higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY L4
NQF LEVEL 4

15 November 2022

This marking guideline consists of 9 pages.

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QUESTION 1

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

(10 × 1) (10)

1.2	1.2.1	humour
	1.2.2	chronosystem
	1.2.3	punishment
	1.2.4	constructivism
	1.2.5	modification
	1.2.6	problem-solving
	1.2.7	threats
	1.2.8	mind maps
	1.2.9	enactive
	1.2.10	freedom

(10 × 1) (10)

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

(10 × 1) (10)
[30]

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QUESTION 2

2.1	2.1.1	True
	2.1.2	False
	2.1.3	True
	2.1.4	True
	2.1.5	False
	2.1.6	False
	2.1.7	True
	2.1.8	True
	2.1.9	True
	2.1.10	True
	2.1.11	False
	2.1.12	True
	2.1.13	True
	2.1.14	False
	2.1.15	True

(15 × 1) (15)

2.2	2.2.1	effort
	2.2.2	brainstorming
	2.2.3	new
	2.2.4	involuntary
	2.2.5	journal
	2.2.6	positive
	2.2.7	weaknesses
	2.2.8	sensory
	2.2.9	classified
	2.2.10	non-dominant
	2.2.11	reflection
	2.2.12	stimulate
	2.2.13	control
	2.2.14	random
	2.2.15	interview

(15 × 1) (15)
[30]

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QUESTION 3

3.1
- Pay **attention** to a particular situation/Pay attention to the behaviour of others.
- **Remember** what we paid attention to.
- **Reproduce** or **imitate** what we have seen/Repeat what we observed.
- Have a reason for imitating what we have seen **(motivation**)/had an event or (**opportunity**) for the behaviour to take place. (Any 4 × 2) (8)

3.2 A divergent thinker is able to think of many solutions for one problem.

OR

A divergent thinker works from a single question and finds more than one answer. (Any 1 × 2) (2)

3.3 3.3.1 Amila experienced operant conditioning. (1 × 2) (2)

3.3.2
- Staying behind during break was punishment and that is operant conditioning.
- There were no conditioned or unconditioned stimuli present as in the case of classical conditioning.
- Staying behind changed her behaviour and the negative reinforcement was removed. (Any 2 × 2) (4)

3.3.3 Negative reinforcement✓

- Once she started bringing her work to class, she no longer had to stay in during breaktime✓✓
- The unpleasant action has been removed because of changed behaviour. (1 + 2) (3)

3.3.4 Bandura called this type of learning social learning. (2)

3.3.5
- Frankie experienced vicarious learning/observational ✓✓
- The learning occurred when he watched what happened to Amila and he learnt from what had happened to her. ✓✓

(Any 2 × 2) (4)

3.4
- I saw a student having to do part-time classes because he/she did not work hard. That made me work harder in order to pass.
- After witnessing my friend being locked out of class for arriving late, I made sure I came to class on time.
- I started smoking because my friend was smoking.
- I didn't attend all the classes because nothing happened to my friend when he/she didn't attend. (Any 1 × 2) (2)

3.5
- I learnt the information by doing my practical assessments.
- By visiting Educare centres, I experienced being in a teaching situation.
- I learnt by constructing methods of remembering information.
- Learning how children learn is important to me as a parent.
- I joined a study group and learnt from others. (Any 2 × 2)

(4)

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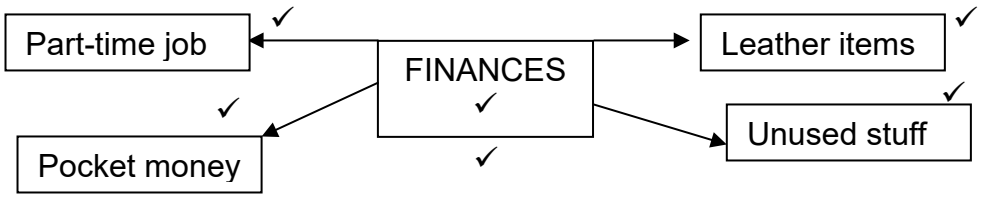
3.6
- Communication
- Teamwork
- Leadership
- Empowering others
- Responsiveness
- Building relationships (Any 4 × 1) (4)

[35]

QUESTION 4

4.1 4.1.1
- Larry earns money through his part-time job.
- He gets pocket money from the parents.
- He sells leather items.
- He decides to sell some of his unused stuff. (Any 3 × 2) (6)

4.1.2



ONE mark for each item, ONE mark for finances as the central point, ONE mark for mind map diagram (6 × 1) (6)

4.2 Higher-order thinking entails thinking 'outside the box', critical thinking, creative thinking and coming up with ideas that are not obvious. (Any 1 × 2) (2)

4.3
- During assessments I applied higher-order thinking for some questions.
- Creating activities during my practical tasks.
- To get transport money while waiting for NSFAS to pay.
- I managed to present my work during lockdown.
- Working on my own on assignments and learning without the help of lecturers. (Any 2 × 2) (4)

4.4
- I compare all the possible solutions and select the one I consider the most practical or with the greatest possibility of success.
- I use my intuition.
- I try one option and move on to the next if it does not work.

(Any 1 × 2) (2)

4.5 4.5.1
- Aptitude is an inborn potential towards certain things we do, without having to make an effort to develop it.
- We have a natural ability to do or understand some things.

(Any 1 × 2) (2)

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4.5.2
- When it rains, I think about having pancakes since my mother used to make pancakes when it rained.
- When I smell vanilla essence, I think about baking when I was younger.
- When I hear a particular song, I think about a holiday at the beach.
- When I touch cotton wool, I think about the clouds we made at school. (Any 2 × 2) (4)

4.6 The maturation theory believes that children's development✓ is determined by their biological makeup.✓✓ (1 + 2) (3)

4.7 4.7.1 Skills
4.7.2 Constraints
4.7.3 Personality (3 × 2) (6)
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QUESTION 5

5.1 5.1.1
- Specific – I want to become a top manager in five years.
- Measurable – It will help him to earn a better salary.
- Attainable – Complete some management courses.
- Realistic – The company is opening more branches, and this creates the opportunity to achieve the goal.
- Time based – I have five years to gain knowledge and experience (Any 2 × 2) (4)

5.1.2
- Locke/Edwin A. Locke
- Latham/Gary P. Latham (2 × 1) (2)

5.2 5.2.1 Personal
5.2.2 Operational
5.2.3 Functional
5.2.4 Personal
(4 × 2) (8)

5.3 5.3.1
- The students are not doing well academically.
- The students are not attending class.
- NSFAS has not paid the students' fees. (Any 1 × 2) (2)

5.3.2
- Mrs Brown asked for registers and analysed them.
- She phoned a few students. (Any 1 × 2) (2)

5.3.3
- Mrs Brown phoned the students.
- Mrs Brown told students if they failed to attend class, they would be deregistered. (Any 1 × 2) (2)

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5.3.4
- Mrs Brown can have a meeting with learners and remind them about the 80% attendance policy.
- Mrs Brown can start a lending scheme whereby learners can borrow money and pay it back later.
- Mrs Brown can ask the hostel personnel to make sure no learners are at the hostel during class time.
- Mrs Brown can advise the learners about lift clubs. (Any 2 × 2) (4)

5.3.5
- Mrs Brown might not have the time to fix the problem since the exam is starting.
- She does not have the money to solve the problem.
- Mrs Brown might be unable to think creatively.
- Not able to view the problem objectively.
- Mrs Brown might be in denial that the problem exists.
- There is a poor monitoring process.
- There might be disagreements when she implements the deregistering of learners. (Any 3 × 2) (6)

5.4
- I was proud that I completed level 3 and passed all my subjects.
- I started recognising my own potential.
- I am taking control of my future.
- With education I have a better future. (Any 2 × 2) (4)

5.5 Self-efficacy (1)
[35]

QUESTION 6

6.1 6.1.1 It is a vertical career position. (2)

6.1.2
- He moved from being a sale representative to a more senior position as store manager.
- Positions for promotion exist.
- The next position he moves into is higher than what he is in now. (Any 1 × 2) (2)

6.1.3
- His name and surname
- His business degree
- Experience as a salesperson (Any 2 × 2) (4)

6.1.4
- He can look for positions on the internet.
- His previous employers may have open positions.
- Recruitment agency
- Word-of-mouth or networking
- Noticeboards
- Professional institutions (Any 2 × 2) (4)

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6.1.5
- Be early for the interview.
- Dress in a professional manner.
- Make sure your clothes are tidy and neat.
- Find out about the company, e.g., mission and vision statement.
- Listen to questions and ask for clarification.
- Think about the question before you answer.
- Be positive when you answer and avoid negative talk.
- Avoid one-word answers or being too long-winded.
- Provide only the facts pertaining to the answer.
- Focus on success and factors that will convince them you are the right person.
- Be truthful, do not exaggerate or undermine your ability.
- Do not focus on areas you would like to avoid.
- Do not tell them how they can improve. (Any 2 × 2) (4)

6.1.6
- Ben completed his degree.
- He paid for his studies.
- He held down a part-time job. (Any 2 × 2) (4)

6.2 Agree✓
Once he completes his degree, he will realise that he can study further, and that hard work does pay off.✓✓

Disagree✓
If Ben does not get a job, he will consider his studies as useless and might become despondent.✓✓ (Any 1 + 2) (3)

6.3 Agree✓
Positive reinforcement increases positive behaviour.✓✓

Disagree
Student has given a valid reason (award 2 marks) (Any 1 + 2) (3)

6.4 Effort
- He took a part-time job to pay for his studies.✓✓
- He worked hard to pass his degree.

Performance
- He achieved excellent results for his assessments. ✓✓

Reward
- He now has a degree and qualification.✓✓
- He can apply for higher-paying jobs. (Any 3 × 2) (6)

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6.5
- Brainstorming
- Humour
- Puzzles
- Mind maps
- Dream journal
- Music
- Writing with the non-dominant hand
- Thinking randomly (Any 3 × 1) (3)

[35]

TOTAL: 200

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