higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 2

15 November 2022

This marking guideline consists of 8 pages.

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QUESTION 1

1.1	1.1.1	C		
	1.1.2	C		
	1.1.3	A		
	1.1.4	B		
	1.1.5	C		
	1.1.6	B		
	1.1.7	A		
	1.1.8	D		
	1.1.9	C		
	1.1.10	A		
			(10 × 1)	(10)
1.2	1.2.1	Carl Rogers		
	1.2.2	Self-regulation		
	1.2.3	Behaviourists		
	1.2.4	Body		
	1.2.5	Anorexia		
	1.2.6	Physiologically		
	1.2.7	Motivation		
	1.2.8	E-learning/electronic learning		
	1.2.9	Classical		
	1.2.10	Self-motivation/motivation		
			(10 × 1)	(10)
1.3	1.3.1	True		
	1.3.2	False		
	1.3.3	False		
	1.3.4	True		
	1.3.5	False		
	1.3.6	False		
	1.3.7	True		
	1.3.8	False		
	1.3.9	False		
	1.3.10	True		
			(10 × 1)	(10)
1.4	1.4.1	F		
	1.4.2	I		
	1.4.3	L		
	1.4.4	A		
	1.4.5	G		
	1.4.6	B		
	1.4.7	D		
	1.4.8	C		
	1.4.9	E		
	1.4.10	H		
			(10 × 1)	(10)
				[40]

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QUESTION 2

2.1 Formal learning is learning that is delivered in a systematic, intentional way (structured, goal orientated, instructor led, and learning is face to face),✓✓ while informal learning is unstructured, often unintended, and it occurs outside of a conventional learning setting (unplanned, no set goals and self-directed)✓✓ (2 × 2) (4)

2.2 Operant conditioning (2)

2.3 2.3.1 Positive reinforcement
2.3.2 Positive punishment
2.3.3 Negative punishment
(3 × 2) (6)

2.4 Observational learning (2)

2.5
- Attention:✓✓ In order to learn, you need to be paying attention. Anything that distracts your attention is going to have a negative effect on observational learning. If the model is interesting, you are far more likely to dedicate your full attention to learning.✓✓
- Retention:✓✓ We learn by internalising information in our memories and how well the behaviour is remembered. We recall that information later when we are required to respond to a situation that is similar the situation within which we first learned the information. It is important, therefore, that a memory of the behaviour is formed to be performed later by the observer.✓✓
- Reproduction:✓✓ Once you have paid attention to the model and retained the information, it is time to perform the behaviour you observed. Further practice of the learned behaviour leads to improvement and skill advancement.✓✓
- Motivation:✓✓ Finally, in order for observational learning to be successful, you have to be motivated to imitate the behaviour that has been modelled.✓✓ (4 × 4) (16)

[30]

QUESTION 3

3.1
- Well-balanced meals
- Low-fat diet
- Eat breakfast.
- Drink plenty of water.
- Eat a minimum of five servings of fruits and vegetables and two to four servings of low-fat dairy products each day.
- Eat enough vitamins and minerals/supplements.
- Eat brain food such as protein and unsaturated fat.
- Eat fish.
- Avoid overeating.
- Don't drink too much caffeine.
- Avoid alcohol. (Any 3 × 2) (6)

3.2
- Alcohol
- The use and abuse of drugs.
- Marijuana
- Malnutrition
- Illnesses such as seizures
- Lack of oxygen due to accidents
- Prolonged stress
- Eating too many carbohydrates
- Anxiety
- Lack of sleep
- Smoking
- Physical conditions (Any 4 × 1) (4)

3.3 3.3.1 Thinking is manipulating information received by learners, such as when they form concepts, engage in problem-solving, reason and make decisions. Thought, the act of thinking produces more thoughts.

3.3.2 Reasoning simply refers to thinking directed at a certain goal. When a student reasons, he/she will eventually draw conclusions based on a set of facts.

3.3.3 Problem-solving is often seen as the highest form of thinking because it includes both normal thinking processes and reasoning. For students to solve problems, they need to have knowledge of the subject, understand the facts and the ideas and be able to apply the knowledge in real-life situations.

(3 × 2) (6)

3.4
- Effective time management allows students to complete more in less time.
- Efficient use of time also reduces stress, as students tick off items from their to-do list.
- By using time efficiently, students can complete their work on time.
- By using time efficiently, students stay engaged with their learning.
- By using time efficiently, students have more time free for pursuing activities that are important to them, such as sports, hobbies, youth group and spending time with friends and family.
- Good time management allows students to make the most of their abilities and enjoy the satisfaction of accomplishment. (Any 3 × 2) (6)

3.5 3.5.1
- The child can wear glasses or contact lenses.
- Allow the child to sit close to the board or overhead projector screen.
- If necessary, enlarge the font of the worksheet.
- Letting children use a ruler to help them write straight.
- Trying different colours of paper or graph paper to see what works best for your child. Some children can process information better on certain types of paper.
- Giving children large-print books or audiobooks so that they will retain their love of stories and reading. (Any ONE)

3.5.2
- The child can be fitted with a hearing aid.
- Accompany all verbal instructions with written instructions so that the child can read what he or she needs to do.
- Simplify verbal instructions and use hand gestures.
- Speak more slowly.
- Minimise distractions inside the class. (Any ONE)

(2 × 2) (4)

[30]

QUESTION 4

4.1
- Temperament refers to a person's emotions and the way a person expresses those emotions.
- Personality is what arises within an individual. It is the sum of all physical, psychological and spiritual characteristics which influence the behaviour and actions of that person.

(Award 2 marks for each explanation given or any other relevant explanation)

(2 × 2) (4)

4.2
- Goal-oriented
- Honest
- Hard-working
- Willing to serve others
- A good listener
- A good communicator
- A good decision-maker
- Encouraging
- Positive
- Responsible (Any 4 × 2) (8)

4.3
- Channel social energy.
- Minimise distractions.
- Create time for group work.
- Encourage constant involvement.
- Allow room for exploration.
- Respect their independence.
- Compliment them often.
- Surprise them.
- Accept them as they are. (Any 3 × 2) (6)

4.4
4.4.1 Extrovert
4.4.2 Extrovert
4.4.3 Introvert
4.4.4 Introvert

(4 × 1) (4)

4.5
- Enjoy learning when it involves ideas.
- They like to write essays.
- They are able to see things from more than one perspective.
- They like to read material about people, fantasies, mysteries, and science fiction.
- They prefer learning about what could be rather than what is.
- They are creative.
- They have a tendency to daydream.
- They like to speak in general terms and use figures of speech or metaphors.
- They prefer to communicate with words and like to speak directly to people.
- They flourish in group and class activities.
- They do not like competition.
- They like to compete with themselves.
- They value group work.
- They value role playing, drama.
- They are supportive and motivating.
- They like receiving criticism from their friends and teachers.
- They flourish in small, personal environments where people praise them.

(Any 4 × 2) (8)

[30]

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QUESTION 5

5.1
- Learning psychology explores and tries to understand the meaning of human learning.
- Learning psychology explores and tries to understand how people learn.
- Learning psychology explores and tries to understand why people learn.
- Learning psychology explores and tries to understand best ways to learn new things. (Any 2 × 1) (2)

5.2
- Establish a supportive learning culture.
- Address learners' needs.
- Keep it positive.
- Provide feedback.
- Celebrate success.
- Safety.
- Employ interactive games and activities. (Any 2 × 1) (4)

5.3 5.3.1
- Visual
- Aural
- Verbal
- Cognitive learning
- Physical
- Logical-mathematical
- Social
- Solitary (Any 3 × 1) (3)

5.3.2
- Project-based method
- Task-based method
- Creative teaching
- Brainstorming sessions
- Flipped classroom approach
- Self-learning
- Using social media
- Formative assessment
- The desire method
- Using audio and video materials (Any 3 × 2) (6)

5.3.3
- Positive expectations
- Open and lively communication
- Consistency
- Constructive feedback
- Appropriate praise
- A sense of humour
- A caring attitude
- Positive reinforcement
- Occasional rewards (Any ONE) (2)

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5.3.4
- E-text
- Streaming video/video tape/DVD
- Television
- Streaming audio
- Internet
- E-mail
- Videoconferencing
- Teleconferencing (Any 3 × 1) (3)

[20]

TOTAL: 150

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