higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 4

(5050114)

15 November 2022 (X-paper)
09:00–12:00

This question paper consists of 12 pages.

325Q1N2215

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TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each section on a new page.
5. Use only a blue or black pen.
6. Write neatly and legibly.

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QUESTION 1

1.1 Various options are given as possible answers to the following questions. Choose the correct answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 According to Maslow, self-actualisation includes … needs.

A food
B aesthetic
C self-esteem
D security

1.1.2 Moods, behaviour and thoughts make up a person's …

A personality.
B characteristics.
C identity.
D ambition.

1.1.3 The creation of internal standards that regulate and adjust unacceptable behaviour is referred to as …

A self-motivation.
B self-actualisation.
C self-awareness.
D self-regulation.

1.1.4 Identifying a problem is the … step in the problem-solving process.

A second
B third
C fourth
D first

1.1.5 Needs linked to affiliation and love refer to …

A family and friendship.
B food and rest.
C independence.
D potential.

1.1.6 A career path that moves sideways through different positions is … in nature.

A vertical
B up
C down
D horizontal

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1.1.7 When ringing a bell and the dog does not respond to it, the bell is known as a/an … stimulus.

A conditioned
B acquired
C neutral
D extinct

1.1.8 When you have held a position in the past, you say you have …

A references.
B a personal profile.
C experience.
D an education.

1.1.9 … is confirmation of the value of a performance.

A Verification
B Validation
C Effort
D Satisfaction

1.1.10 Feeling proud about completing a task successfully is known as … motivation.

A intrinsic
B extrinsic
C modelling
D forced

(10 × 1) (10)

1.2 Complete the following sentences by choosing a word or words from the list below. Write only the answer next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

constructivism; humour; freedom; inactive; chronosystem; problem-solving; mind maps; punishment; threats; modification; enactive

1.2.1 … can be used as a technique to help relieve tension.

1.2.2 'A child had an accident and lost their sight'. This incident will fall under the … in the ecological theory of learning.

1.2.3 … is the introduction of something undesirable in response to undesirable behaviour.

1.2.4 According to Vygotsky, … is when individuals actively create knowledge.

1.2.5 When we change our behaviour, it is called behaviour … .

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1.2.6 … refers to finding a solution to an obstacle you may have.

1.2.7 … are external factors that we don't have any control over.

1.2.8 … refers to a method a person can use to form unexpected links to new ideas in creative problem-solving.

1.2.9 Learning from our own consequential behaviour is called … learning.

1.2.10 A person must have the … to explore and discover alternative ideas in problem-solving.

(10 × 1) (10)

1.3 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.3.1	The theorist that developed multiple-intelligences.	A	musical
1.3.2	A person that has a natural talent for sport.	B	David Ausubel
1.3.3	A person with an accurate pitch and who is good at keeping to a rhythm.	C	Gardner
1.3.4	Developed the ecological theory that studies children in multiple environments.	D	interpersonal
1.3.5	Good at calculations and problem-solving.	E	visual spatial
1.3.6	Conditioning done with the ringing of a bell and a dog.	F	intrapersonal
1.3.7	Learning is made easier for individuals if they create a mental image of the object.	G	bodily kinaesthetic
1.3.8	The theorist that focused on child's development and mental structures as schemas.	H	Skinner
1.3.9	The intelligence that politicians need to be successful.	I	Pavlov
1.3.10	Learners that are good at reading maps and creating art.	J	logical mathematical
		K	Bronfenbrenner
		L	Jean Piaget

(10 × 1) (10)

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QUESTION 2

2.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (2.1.1–2.1.15) in the ANSWER BOOK.

2.1.1 Extinction is when behaviour stops altogether.

2.1.2 According to the Maturation theory of learning, educators must introduce certain skills to the learner at certain times of their development.

2.1.3 Problem-solving means eliminating causes from a variety of options that may be available.

2.1.4 Creative problem-solving people are flexible and look at problems from different angles.

2.1.5 An unsuccessful solution to a problem means that the individual is now stuck with the problem.

2.1.6 Goals should not be challenging and impossible to achieve.

2.1.7 To stimulate creativity, learners must be allowed to engage in an open task without set answers.

2.1.8 Social experiences are a fundamental aspect of socio-cultural learning.

2.1.9 Pleasant behaviour results in positive reinforcement.

2.1.10 When a problem affects more than one person, we can experience disagreement regarding the solution and its implementation.

2.1.11 A CV must only contain your information, not a covering letter.

2.1.12 Problem-solving is a complex process by nature.

2.1.13 Hearing other people's viewpoints and opinions can be very valuable in identifying possible causes to a problem.

2.1.14 People are always confident about the solution to their problems.

2.1.15 The concept of reciprocal determinism is also known as the interactional view.

(15 × 1) (15)

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2.2 Choose the correct answer from those given in brackets. Write only the answer next to the question number (2.2.1–2.2.15) in the ANSWER BOOK.

2.2.1 High goals lead to more (effort/affects) being given by an individual, in comparison to low goals.

2.2.2 (Brainstorming/Flow charts) is/are an effective way of creating ideas.

2.2.3 A goal must be (old/new) to develop cognitive strategies that are relevant.

2.2.4 During classical conditioning, behaviour is (voluntary/involuntary).

2.2.5 We can use a (textbook/journal) to write down our thoughts.

2.2.6 Smiles and affection are a form of (negative/positive) reinforcement.

2.2.7 Shortcomings is/are (work/weaknesses) that can be improved on.

2.2.8 When a person's (sensory/sensation) inputs are engaged, it can help with the stimulation of creativity.

2.2.9 The (classical/classified) section in the newspaper advertises job opportunities.

2.2.10 Writing with your (dominant/non-dominant) hand will help to improve creativity.

2.2.11 Self- (reflection/regulation) is thinking about one's own behaviour.

2.2.12 Puzzles, riddles and games help to (simulate/stimulate) creative thinking.

2.2.13 Empowerment means to have (concern/control) over situations.

2.2.14 Listening to music can help stimulate (random/rigid) thinking.

2.2.15 Potential employees will be called for an (interview/intervention) to see if they are suitable for the position.

(15 x 1) (15)
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QUESTION 3

3.1 Discuss FOUR steps that must be taken for observational learning to be effective. (4 × 2) (8)

3.2 What does it mean to be a divergent thinker? (2)

3.3 Read the following scenario and answer the questions that follow.

> Amila forgot to do her homework. She did not look at her homework book where she noted her homework down. Mrs Malcolm told Amila she would have to stay in the classroom during break to complete the worksheet. Amila realised that she could not just trust her memory – she needed to check her homework book to make sure she has done all the work. From that moment, Amila never forgot her work again. She was allowed to go out during break, because she had completed her work. Frankie realised that Amila had stayed in the classroom during break time, because she had forgotten to do her homework. He makes sure he checks his homework book and completes his work every day. He had a similar experience once when he forgot his sports clothes.

3.3.1 Identify the type of conditioning that Amila experienced. (2)

3.3.2 Justify your answer in QUESTION 3.3.1 by providing TWO reasons. (2 × 2) (4)

3.3.3 When Amila brought her work to school, she could go out to play.

Is this an example of positive or negative reinforcement? Justify your answer. (1 + 2) (3)

3.3.4 Frankie learnt by observing what had happened to Amila.

Name the theory by Bandura, that indicates that individuals learn by observing. (2)

3.3.5 Name and discuss the type of learning experienced by Frankie. (2 × 2) (4)

3.4 From your experience, highlight ONE example of a new behaviour (positive/negative) you adopted by observing others. (2)

3.5 Discuss TWO examples where you applied Dewey's guidelines for successful education in your life. (2 × 2) (4)

3.6 List FOUR examples of interpersonal competencies. (4 × 1) (4)

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QUESTION 4

4.1 Read the following scenario and answer the questions that follow.

> Larry wanted to go on holiday, but unfortunately had a financial problem. He was optimistic that he would make enough money with his part-time job, the pocket money he received from his parents and by making and selling leather items. Larry also decided to sell some of his games and videos he no longer used. With the Covid-19 lockdown, he could not go to the flea market to sell his leather items. He realised that he had a challenge, but grew optimistic when his friend told him about selling his items online. He viewed this as a new opportunity. His perseverance and hard work were paying off.

4.1.1 Explain THREE ways in which Larry's financial problem is being solved. (3 × 2) (6)

4.1.2 Draw a mind map for Larry showing the different opportunities of how he is making money. Use the concept of 'finances' as the central idea. (6 × 1) (6)

4.2 In your opinion, what does the concept of higher-order thinking mean? (2)

4.3 Outline TWO examples where you had to apply higher-order thinking and thinking 'out of the box' to solve a problem. (2 × 2) (4)

4.4 Discuss how you would go about making sure that you chose the best solution for your problems. (2)

4.5 Read the following extract and answer the questions that follow.

> Finding out how people learn and the best way to learn has been a topic for discussion for a very long time. Mr Gladwell noticed that some of his students have an aptitude for either mathematics or language. He observes how differently the learners think about a problem he asked them to solve, how the environment influences their understanding of the problem and how they learn from the problem. According to Gagné, people receive stimuli from the environment. Our senses – hearing, smelling, seeing, touching and tasting – are the cues that activate the memory.

4.5.1 Why, in your opinion, does aptitude refer to a person's natural ability? (2)

4.5.2 Elaborate, using TWO examples, how your senses triggered a memory that took you back to your past. (2 × 2) (4)

4.6 The influence the environment has on a learner cannot be linked to the Theory of Maturation. Why can this link not be made? (3)

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4.7 Various factors need to be considered when choosing a career. Name the factor that is considered by choosing an option from the list. Write the factor next to the answer (4.7.1 – 4.7.3) in the ANSWER BOOK.

skills; motivation; ambition; values; constraints; personality; opportunity

4.7.1 Mikayla achieved 97% in mathematics at the end of her level 4 year.

4.7.2 Kyle would like to study engineering after he completes his level 4 certificate, but unfortunately does not qualify for a bursary. His parents do not have the funds to send him to university.

4.7.3 Lihle is a very quiet young lady, who prefers to work alone and would one day like to work alone in an office. (3 × 2) (6)

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QUESTION 5

5.1 Read the following scenario and answer the questions that follow.

Jamile is very self-confident and knows that he wants to become one of the top managers at his company. He is one of the junior marketing employees and is waiting to hear if he has been promoted to the supervisor's position. He is very experienced from working at the company, especially with the suppliers that serve the company. He is very thorough and flexible and, at times, uses his intuition to perform tasks.

5.1.1 With reference to the SMART concept, identify TWO elements to help Jamile set goals for his future. (2 × 2) (4)

5.1.2 Name the TWO theorists that proposed the goal theory of motivation. (2 × 1) (2)

5.2 Read the following statements and identify the core competencies used in the statement. Write only 'personal', 'operational', 'functional' or 'interpersonal' next to the question number (5.2.1–5.2.4) in your ANSWER BOOK.

5.2.1 Jamile is very self-confident.

5.2.2 He can see himself as one of the top managers.

5.2.3 He has a lot of knowledge and experience in the company.

5.2.4 Jamile uses his intuition and is flexible.

(4 × 2) (8)

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5.3 Read the scenario below and answer the questions that follow.

Mrs Brown noticed that learners in level 4 were not doing well. She asked the lecturers for attendance registers. Analysis of the registers revealed that students did not attend classes. She phoned a few students and they explained that NSFAS had not yet paid their transport allowance. She also noticed that students who resided in the hostel were not attending. The hostel is walking distance from the college. Mrs Brown told the learners that if they did not attend classes, they would be deregistered. The learners did not agree with the steps. According to them, they were studying at home and did not need to attend class.

5.3.1 Outline ONE problem that exists in the scenario. (2)

5.3.2 What did Mrs Brown do to identify the problem? (2)

5.3.3 Identify ONE strategy Mrs Brown used to try and solve the problem. (2)

5.3.4 Recommend TWO solutions that you think can solve the problem that Mrs Brown is experiencing. (2 × 2) (4)

5.3.5 Identify THREE obstacles that Mrs Brown may face in solving the problem. (3 × 2) (6)

5.4 Explain TWO intrinsic motivation strategies that you have used to complete your studies. (2 × 2) (4)

5.5 Setting high goals, committing to them and believing you have the ability to reach those goals is known as … . (1)

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QUESTION 6

6.1 Read the following scenario and answer the questions that follow.

Ben Dube has completed his Business Management degree and always achieved excellent results for his assessments. He worked as a sales representative during his studies to pay his fees. He applied for a store manager position that was advertised in the local newspaper. During the interview, they told him that if he started as a store manager ,there would still be opportunities for growth in his career, such as becoming a district manager.

6.1.1 Is the position that Ben is applying for a vertical or horizontal career path? (2)

6.1.2 Justify your answer to QUESTION 6.1.1. (2)

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6.1.3 Outline TWO aspects from the scenario that Ben would be able to use in his CV. (2 × 2) (4)

6.1.4 Where else could Ben look for job opportunities should he not be successful at finding a job in the newspaper? Suggest TWO options. (2 × 2) (4)

6.1.5 What advice would you give Ben regarding the interview? List TWO points. (2 × 2) (4)

6.1.6 Identify TWO events from the scenario, that can increase Ben's intrinsic motivation. (2 × 2) (4)

6.2 Obtaining his degree can be considered positive reinforcement for Ben. Do you agree or disagree? Justify your answer. (1 + 2) (3)

6.3 Positive reinforcement played a vital role towards Ben's decision to further his studies.

Do you agree or disagree with this statement? Justify your answer. (1 + 2) (3)

6.4 Effort, performance and reward form the basis of Vroom's theory. Select the actions Ben took that match Vroom's theory of expectancy. (3 × 2) (6)

6.5 List THREE techniques that you can use for improving creativity. (3 × 1) (3)

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TOTAL: 200

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