higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 2

24 November 2023

This marking guideline consists of 8 pages.

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QUESTION 1

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

(10 × 1) (10)

1.2	1.2.1	False
	1.2.2	True
	1.2.3	False
	1.2.4	False
	1.2.5	False
	1.2.6	True
	1.2.7	True
	1.2.8	True
	1.2.9	False
	1.2.10	True

(10 × 1) (10)

1.3	1.3.1	E
	1.3.2	H
	1.3.3	A
	1.3.4	I
	1.3.5	B
	1.3.6	D
	1.3.7	C
	1.3.8	F
	1.3.9	K
	1.3.10	G

(10 × 1) (10)
[30]

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QUESTION 2

2.1 Operant conditioning (2)

2.2
- Yelling at a child for bad behaviour.
- Forcing them to do an unpleasant task when they misbehave.
- Adding chores and responsibilities when they fail to follow the rules.
- Assigning students who forget to turn in their assignment extra work.
- Mark system: A child gets their name written on the board with a mark for bad behaviour. Each time the negative behaviour is displayed, you place another mark on the chart. If good behaviour is displayed, you take away a mark. If the day ends with no marks on the chart, the child gets a reward.
- Time out
- Writing sentences or essays: Use this as a form of positive punishment and it's an effective form of discipline.
- Grounding:
- Extra study time: Extra study time is another effective form of positive punishment, especially when it's a response to not doing homework or acting out in class.

(Any 3 × 2) (6)

2.3 2.3.1 Negative reinforcement
2.3.2 Positive reinforcement
2.3.3 Negative punishment

(3 × 2) (6)

2.4
- Modelling happens when people imitate the behaviour of another person by watching what they do and behaving the same way later in life.
- It involves repeating behaviour, attitudes and emotional responses of the person you imitate.

(2)

2.5 The teacher can show step by step how to do the first problem and then the students can begin working on the second by themselves. By doing the first problem together, a teacher can address what to do and what not to do. Immediately, students will know and can actually see the steps they should take.✓✓

Explicitly showing where to hang your things, requesting you to get your notebook and begin the morning assignments, sets the stage for a successful day. ✓✓

Routines are important to children, especially for those in the early grades. Even if they cannot comprehend much, they will remember the routines and find pride in completing them. This includes lining up for lunch and turning in homework. Working in small groups should be modelled and standardised into a routine. Routines are key to effective classroom management. They save time, improve behaviour dramatically, and keep your students focused on learning.✓✓

Teachers can use visuals to show what they are expecting from their students.

Effective and consistent modelling in the classroom is actually very simple if you know the following three steps:

I do. You watch.
We do together.
You do. I watch.

Scaffolding in the classroom refers to the role teachers play in the education of children. Teachers stretch them in their learning and provide support as the learning process requires more and more of them. Scaffolding and modelling in the classroom mean you are helping children move from point A in their understanding and skill development to point B.

Know what you want. A clear picture translates to successful modelling.

Be one of them, e.g., show them what you expect by actually doing it, as if you're one of them. (Any 3 × 2) (6)

2.6
- Promotes enjoyment in learning.
- Encourages social interactions.
- Improves behaviour in children.
- Enhances memory.
- Influences mannerism.
- Expands knowledge.
- Creates a supportive environment in the classroom.
- Society is one of the best learning places for everyone.
- Observational learning helps to improve children's behaviour.

(Any 2 × 2) (4)

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2.7 Informal learning is an unorganised and not formally defined type of learning which happens mostly at home,✓✓ work,✓✓ at social gatherings and through social media engagement. Informal learning takes place on social platforms like Facebook, LinkedIn, while you are brainstorming with peers, participating in online forums, reading (articles, books, blogs, quizzes), etc. (4)

[30]

QUESTION 3

3.1
- You will learn to accept who you are.
- It helps you to release self-doubt.
- It boosts our confidence.
- It makes it easier to make the right choices.
- You learn to express yourself freely.
- A way to fall in love with who you are.
- Self-compassion is simpler to practise.
- Acknowledging your true self.
- You will have the courage to be disliked.
- Helps you to overcome your fear.
- Self-awareness is vital to improve your relationships.
- Helps you to figure out what you want to do in life. (Any 3 × 2) (6)

3.2
- Increased self-awareness leads to a better understanding of one's strengths and capabilities and boosts emotional intelligence.
- It will lead to both success and fulfilment in your career.
- It will help you figure out how you fit in a team.
- It will help you understand what motivates you.
- It can help you improve your decision-making and a range of other skills that help you choose a suitable career.
- Increased contribution
- When you know yourself, you know your strengths.
- Greater job satisfaction (Any 2 × 2) (4)

3.3
- Self-esteem affects learning because it is a powerful motivating force.
- You can be demotivated by fear of failure if you have a low self-esteem.
- People with low self-esteem are often dependent and defensive.
- Are self-critical and may also criticise others.
- Often engage in social comparison.
- Expect to fail at something rather than succeed.
- Avoid or are afraid of trying new things.
- Refuse to try or give up after making a mistake.
- All of the above will not be conducive to learning. (Any 3 × 2) (6)

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3.4
- 'A winner is a dreamer who never gives up.'
- 'You can have results or excuses; you can't have both.'
- 'If your circle doesn't inspire you, you don't have a circle, you have a cage.'
- 'Great things never come from comfort zones.'
- 'Pause if you must, but don't stop.'
- 'Success is the best revenge.'
- 'Dreams weigh more than excuses.' (Any 3 × 2) (6)

3.5
- Initiation: What initiates your behaviour.
- Direction: What your actions are directed towards achieving.
- Intensity: How much you want to achieve your goal.
- Persistence: How long you should carry on with your action. (4 × 2) (8)

[30]

QUESTION 4

4.1
- Honest
- Driven
- Energetic
- Self-confident
- Ambitious
- Self-love
- Competitive
- Risk-takers (Any 2 × 2) (4)

4.2
- Activity
- Regularity
- Initial reaction
- Adaptability
- Intensity
- Mood
- Distractibility
- Persistence and attention span
- Sensitivity (Any 4 × 1) (4)

4.3
- Sanguine: A person who is light-hearted and fun-loving, spontaneous and confident.
- Choleric: A person who has the potential to be a good leader or a destructive dictator.
- Melancholic: Someone who is considerate and understanding but often overwhelmed by the weight of the world on their shoulders.
- Phlegmatic: A person who can be reliable, faithful or lazy. (4 × 2) (8)

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4.4 4.4.1 Idealists are creative, caring and warm. They learn well in situations where learning involves values, ideas and stories.

4.4.2 Rationalists are independent and competitive and not really interested in close relationships. They learn well in situations where they are given informative lectures. After the session, they can find out more about the topic.

4.4.3 Artisans are impulsive and live in the moment. They are also very energetic. They learn well in situations that allow them to learn through action.

(3 × 2) (6)

4.5 4.5.1 Extroverts show a preference for seeking,✓✓ engaging in, and enjoying social interactions, whereas introverts tend to be reserved✓✓ and withdrawn in social settings, often preferring to avoid social situations altogether.

4.5.2 Thinkers make decisions rationally based on facts✓✓ and objective criteria, and use logical analysis to solve problems, whereas feelers make decisions based on their personal value system✓✓ and social considerations. They pay attention to their own moral compass and the feelings of others to determine right from wrong, and are less interested in the cold, hard facts.

(2 × 4) (8)

[30]

QUESTION 5

5.1
- Eating too many carbohydrates
- Anxiety
- Stress
- Lack of sleep
- Smoking
- Drug abuse
- Alcohol abuse
- Physical conditions

(Any 6 × 1) (6)

5.2
- Exercising and challenging your brain. Exercise has many known benefits, and it appears that regular physical activity benefits the brain.
- Protecting your head from injury
- Managing stress and depression
- Relaxing and sleeping well
- Having regular medical check-ups
- Not smoking or using drugs
- Eating healthy

(Any 2 × 2) (4)

5.3
- Seeing
- Hearing
- Touching
- Smelling
- Tasting (Any 4 × 1) (4)

5.4
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation (6)

5.5
- Lower-order thinking involves knowledge,✓✓ comprehension, application and analysis.
- Higher-order thinking involves synthesis✓✓ and evaluation. (2 × 2) (4)

5.6
- Perception is a process by which we give meaning to our environment by organising and interpreting sensory impressions. √√
- Perception not only creates our experience of the world around us; it allows us to act within our environment. (2)

5.7
- Visual perceptual problem
- Auditory perceptual problems
- Attention perceptual problems
- Myopia
- Far-sightedness
- Sensory neural deafness
- ADHD (Any 2 × 2) (4)
- **[30]**

TOTAL: 150

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