higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 3

14 November 2022

This marking guideline consists of 9 pages.

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QUESTION 1

1.1	1.1.1	D		
	1.1.2	A		
	1.1.3	C		
	1.1.4	A		
	1.1.5	B		
	1.1.6	B		
	1.1.7	C		
	1.1.8	D		
	1.1.9	A		
	1.1.10	B		
			(10 × 1)	(10)
1.2	1.2.1	True		
	1.2.2	True		
	1.2.3	False		
	1.2.4	True		
	1.2.5	True		
	1.2.6	False		
	1.2.7	False		
	1.2.8	True		
	1.2.9	False		
	1.2.10	True		
			(10 × 1)	(10)
1.3	1.3.1	social		
	1.3.2	memory		
	1.3.3	whole-brain		
	1.3.4	experimental		
	1.3.5	external		
	1.3.6	concentration		
	1.3.7	home		
	1.3.8	feedback		
	1.3.9	play		
	1.3.10	goals		
			(10 × 1)	(10)
				[30]

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QUESTION 2

2.1 2.1.1 Yes✓ – They are doing the tasks together.✓✓

OR

No – The parents are not learning from the activity, they are only doing it because of the children. (1 + any relevant 1 × 2) (3)

2.1.2
- Play includes both part and whole learning.
- Some aspects of play improve physical fitness.
- Play helps children to learn social skills and develop intellectually.
- Play helps children to understand information and adds to what they already know.
- Children learn through play in the first few years of life.
- Children learn rapidly during their first years.
- Play is a fun way for children to learn.
- Many toys are designed with learning in mind. (Any 1 × 2) (2)

2.1.3
- Parents can have conversations with the child, even though the child will not be able to communicate back yet.
- Parents can read stories to their child every night.
- Parents can play games and use words over and over again.
- Parents can show children items and name it. (Any 1 × 2) (2)

2.1.4
- Give the child enough attention and make the child feel loved and accepted.
- Encourage the child to do his/her best.
- Have realistic expectations.
- Do not put too much pressure on the child to perform or do things right.
- Do not be too strict.
- Allow children to think independently.
- Allow children to feel free to ask questions.
- Give children time for free play.
- Give children help when they ask for help.
- Allow the child to struggle a bit and do not help too soon. (Any 3 × 2) (6)

2.1.5
- Use language and speaking activities.
- Do activities that are intellectual in nature.
- Encourage the child to use summaries.
- Read to the child.
- Keep activities structured, planned and ordered.
- Teach them numbers and number values.
- Have reasonable conversations with the child.
- Write and name objects or build puzzles. (6)

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- Play sports with the child.
- Do hand, eye and foot coordination games/activities.
- Sing along with songs. (Any 3 × 2)

2.1.6
- Suspend any effort to teach the child when he/she is upset.
- Try and calm the child down before attempting to continue.
- The child may be tired and need a nap.
- Teach the child that tantrums are not acceptable behaviour.

(Any 2 × 2) (4)

2.2 2.2.1
- Existing knowledge and experiences
- New knowledge
- Integration of new and existing knowledge (3 × 2) (6)

2.2.2
- Combination of ideas in a way that works well
- Adapting new ideas and forgetting old ideas
- Combination of old and new information (Any ONE) (1)

[30]

QUESTION 3

3.1 3.1.1
- He is good with language.
- He is good with mathematics.
- He is analytical.
- He looks to solve problems in a logical, rational way.
- He is structured and ordered. (Any 3 × 2) (6)

3.1.2 A (2)

3.1.3
- Mathematical (numbers, statistics)
- Analytical and critical (analysing situations)
- Logical/Rational thinking (problem solving)
- Problem-solving abilities
- Ordered in planning
- Discovering things by himself (Any 1 × 2) (2)

3.1.4 Agree✓ – The word 'dog' is left brain and the memory of the dog is right brain.✓✓

OR

Disagree – The word 'dog' could just be a cue to think about the dog and he might not take too much time on the word.

(1 + any relevant reason 1 × 2) (3)

3.2
- He likes to discover information for himself.
- He thinks realistically about problems.
- He is able to think logically and find solutions to the problems.
- He has a schedule which he follows to ensure his work is done.
- He is passionate about learning. (Any 2 × 2) (4)

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3.3
- He experiences anxiety.
- He lacks self-confidence. (2 × 2) (4)

3.4
- He can help other learners with mathematics.
- He can read to other learners.
- He can translate the work for the learners.
- He can teach English classes to his peers.
- He can explain mathematical methods to learners.
- He can run study groups for his peers. (Any 2 × 2) (4)

3.5 Nature/Nurture (1)

3.6 **Nature:**
- He was always good at languages.
- He was always good at mathematics.
- The way he thinks is realistic.
- He is analytical and critical.

Nurture:
- He might pay attention in class and be good at mathematics.
- His language skills may come from his parents reading to him.
- Life experience makes him realistic and critical. (Any 2 × 2) (4)

[30]

QUESTION 4

4.1 4.1.1
- Textbook method
- Question-and-answer method
- Drill method (3 × 2) (6)

4.1.2
- The learner can put his/her hand up and ask to explain again.
- The learner will try it on his/her own later.
- The learner can ask again after class or after he/she tried it themselves.
- The learner may ask for help from other people.
- The learner will do research and use other sources to find help.
- The learner will ask the teacher to recommend other sources for the information. (Any 3 × 2) (6)

4.1.3 Cooperative/Participative learning (1 × 2) (2)

4.1.4 Mr Kirby is facilitating the groups in completing the worksheets. (1 × 2) (2)

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4.1.5
- E-learning allows learners to work at their own pace, which is not applicable in this case.
- It is difficult for learners to interact with e-learning.
- Learners cannot assist each other as in a real classroom situation.
- It is difficult to divide the tasks and allocate parts to each member.
- Learners are not in close contact to work as a team.

(Any 1 × 2) (2)

4.1.6
- The activity on reading out of the textbook catered for visual learners.
- Mr Kirby reading catered for audio learners.
- The mentioned activities done during the lesson catered for visual and auditory learners only – there was no tactile activity during the teaching period. (Any 2 × 2) (4)

4.2 Naturalistic intelligence (1 × 2) (2)

4.3 Practical intelligence (1 × 2) (2)

4.4
- Learners should physically explore things with their hands.
- Learners must be active when learning.
- Roleplays, presentations and demonstrations will accommodate a tactile-kinaesthetic learner.
- Study periods should be short (±20 mins) with frequent breaks.
- The educator can encourage the use of lists, headings, dictionaries, glossaries, definitions, handouts, textbooks, essays, reports and manuals.
- There should be touch involved.
- Movement is a good stimulus for kinaesthetic learners.
- Doing things is good for the tactile and kinaesthetic learner.

(1 mark if only touch, movement and doing was indicated)
(Any relevant 2 × 2) (4)
[30]

QUESTION 5

5.1 5.1.1
- Visual and/or audio learners will enjoy the video.
- Audio learners will listen to her instructions.
- All the learners will enjoy completing the tasks.
- Cooperative/Audio learners will enjoy the discussion afterwards with other learners.
- Autonomous learners will enjoy completing the tasks individually. (Any 2 × 2) (4)

5.1.2
- Kinaesthetic learners like movement and doing and watching a video or discussing work is all passive.
- There is no tactile activities during the teaching period.
- There is no physical exploration of aspects. (Any 1 × 2) (2)

5.1.3 The learners must complete the tasks on their own. (1 × 2) (2)

5.1.4
- There are discussions after the lesson.
- The forum is a place learners can interact on. (Any 1 × 2) (2)

5.2
- Suggest that learners use highlighters to highlight important things. This will help organise the information.
- Have zoom calls and demonstrate principles.
- Worksheets are good for visual learners.
- Provide notes with information in pictures, diagrams, mind maps, graphs or slides.
- Ask the learners to create an art piece.
- Learners can suggest ideas of things to make.
- Take notes in class.
- Ask the teacher for written notes.
- Illustrate notes with shapes, forms and pictures. (Any 2 × 2) (4)

5.3
- Learners can record the lesson and listen again.
- Learners can record themselves repeating the information.
- Learners or family members can read aloud to the learner.
- Learners can repeat information aloud after a lesson or during learning.
- Learners can read out text aloud so they can hear it.
- Learners can explain ideas to others.
- Learners can create short songs/tunes to help them remember.

(Any 2 × 2) (4)

5.4
- The learners must remember the instructions given to them to complete the tasks.
- The learners must remember the information and the lesson contents for the assessment.
- Learners must remember what was said because it is not easy to ask for help from the educator once the session is done. (Any 2 × 2) (4)

5.5
- She is doing e-learning.
- She is showing videos.
- She gave them worksheets before the lockdown.
- There are discussions and forums that learners can interact on.

(Any 2 × 2) (4)

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5.6
- Parents must make sure that there are no other devices on during the lessons.
- Parents must make sure the child is paying attention and is not distracted by other things in the house.
- Parents must not be involved in activities that take the child's attention away from the lesson.
- Parents must keep noise around the child to a minimum.
- Parents can have a schedule for the child.
- Parents can ensure that the child is seated in the proper position to learn – not sleeping or lying on the stomach on a bed. (Any 2 × 2) (4)

[30]

QUESTION 6

6.1 6.1.1
- She is not late for work (punctual).
- She is loyal by saying positive things about the work environment.
- She is honest about using social media during work time.

(Any 2 × 2) (4)

6.1.2
- She is professional at work.
- She is dedicated to her work.
- She is a team player. (Any 2 × 2) (4)

6.1.3
- She can be punctual when she meets her friends/family.
- She can be loyal to her friends by not gossiping.
- She can be honest with her friends/family.
- She can resist gossiping about family members.
- She can be caring towards her friends/family members.

(Any 2 × 2) (4)

6.2
- It is what we take for granted about ourselves and others in the world.
- It is what we think is real or true.
- It is what we consider right or wrong.
- It is our understanding of how things are and should be.

(Any relevant answer) (1)

6.3 6.3.1
- She accepts diversity.
- She considers everyone as equal employees of the company.
- She does not use social media during work time.
- She is dedicated to her job.
- She speaks highly of the company she works for. (Any 1 × 2) (2)

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6.3.2
- She believes it is dishonest to use social media during work time.
- She speaks highly of the company she works for.
- She is dedicated to her job.
- She promotes being a professional – working with diverse people. (Any 1 × 2) (2)

6.4 6.4.1
- His behaviour has a negative impact.
- His behaviour creates a situation of unfairness.
- His behaviour is threatening and bully like. (Any 1 × 2) (2)

6.4.2
- Take more responsibility and have respect for others.
- Adopt good ethics which can result in a positive attitude.
- Change attitude to be good, so people are going to treat him like that.
- His belief in the way he treated the educator can lead to trouble in the workplace – he should avoid this. (Any 2 × 2) (4)

6.4.3
- He is threatening to go to the SRC.
- He expects that his work must be taken because he completed the task.
- He has no consideration for the fact that he had longer time in comparison to other students. (Any 2 × 1) (2)

6.4.4
- The educator asked for proof by requesting certificates (both from the doctor and the death certificate).
- The educator did not make a judgement without any proof. (Any 1 × 2) (2)

6.4.5 No (1)

6.4.6
- The educator can accept the task, but there should be consequences for the lie.
- The educator should not accept the task.
- Lerato should face disciplinary action.
- Lerato must get some punishment. (Any 1 × 2) (2)

[30]

TOTAL: 180

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