higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 4

20 November 2024

This marking guideline consists of 10 pages.

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QUESTION 1

1.1	1.1.1	A✓
	1.1.2	C✓
	1.1.3	B✓
	1.1.4	D✓
	1.1.5	A✓
	1.1.6	A✓
	1.1.7	D✓
	1.1.8	C✓
	1.1.9	B✓
	1.1.10	D✓
	1.1.11	A✓
	1.1.12	B✓
	1.1.13	A✓
	1.1.14	B✓
	1.1.15	C✓

(15 × 1) (15)

1.2	1.2.1	True✓
	1.2.2	True✓
	1.2.3	False✓
	1.2.4	True✓
	1.2.5	False✓
	1.2.6	True✓
	1.2.7	True ✓
	1.2.8	True✓
	1.2.9	False✓
	1.2.10	True✓
	1.2.11	False✓
	1.2.12	False✓
	1.2.13	False✓
	1.2.14	True✓
	1.2.15	True✓

(15 × 1) (15)
[30]

QUESTION 2

2.1	2.1.1	H✓
	2.1.2	E✓
	2.1.3	B✓
	2.1.4	D✓
	2.1.5	L✓
	2.1.6	J✓
	2.1.7	I✓
	2.1.8	A✓
	2.1.9	F✓
	2.1.10	G✓

(10 × 1) (10)

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2.2 2.2.1 Disagreements✓
2.2.2 Self-regulation✓
2.2.3 Options✓
2.2.4 Information processing✓
2.2.5 Complex✓
2.2.6 Intrinsic✓
2.2.7 Sensorimotor stage✓
2.2.8 Evaluate✓
2.2.9 Abstract reasoning✓
2.2.10 Competency✓

(10 × 1) (10)

2.3
- Microsystem✓
- Mesosystem✓
- Exosystem✓
- Macrosystem✓
- Chronosystem

(Any FOUR of the above-mentioned answers in any order.) (4 × 1) (4)

2.4
- Growth needs ✓
- Deficiency needs ✓

(2 × 1) (2)

2.5
- Computer skills ✓
- Foreign language ✓
- Organisational skills ✓
- Technical skills ✓
- Facilitation skills
- Designing skills

(Any FOUR of the above-mentioned or other relevant answers) (4 × 1) (4)
[30]

QUESTION 3

3.1 3.1.1 Challenge✓
3.1.2 Suspend✓
3.1.3 Cognitive✓
3.1.4 Delegation✓
3.1.5 Experiences✓
3.1.6 Encourages✓
3.1.7 Expectancy✓
3.1.8 Child✓
3.1.9 Goals✓
3.1.10 Participative✓
3.1.11 Reference✓
3.1.12 Anticipating✓
3.1.13 Incentives✓
3.1.14 Gardner✓

(14 × 1) (14)

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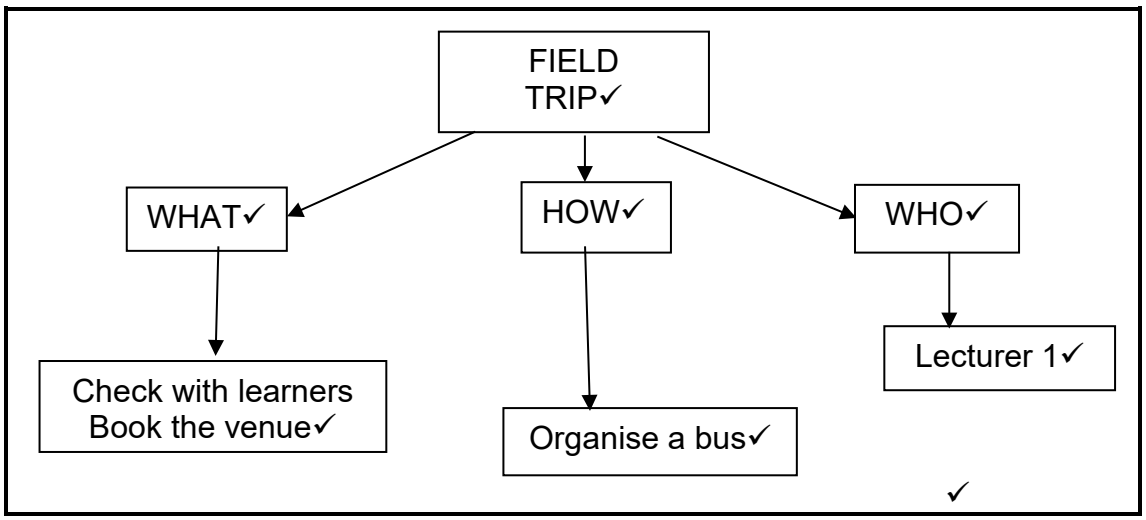
3.2 3.2.1 Enactive learning✓ (1)

3.2.2
- They learnt that it is crucial to plan more appropriately in the future.✓✓
- After planning they should take action.✓✓
- They have to check if the other role players are available.
- They could have meetings with the learners as well.
- They have to delegate certain tasks to each lecturer.
- They should have an alternative plan/plan B.

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

3.3 3.3.1 Divergent✓✓
3.3.2 Convergent✓✓
(2 × 2) (4)

3.4



(ONE mark for each HEADING and SUGGESTION under subheadings)
(7 × 1)
(ONE mark for creating a mind map) (1) (8)

3.5
- I want to study further on a part-time basis next year.✓✓
- I am looking for a job.✓✓
- I've updated my CV and want to send it out to different companies.
- I want to work at a daycare centre. (Any TWO relevant answers) (2 × 2) (4)

[35]

QUESTION 4

4.1 4.1.1
- Learners observe each other being on their cellphones and they are doing the same. ✓✓
- The environment where people are on their cellphones will encourage other learners to be on their cellphones as well.

(Any ONE of the above-mentioned or other relevant answers)
(1 × 2) (2)

4.1.2 (a)
- If there are no learners on their phones, other learners may be reluctant to do the same. ✓✓
- Learners will act in the way that other learners in the environment are behaving.

(Any ONE of the above-mentioned or other relevant answers)

(b)
- The fact that all the learners are on their phones creates the environment of phone usage. ✓✓
- The environment where all the learners are on cellphones will encourage other learners to do the same.

(Any ONE of the above-mentioned or other relevant answers)

(2 × 2) (4)

4.1.3 Vicarious learning/observational learning✓✓ (2)

4.1.4 (a)
- Mental images are created by watching videos on the phones.✓✓
- They will watch different videos and will gain new knowledge.
- Learners will discuss what they watched and this encourages the phenomenon of learning.

(Any ONE of the above or other relevant answers)

(b)
- Different applications will provide different information that can be linked to knowledge they already know. ✓✓

(2 + 2) (4)

4.2 4.2.1
- Picture 1- Watson✓✓
- Picture 2- Pavlov✓✓
- Picture 3- Skinner✓✓

(3 × 2) (6)

4.2.2 Behaviourist theory✓✓ (2)

4.3 Yes✓
- The child would be old enough to know that the rabbit is not to be feared.✓✓
- The child would be old enough to know that the noise and the rabbit are not linked.

No✓
- Children are vulnerable and this can be a traumatic experience for them.✓✓
- The noise or rabbit might be a trigger to previous trauma.

(Any TWO of the above-mentioned or other relevant answers) (1 + 2) (3)

4.4
- I no longer get upset when my friends tease me.✓✓
- I don't make excuses about homework not done.✓✓
- My room is kept clean.
- I am willing to help my mother clean up.

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

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4.5
- Experiments with children can leave the child traumatised for life.✓✓
- It can cause psychological problems.✓✓
- Experiments with children can be considered as abuse.
- The child is not old enough to fully understand what the consequences would be.
- It is violation of their human rights.

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

4.6 Agree
- Children develop in an organised sequence of which a child's biology determines that sequence. ✓✓
- Children develop with age. ✓✓
- The rate at which a child's development occurs depends on the genetic material of that child.
- Development occurs because of biological characteristics.
- Knowledge, new behaviours and skills are the result of genetics and ageing.

Disagree
- Development happens because of a combination of genetics and the environment.
- New knowledge, skills and behaviours are learnt as a result of interactions with the environment.
- The environment determines the rate at which a child develops.
- Family and friends play a role in the development of a child.

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

[35]

QUESTION 5

5.1 5.1.1
- The room is very untidy.✓✓
- There are too many things in the room. ✓✓
- The room is cluttered.
- Items are not put in their place.
- Nothing is organised in the room.
- The person is not disciplined.

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

5.1.2
- He/she may not have the necessary time to clean the room.
- He/she may not have the motivation to clean.
- He/she may be in denial that the problem exists.
- He/she may not have the necessary resources.

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

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5.2 5.2.1
- Place items that they no longer use in storage.✓✓
- Use storage boxes.✓✓
- Sort the stuff into the boxes.✓✓
- Keep stuff not in use in the garage.
- Sort the same things into groups and store them accordingly.
- Find an appropriate space for everything.
- Put things back in their specific place after they are used.
- The person can get rid of some of the stuff.
- Some of the stuff can be donated to the needy.

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

5.2.2
- The person will not be able to clean the room properly.✓✓
- The person will not be able to find some things quickly.✓✓
- The person will waste time looking for stuff before they can find it.✓✓
- Things can break or get lost.
- The person can get hurt when falling over things or things fall from shelves.

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

5.3 5.3.1
- The environment will be more relaxed, and it will be good for mental health. ✓✓
- The person will have space to work on the desk.
- The person will know what he/she has and not buy extra of the same thing.

(Any ONE of the above-mentioned or other relevant answers) (2)

5.3.2
- Take action and start cleaning the room.✓✓
- Ask for help if the task seems too difficult for him/her.
- Become motivated to start and complete the task.

(Any ONE of the above-mentioned or other relevant answers) (2)

5.3.3
- The person can be proud after cleaning the room. ✓✓
- The achievement can help his/her self-esteem.
- It provides intrinsic motivation to do more.

(Any ONE of the above-mentioned or other relevant answers) (2)

5.3.4 A goal can be:
- To keep the room clean and neat.✓✓
- Not to bring so much stuff into the space again.

(Any ONE of the above-mentioned or other relevant answers) (2)

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5.4
- I will be able to study further.✓✓
- I will feel a sense of achievement, as I could not pass at school.✓✓
- I have a better future.
- I can provide better for my child/family.

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

5.5
- Brainstorming✓
- Humour✓
- Puzzles✓
- Mind maps
- Dream journal
- Music
- Writing with the non-dominant hand
- Random thoughts
- Problem reversal
- Asking questions
- Changing direction

(Any THREE of the above-mentioned or other relevant answers) (3 × 1) (3)

[35]

QUESTION 6

6.1 Abraham Maslow✓ (Also accept 'Maslow') (1)

6.2 6.2.1
- Physiological✓✓
  - Sam would ask their neighbours for food✓✓
  - He would ask the teacher for old school clothes
  - The children could not get any sleep
- Safety✓✓
  - Drunk friends entering the home of the children day and night✓✓
- Love and belonging
  - The parents did not care about the well-being of the children, they had to look after themselves
- Esteem
  - Sam may feel ashamed or embarrassed asking for old clothes from his teacher

(Any TWO of the above-mentioned) (2 × 2)
(Any TWO reasons to justify the need given based on the scenario) (2 × 2) (8)

6.3 6.3.1 **Personal information**

- Margaret Matwana✓✓
- 55 Long Street, Durban✓✓ (2 × 2) (4)

6.3.2 **Education**

Master's degree in Education ✓✓ (2)

6.3.3 **Experience**

Tutors learners with special needs✓✓ (2)

6.3.4 **Reference**

Letter from Mr and Mrs Rangan✓✓ (2)

6.3.5 **Job**

- A job is work you do more for the sake of earning money and not necessarily for the fact that you are passionate about it or want to do it for the rest of your life✓. Margaret's job is a temporary teaching post for 6 months.✓

Career

- It is a passion you follow and will often work for less to do what you enjoy✓. Margaret studied and is developing in this direction.✓

(Any relevant answers) (2 × 2) (4)

6.3.6 Vertical✓✓ (2)

6.4 Generic/interpersonal competence✓✓

- I am good at communicating with people.✓
- I can identify with learners and understand their struggles. ✓

Technical or functional competence

- I am able to work on different programs and understand the way computers operate.
- I love to work with children and completed Education and Development L4 as it will be a stepping stone towards becoming an educator.

Managerial/Operational competence

- I am good at delegation, organising, working and motivating people.
- I am forward-looking and gather all the information I need.

Personal competence

- I am self-confident and can speak in front of people.
- I am creative and use my initiative. This is important competences in Education.

(Any relevant answer) (2 + 2) (4)

6.5
- The employer will determine if your personality fits the culture of the company.✓
- They would want to see if the candidate has an interest in what he/she applied for.✓
- The employer would want to know what the candidate has in mind regarding remuneration.
- They employer may want to do a practical test interview aspect to see if the candidate can handle the situation.

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

6.6
- I went to a career exhibition.✓✓
- I looked for a job under the classifieds in a newspaper.✓✓
- Some of my family members and friends went to the university I wish to attend.
- I browsed the internet for international positions.
- I handed my CV to a recruitment agency.
- I started networking during my studies.

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

[35]

TOTAL: 200

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