higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 4

24 November 2023

This marking guideline consists of 10 pages.

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QUESTION 1

1.1	1.1.1	B
	1.1.2	D
	1.1.3	C
	1.1.4	A
	1.1.5	C
	1.1.6	D
	1.1.7	B
	1.1.8	C
	1.1.9	C
	1.1.10	A
	1.1.11	B
	1.1.12	D
	1.1.13	C
	1.1.14	A
	1.1.15	A

(15 × 1) (15)

1.2	1.2.1	True
	1.2.2	True
	1.2.3	True
	1.2.4	True
	1.2.5	False
	1.2.6	True
	1.2.7	False
	1.2.8	False
	1.2.9	True
	1.2.10	True
	1.2.11	True
	1.2.12	False
	1.2.13	True
	1.2.14	False
	1.2.15	False

(15 × 1) (15)
[30]

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QUESTION 2

2.1
2.1.1 C
2.1.2 G
2.1.3 D
2.1.4 F
2.1.5 A
2.1.6 H
2.1.7 J
2.1.8 E
2.1.9 K
2.1.10 B

(10 × 1) (10)

2.2
2.2.1 Perceptual
2.2.2 Cat
2.2.3 Learning style
2.2.4 Networking
2.2.5 Voluntarily
2.2.6 Money
2.2.7 Introversion
2.2.8 Receptors
2.2.9 Empowerment
2.2.10 Mediation

(10 × 1) (10)

2.3 The learners are active and placed at the centre of the learning process.
(Any relevant interpretation) (2)

2.4
- Curiosity
- Tackle/Take on/Try to solve challenges
- Optimism
- Will not judge or criticise
- View problems as opportunities
- Perseverance
- Flexibility
- Divergent thinking
- Hardworking
- In tune with the environment
- Fluency
- Elaboration
- Intuition
- Incubation
- Autonomy
- Applying knowledge creatively
- Self-assurance
- Resistance to acculturation
- Independence
- Introversion
- Curiosity
- Intelligence
- Think of ideas rapidly

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- Enjoy challenges (Any of the above or relevant answers) (3 × 1) (3)

2.5
- A natural response
- Reflex response
- Involuntary response
- Automatic response
- Unconditioned response (Any ONE of the above or relevant answer) (1)

2.6
- Physiological
- Safety
- Affiliation and love or love and belonging or belonging
- Esteem (Naming of each level may vary) (4 × 1) (4)

[30]

QUESTION 3

3.1
3.1.1 Solution
3.1.2 Application
3.1.3 Group
3.1.4 Brainstorming
3.1.5 Feedback
3.1.6 Confidence
3.1.7 Competencies
3.1.8 Macro
3.1.9 Humour
3.1.10 Acquisition
3.1.11 Go back
3.1.12 Interview
3.1.13 Hypothesis
3.1.14 Denial
3.1.15 Image

(15 × 1) (15)

3.2 Decentration (1)

3.3 Learners see many solutions for one problem.

OR

Being different – developing in different directions. (Any relevant answer) (1)

3.4 3.4.1
- Naturalistic
- Logical-mathematical
- Bodily-kinaesthetic (3 × 2) (6)

3.4.2
- Josh made use of abstract thinking by seeing how big the trees would be when fully grown.
- He thought about the future and about how much income he could make. (Any relevant answer) (2 × 2) (4)

3.4.3
- Josh knows what happens in nature and on a farm. He is aware that trees take a long time to produce fruit.
- He knows how big trees grow and how far apart he must plant them to accommodate the growth. (Any relevant answer) (2 × 2) (4)

3.5 3.5.1
- Nature has taught Josh to be patient because he has to wait for the trees to grow before they bear fruit.
- Nature has dictated to Josh how or when he should plant the trees.
- Nature has taught Josh that he cannot change how things unfold in nature.

(Any ONE of the above-mentioned or relevant answer) (1 × 2) (2)

3.5.2
- The knowledge Josh has is not related to his biological age.
- The knowledge Josh has is above that of his biological age.

(Any ONE of the above-mentioned or relevant answer) (1 × 2) (2)

[35]

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QUESTION 4

4.1 4.1.1
- Patrick thought about the request and chose not to participate. He had the freedom to choose what to do.
- Although his friends tried to pressure him into doing something wrong, he had the freedom to do what he thought was right.
- Patrick had the freedom to think differently compared to his friends.

(Any ONE of the above or relevant answer) (1 × 2) (2)

4.1.2
- They had to egg him on.
- They told him that they had done it before and didn't get into trouble.
- They came to his house with cans of spray paint.

(Any ONE of the above or relevant answer) (1 × 2) (2)

4.1.3
- The friends collaborated by painting walls together.
- They all arrived at his house prepared with paint.

(Any ONE of the above) (1 × 2) (2)

4.1.4 Visual/Spatial (2)

4.2 4.2.1
- He thought of getting caught and getting into trouble.
- He thought about being suspended.
- He realised that he could have a bad record against his name.
- He would be devastated if he would lose the bursary.
- He did not want to be grounded by his parents.

(Any TWO of the above or relevant answers) (2 × 2) (4)

4.2.2
- Patrick thought about the consequences of his actions and how the future will turn out in the event of being caught.
- Patrick did self-regulation by knowing right from wrong and doing the right thing.

(Any ONE of the above or relevant answer) (1 × 2) (2)

4.3
- His parents
- His friends
- The school
- The university
- Accept when learners mention the teachers.

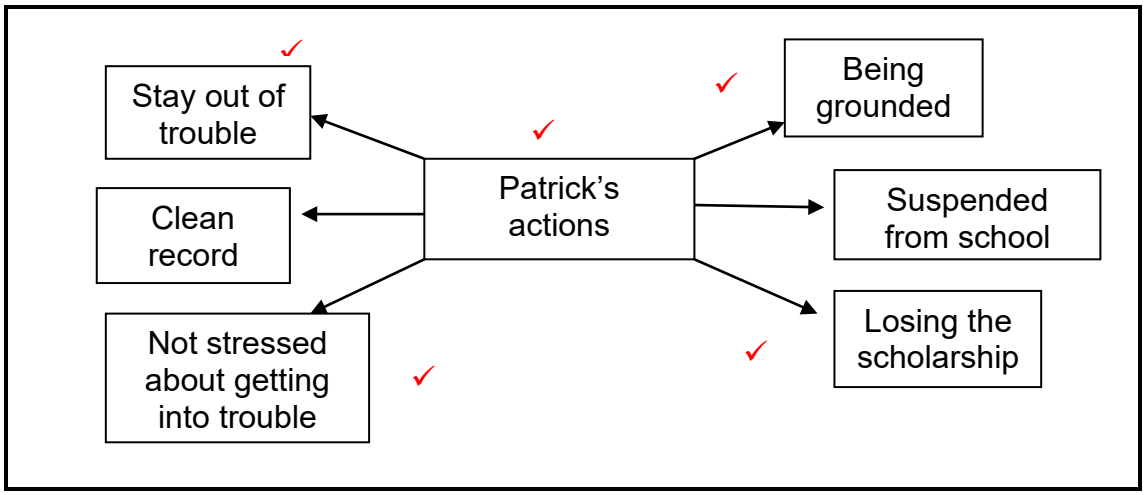
(Any THREE of the above or relevant answers) (3 × 2) (6)

4.4
- His actions were not naturally reflexive as with classical conditioning.
- There were consequences of the behaviour as per typical operant conditioning.
- There was punishment linked to the behaviour.

(Any TWO of the above or relevant answers) (2 × 2) (4)

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4.5



(1 mark for any description of the map related to Patrick's actions) (1)
(Any TWO positive consequences and any TWO negative consequences. (2 + 2) (5)

4.6

- Time- I have been studying and working and therefore I do not have enough time to complete my practical's/homework.
- Money- I have not received my transport allowance; therefore, I am unable to attend college regularly.
- Fear of incompetence- I hesitate to ask questions in class, with the fear that I may seem incompetent.

(Any THREE relevant barriers with an explanation) (3 × 2) (6)
[35]

QUESTION 5

5.1 5.1.1
- Keto sits down and discusses Thabo's dreams and goals with him.
- Keto emphasises the consequences of his choices.

(Any relevant 1 × 2) (2)

- Gobo wants to tell Thabo what to do.
- Gobo does not take time to find out what Thabo's dreams and goals are. (Any relevant 1 × 2) (2)

5.1.2
- Keto praises Thabo and encourages him towards achievements.
- Keto gives positive feedback to improve his behaviour.
- Keto makes use of positive reinforcement.
- Keto discusses the steps with Thabo.
- Keto guides Thabo when she thinks there are better ways.

(Any TWO of the above or relevant answers) (2 × 2) (4)

5.1.3
- Thabo is engaged in setting steps for himself and aims to carry them out.
- The tasks are relevant to his success.
- He is not alone, but has the interest and support of his mother.
- He is developing skills such as goal-setting, goal adjustment and recognising when things are not working.
- Thabo can ask for help, communicate with his mother and think about alternatives when things are not working out.

(Any TWO of the above or relevant answers) (2 × 2) (4)

5.1.4
- Thabo is in control of the steps he has to take, while Keto is just facilitating the process.
- Keto is providing Thabo with the tools that he needs to succeed.
- Thabo has the desire to do well.
- Thabo has confidence in his ability to succeed.
- Thabo does not give up when he gets negative feedback.

(Any TWO of the above or relevant answers) (2 × 2) (4)

5.2 5.2.1
- Thabo thinks about the consequences of his choices and behaviour.
- He sometimes feels that the steps he has taken are not working.
- Gobo's attitude can be considered a problem he has encountered.
- Despite Gobo's negative input he stays on course.

(Any ONE of the above or relevant answer) (1 × 2) (2)

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5.2.2
- Thabo considers the consequences of his actions.
- He thinks about his choices and behaviour.
- Keto guides Thabo towards better methods.
- He is still on course and the steps are leading him to his goals.
- The choices he is making have the least disadvantage for Thabo. (Any THREE of the above or relevant answers) (3 × 2) (6)

5.2.3
- When Thabo feels things are not working, he discusses it with his mother.
- He makes the necessary adjustments to stay on course. (2 × 2) (4)

5.3 5.3.1
- Gobo's negative input can create insecurity and fear in Thabo.
- When his choices do not work out, he may start to doubt the choices he made.
- Difficult tasks may make him feel incompetent.

(Any ONE of the above or relevant answer) (1 × 2) (2)

5.3.2
- Agree✓ (1)
- He has his mother's support, guidance and encouragement.✓✓ He is on course so far and has been successful with the steps he has taken. (Any relevant 1 × 2) (2)

OR OR

- Disagree✓ (1)
- The steps he has taken may get too difficult as he gets closer to his goals.✓✓
- He may get discouraged when he thinks it is hard work and not worth the effort. (Any relevant 1 × 2) (2)

5.3.3
- With enough intrinsic motivation Thabo may still reach his goals.
- Thabo may lose interest and give up his dreams and goals.
- Thabo may find help from other sources such as his teachers.

(Any ONE of the above or relevant answer) (2)
[35]

QUESTION 6

6.1 6.1.1
- Sarah has patience.
- She has empathy with children. (2 × 2) (4)

6.1.2
- She completed Level 4 and studied to obtain a qualification.
- She is planning to open an educare centre.
- She did research on her own.
- She did not stand back when she saw a need but she is doing something about it.

(Any TWO of the above or relevant answers) (2 × 2) (4)

6.1.3
- Sarah spoke to some parents.
- She researched information on the internet.
- She experienced challenges of her own while she was at school. (Any 2 × 2) (4)

6.1.4
- The difficulties she had at school prompted her career direction of becoming an educator.
- Teaching has shown her there are many children with the same problems she experienced at school and they need help early in life. (Any ONE of the above or relevant answer) (1 × 2) (2)

6.1.5
- She will go from being an educator to the principal of her own daycare centre.
- She will be in charge of other educators in her daycare centre.

(Any ONE) (1 × 2) (2)

6.2 6.2.1
- What experience do you have?
- What qualifications do you have?
- Do you love working with children?
- Can you deal with special needs children?
- Do you have patience with children?
- How will you handle the situation when children behave badly?

(Any TWO of the above or relevant questions) (2 × 2) (4)

6.2.2 The person should:
- have an understanding of children, especially children with special needs.
- be able to communicate with children.
- be creative and able to use his/her initiative.
- be able to work in a team.
- be able to form a relationship with the children and their parents.

(Any TWO of the above or relevant answers) (2 × 2) (4)

6.2.3
- Her goals are specific and measurable.
- Setting up her school will be challenging but not impossible.
- She sets her goals and believes in her ability to succeed in achieving them.
- She is setting her own goals.

(Any TWO of the above or relevant answers) (2 × 2) (4)

6.2.4
- She puts effort into her studies and she qualified.
- The more effort put in, the higher the reward.
- Part of the reward is to satisfy a need.
- Her desires are strong enough to make the effort towards establishing her own daycare centre.

(Any ONE of the above or relevant answer) (1 × 2) (2)

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6.2.5
- One of the self-actualisation characteristics is when we can reach the point where we can give back to others. Sarah plans on giving back to others by helping them.
- She has higher knowledge and understanding of special needs children.
- She has a lack of prejudice, because she believes all children should have a chance at an education.

(Any ONE of the above or relevant answer) (1 × 2) (2)

6.3
- Moral
- Creative
- Spontaneous
- Problem-solving
- Acceptance of others
- Acceptance of facts
- Integrity
- Goodness
- Uniqueness
- Perfection
- Meaningfulness
- Humour

(Any THREE of the above or relevant answers) (3 × 1) (3)
[35]

TOTAL: 200

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