challenges and implications of brain damage, including cognitive, physical, and emotional effects. This understanding will help teachers adapt their teaching strategies and provide appropriate support to meet the student's needs.✓✓
- Individualised instruction: This may involve modifying assignments, providing extra time or assistance, and offering alternative learning methods to ensure the student can access the curriculum effectively.✓✓
- Building a supportive environment: Teachers can foster a culture of acceptance, empathy and respect among classmates, promoting understanding and reducing the stigma associated with disabilities.
- Communication with parents: Maintaining open and frequent communication with parents by sharing updates on the student's progress, discussing any concerns or challenges and collaborating on strategies for supporting the student both at school and at home.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

2.5
2.5.1 Evaluation✓✓
2.5.2 Application✓✓
2.5.3 Synthesis✓✓
2.5.4 Knowledge✓✓
2.5.5 Analysis✓✓
2.5.6 Comprehension✓✓

(6 × 2) (12)
[30]

QUESTION 3

3.1
3.1.1 Sarah✓✓
3.1.2 Emma✓✓
3.1.3 Jack✓✓
3.1.4 Liam✓✓

(4 × 2) (8)

3.2 Feelers (F): They will consider all people involved as well as their own emotions.✓✓
Thinkers (T): They will look at the advantages and disadvantages and then make a decision.✓✓
OR
Feelers(F): They will consider people's values and display empathy.✓✓
Thinkers(T): They will use logic and facts.✓✓
OR
Thinkers (T):
- They like to analyse situations and think about the pros and cons before deciding.
- They make decisions more objectively.
- They focus on being fair and consistent.

- They rely on rules and evidence rather than emotions.
- Thinkers are more focused on facts than feelings.
- Thinkers are more critical, structured, analytical and rational.

Feelers (F):

- They care about how their choices affect others and try to create harmony. Feelers consider how people feel and value emotional honesty.
- They aim to understand others and build consensus.
- Feelers may seem more focused on feelings than facts.
- Feelers make decisions in a subjective manner.
- Feelers deal with problems in a random and more subjective manner.
- Feelers are more creative and emotional.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

3.3

- Guardians are reliable,✓✓ responsible✓✓ and conscientious.
- They value stability, security, tradition and duty, playing an important role in maintaining order and reliability in their communities.

OR

- Practicality: Guardians are practical people who like stability and traditional methods. They prefer using proven ways over trying new things.
- Reliability: Guardians are dependable and trustworthy. They take their responsibilities seriously and always try to do their best.
- Sense of duty: Guardians feel a strong sense of responsibility towards others. They prioritise their commitments and often put others' needs before their own.
- Orderliness: Guardians like order and structure. They value being organised and can feel uneasy in messy or unpredictable situations. They stick to schedules and familiar routines.
- Loyalty: Guardians are loyal friends, family members and colleagues. They value long-term relationships and are dedicated to supporting and protecting their loved ones.
- Attention to detail: Guardians are good at noticing details. They do well in tasks that require precision and accuracy and often remember important facts and figures.
- Respect for authority: Guardians respect authority and traditions. They follow rules and regulations and may feel uncomfortable challenging established norms or authority figures.
- Conservatism: Guardians tend to have conservative views. They may resist change and prefer sticking to familiar routines and traditions.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

3.4 By adding these hands-on activities to the curriculum, teachers can help Artisan learners use their creativity, curiosity, and practical skills in meaningful ways.

- Experiments and demonstrations: Doing science experiments lets Artisan learners see concepts in action and get involved with the materials. They can handle things, observe what happens, and make conclusions based on what they find.✓✓
- Project-based learning: Giving students projects where they design, create, or build something helps Artisan learners use their creativity and problem-solving skills. Projects can include making art, designing prototypes, or building models related to what they're learning.✓✓
- Field trips and site visits: Going on field trips to places like museums, historical sites, or businesses gives Artisan learners real-world experiences. These trips connect what they learn in class to practical applications.
- Role-playing and simulations: Involving Artisan learners in role-playing or simulations lets them explore different scenarios and complex ideas. This helps them participate actively, think critically, and improve their social skills.
- Hands-on demonstrations: Showing Artisan learners how things work through hands-on demonstrations, like a chemistry experiment or an art technique, helps them understand and engage with the material.
- Interactive workshops and workstations: Setting up interactive workshops with different activities allows Artisan learners to move through various stations, promoting active learning and exploration at their own pace.
- Creative problem-solving challenges: Giving Artisan learners creative challenges or puzzles encourages them to find solutions using their creativity and resourcefulness. These challenges can be done alone or in groups and can relate to different subjects or real-life situations.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

3.5
- Openness to new experiences✓✓
- Conscientiousness✓✓
- Extraversion✓✓
- Agreeableness✓✓
- Neuroticism (or emotional stability)✓✓ (5 × 2) (10)

[30]

QUESTION 4

4.1
- Self-awareness is the conscious knowledge of one's own character, feelings, motives, and desires.✓✓
- Self-awareness involves recognising one's strengths and weaknesses, understanding one's thoughts and emotions and acknowledging how one's behaviour impacts oneself and others.
- Self-awareness allows individuals to reflect on their actions in relation to social standards and experiences, enabling personal growth and the ability to make more informed decisions.
- Self-awareness is a foundational aspect of emotional intelligence, contributing to better self-regulation and interpersonal relationships.
- Self-awareness is the extent to which one is aware of one's existence, i.e., one's actions and thoughts.
- Self-awareness is being conscious of who you are and how you will react in certain situations.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

4.2
- Self-awareness will help Stacy succeed in life by helping her think about herself, understand others, and keep growing.✓✓
- Personal growth: When Stacy understands what she is good at and what she needs to work on, she can grow and become better at things.
- Effective communication: Knowing her feelings and thoughts will help her communicate with others more clearly and build better relationships.
- Decision making: Understanding herself will help her make choices that fit her values and goals, leading to happier results.
- Emotional regulation: When Stacy knows what makes her feel certain ways, she would be able to handle stress and problems better, staying calm and strong.
- Leadership skills: As a leader, Stacy will be able to understand herself better, earn trust and show that she cares about others, making her a better and more genuine leader.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

4.3
- By trying these activities, Stacy can learn more about herself and understand her experiences better.✓✓
- Practise reflection: Stacey should make some time regularly to think about her day and how she feels. Writing in a journal can help her understand herself better.✓✓
- Mindfulness meditation: She could try mindfulness meditation to stay aware of the present moment. It helps to notice thoughts and feelings without judging them.
- Seek feedback: Ask trusted friends, family, or teachers for their thoughts on what she do well and what she could improve on. Listen to their advice to grow.
- Explore values and beliefs: Stacy should think about what is most important to her. Knowing her values can help her make better decisions.

- Pay attention to emotions: Stacy should notice how she feels and try to understand why she feel that way. This helps her see how her emotions affect what she does.
- Practise empathy: Stacy should try to understand how others feel by putting herself in their place. This will help her relate better to people.
- Use personality assessments: Stacy can take quizzes like the Myers-Briggs to learn more about her personality and how she can grow.
- Engage in self-discovery activities: Do activities like drawing, playing music, or write to learn more about her interests and passions.
- Seek professional support: Stacy can talk to a therapist or counsellor who can help her understand herself better and support her growth.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

4.4
- Self-motivation drives Stacy to seek better outcomes and not give up,✓✓ encouraging her to take proactive steps like reflecting on her study habits to find a more successful approach.✓✓
- Independence: Stacy, being self-motivated, does not rely on external factors to push her forward. She is self-driven to take action and pursue her goals.
- Resilience: Stacy, being self-motivated, is better equipped to bounce back from setbacks. She has the inner drive to keep going even when faced with challenges.
- Increased productivity: As Stacy is self-motivated, she will be able to achieve higher levels of productivity. She is driven by her own goals and aspirations, and is more likely to stay focused and make efficient use of her time.
- Personal growth: Seeing that Stacy is self-motivated, she will be encouraged to continuously learn and develop. She is more inclined to seek out opportunities for growth and improvement in various areas of her life.
- Goal achievement: Due to being self-motivated, Stacy is more likely to set and achieve her goals. She will have determination and perseverance to overcome obstacles and stay committed to her objectives.
- Positive outlook: As Stacy is self-motivated, she fosters a positive mindset. She is driven by her desires and passions, as is more likely to maintain optimism and approach challenges with a can-do attitude.
- Empowerment: Being self-motivated will empower Stacy to take control of her life. Stacy will not wait for permission or validation from others. She will actively shape her destiny.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

4.5 Feedback from teachers or peers can provide Stacy with insights into effective study strategies and areas for improvement, helping her tailor her approach to be more effective.✓✓

(Any other applicable answer) (Any 1 × 2) (2)

4.6 Family environment:

- Family plays a significant role in shaping self-concept through early interactio communication patterns and familial expectations.✓✓
- Positive and supportive family environments can foster a sense of secure belonging and self-worth, while dysfunctional or negative family dynamics contribute to feelings of insecurity or low self-esteem.

Peer relationships:

- Peers influence self-concept by providing feedback, social comparisons, and opportunities for social validation.✓✓
- Positive peer relationships can bolster self-esteem and identity development.
- Peer rejection or bullying may negatively impact self-perception and confidence.

Cultural and societal norms:

- Cultural and societal norms shape individuals' self-concept by defining expectations, roles, and identities within specific cultural contexts.
- Cultural values, gender roles, socioeconomic status, and racial or ethnic identity influence how individuals perceive themselves and their place in society.

Media and social influences:

- Media, including advertising, movies, television, and social media, shape individuals' perceptions of beauty, success, and identity.
- Exposure to idealised images and stereotypes in the media can impact on self-esteem, body image, and self-concept, particularly among adolescents and young adults.

Educational experiences:

- Educational environments, including school experiences, academic achievements, and interactions with teachers and peers, influence self-concept development.
- Successes and failures in academic settings, as well as feedback from teachers and classmates, can impact students' perceptions of their intelligence, competence and worthiness.

Life experiences and trauma:

- Life experiences, including traumatic events, abuse, or significant life transitions, can impact self-concept development.
- Positive experiences such as achievements, support from mentors, and personal growth opportunities can enhance self-esteem.
- Adverse experiences may lead to feelings of inadequacy, shame, or low self-worth.

Personal attributes and abilities:

- Individual characteristics, talents, abilities, and personality traits contribute to self-concept development.
- Positive self-perception in areas such as intelligence, athleticism, creativity, or social skills can bolster self-esteem and confidence.
- Negative self-perceptions or shortcomings may lead to self-doubt or insecurity.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

4.7
- Individuals with a high self-esteem approach tasks with confidence, leading to better academic performance.✓✓
- Individuals with a high self-esteem actively engage in activities and set ambitious goals.✓✓
- High self-esteem foster risk-taking and innovation.
- They are more willing to experiment and think creatively.
- Positive self-esteem acts as a buffer against failure, promoting resilience and growth mindset.
- Strong self-esteem enhances self-efficacy beliefs, encouraging confident task approach.
- Students with high self-esteem are more engaged and participative in learning activities, contributing to a richer learning experience.
- Students with high self-esteem demonstrate perseverance and goal attainment, remaining focused and determined despite challenges.
- A positive self-esteem is crucial for motivation, resilience, and academic success, shaping students' attitudes and behaviours positively.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

4.8 Students with low self-esteem may display various behaviours that hinder their academic performance and personal growth:

- Avoidance of challenges: They may shy away from difficult tasks, fearing failure or lacking confidence in their abilities.✓✓
- Negative self-talk: They may engage in self-doubt and criticism and underestimate their achievements and attribute success to luck rather than effort.✓✓
- Lack of participation: They will be reluctant to engage in class discussions or seek help due to fear of judgment or making mistakes in front of others.
- Perfectionism: They may set unrealistic standards for themselves, and become very critical of their work and feel distressed when they don't meet their own expectations.
- Fear of failure: They may avoid taking risks and prefer familiar tasks to avoid the judgement of their worth or intelligence based on mistakes.
- Social comparison: They may compare themselves to others which can lead to feelings of inferiority and insecurity about their own abilities.
- Negative body language: They may display negative body language, such as slouching or avoiding eye contact, which indicates low confidence and discomfort in social situations.
- Lack of initiative: They may wait for instructions and not take the initiative to explore topics on their own, lacking the motivation to engage in self-directed learning.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

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4.9 Educators can support students with low self-esteem using the following strategies:

Create a supportive environment:
- Create an inclusive classroom where everyone feels respected and valued.✓✓
- Encourage kindness and address any bullying promptly.

Give helpful feedback:
- Offer specific feedback that focuses on students' efforts and areas for improvement, boosting their confidence and motivation.✓✓

Set achievable goals:
- Establish realistic expectations tailored to each student's abilities.
- Break tasks into manageable steps and provide support as needed.

Promote growth mindset:
- Teach the importance of effort and resilience in learning, by praising students' strategies rather than innate abilities.

Focus on strengths:
- Identify and nurture students' strengths and interests to build their confidence and sense of achievement.

Teach coping skills:
- Equip students with strategies to manage stress and negative emotions.

Encourage collaboration:
- Foster an environment where students support each other through peer mentoring and group activities.

Build relationships:
- Develop positive relationships with students based on respect and empathy.
- By offering personalised support and encouragement.

Provide extra support:
- Offer additional resources such as counselling or tutoring for students with low self-esteem.
- Collaborate with other staff members to address their needs effectively.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)
[30]

QUESTION 5

5.1 Tilly's observation of her classmates' behaviour aligns with observational learning, where individuals learn by observing the actions and consequences of others.✓✓ (2 × 1) (2)

5.2 From observing her classmates, Tilly is likely to learn behaviours such as:
- sharing✓✓
- cooperation✓✓
- generosity
- compassion
- friendliness

as these behaviours are positively reinforced with attention and praise from peers.

(Any TWO of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)

5.3 The attention and praise received by Tilly's classmates for sharing their toys serve as social reinforcement, strengthening the likelihood of the behaviour being repeated in the future.✓✓ (1 × 2) (2)

5.4
- Operant learning is a form of learning in which behaviour is influenced by its consequences.✓✓
- Operant learning is a type of learning in which behaviour is modified by its consequences.
- In operant learning, behaviour that is followed by favourable consequences (reinforcement) are repeated in the future, while behaviour that is followed by unfavourable consequences (punishment) is less likely to recur.
- This process of learning through reinforcement and punishment allows individuals to adapt their behaviour to their environment.
- A type of learning where voluntary behaviour is strengthened if it is reinforced (by praise) and weakened by punishment.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

5.5 5.5.1
- Punishment: Punishment is where a consequence following a behaviour decreases the likelihood of that behaviour occurring again in the future.✓✓
- Punishment is when a particular behaviour is weakened by the consequence of experiencing a negative condition.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

5.5.2
- Shaping is a process by which complex behaviours are taught to others.✓✓
- Shaping involves reinforcing behaviours that are closer and closer to the target behaviour until the desired behaviour is achieved.
- Shaping is the process of reinforcing a series of responses that increasingly resemble the desired end behaviour.
- Shaping is a method of creating an entirely new behaviour by using rewards to guide an individual towards a desired behaviour.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

5.5.3
- Extinction occurs when a previously reinforced behaviour no longer results in the reinforcement.✓✓
- In operant learning, if a behaviour is no longer followed by a reinforcing consequence, it will gradually decrease in frequency and eventually diminish.
- Extinction is when a particular behaviour is weakened by the consequence of not experiencing a positive condition or stopping a negative condition.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

5.5.4
- Reinforcement is a consequence following a behaviour whereby it increases the likelihood of that behaviour occurring again in the future.✓✓
- Reinforcement is a response that is followed by a reinforcing stimulus which is more likely to occur again.

(Any TWO of the above-mentioned or other applicable answers)
(Any 1 × 2) (2)

5.6
- E-learning refers to the use of electronic devices and digital technologies to access educational content, resources, and learning experiences remotely.✓✓
- E-learning is a method of learning that utilises electronic technologies to deliver educational content and facilitate learning outside of traditional classroom settings.
- E-learning encompasses a wide range of learning activities conducted through digital platforms, such as online courses, virtual classrooms, interactive modules, digital simulations, and multimedia resources.
- E-learning allows learners to access educational materials and participate in learning experiences remotely, using internet-enabled devices such as computers, tablets, and smartphones.
- E-learning refers to a special type of education where learning and teaching are enabled through the use of computer technology.
- E-learning is a type of learning that takes place by means of a computer with the aid of the internet.
- E-learning is a type of learning that is facilitated and supported via information and computer technology (ICT).
- E-learning is a type of learning that involves electronic means of communication, education and training.

(Any TWO of the above-mentioned or other applicable answers) (Any 1 × 2) (2)

5.7 Accessibility:

- E-learning allows learners to learn from anywhere with internet, making it easy to study when they want.✓✓

Flexibility:

- Learners can choose when to study, fitting it around their other activities like work or family time.✓✓
- Learners can choose courses guided by an instructor or self-study courses.
- Learners can use tools best suited to their learning style.
- Learners can skip topics they already know and focus on what they need to learn more about.
- Learners can practice self-paced learning.

Cost-effectiveness:

- E-learning saves money because learners don't need to travel or buy textbooks, making education more affordable. √√
- Material could be downloaded or read online.
- Learners can choose from a wide range of prices to fit their budget.

Customisation:

- E-learning adapts to how learners learn best, focusing on what they need and like.

Variety of resources:

- E-learning gives learners lots of different ways to learn, e.g. videos, games, and discussions, making learning fun and interesting.

Scalability:

- E-learning helps many people learn at once, without needing big classrooms or lots of teachers, making it great for everyone.

Lifelong learning:

- E-learning helps learners learn new things throughout their lives, keeping up with changes and staying smart and skilled.
- Improves a learner's computer and internet skills.

Convenience:

- Courses are accessed and planned according to the student's schedule.

Attendance:

- No physical attendance is required in classrooms.

Learning pace:

- The learner can work at a pace that best suits him/her.

Time constraints:

- The learner is not bound by time – can go as slowly/fast as he/she prefers.

Location:

- The learner can study from any location – not bound by one specific location.

Course selection:

- Learners can choose from a wide variety of courses.

Learner dynamics:

- Learners can continue their education if they are older, a parent or working full time.

Retention rate:

- Online learning attracts topics that learners like and enjoy leading them to more likely remembering the information.

Co-operation:
- Computer technology and tools facilitate cooperation and communication.

Personal development:
- Completing online courses will build a learner's self-knowledge and self-confidence.

Global opportunities:
- Allows learners to meet instructor and students from all over the world.

Learning styles:
- E-learning facilitates different learning styles through a variety of activities, i.e., independently or contacting lecturers/facilitators.
- E-learning accommodates all 3 learning styles, i.e., visual, auditory and kinaesthetic.

Learners' needs:
- A learner can work at his/her own level, needs and capabilities.

Large numbers:
- E-learning allows for a large number of learners to study simultaneously thereby also reducing the cost factor.

Assessments:
- Tests and assessments are built into the programmes and learners are awarded immediate feedback.

Learning materials:
- Once the online material is installed, it can be re-used.

Content relevance:
- Learners can link content material to real-life situations making learning more relevant to them.

(Any THREE of the above-mentioned or other applicable answers)
(Any 3 × 2) (6)

5.8 Informal learning
- Informal learning occurs naturally in everyday life, is flexible and self-directed, and often involves learning from experiences and interactions with others.✓✓
- Informal learning is learning that occurs beyond or in addition to what is taught in organised workshops, classes or instruction.

Formal learning
- Formal learning is structured, guided by educators, and takes place within designated educational settings, with defined objectives, assessments, and learning outcomes.✓✓
- Formal learning includes the hierarchically structured school system from primary school to university.

(Any ONE of the above-mentioned or other applicable answers)
(Any 2 × 2) (4)
[30]

TOTAL: 150

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