higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LEARNING PSYCHOLOGY
NQF LEVEL 4

9 March 2020

This marking guideline consists of 8 pages.

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QUESTION 1

1.1
1.1.1 behaviourist theory of learning
1.1.2 socio-cultural theory
1.1.3 theory of maturation
1.1.4 cognitive learning theory
1.1.5 expectancy theory
1.1.6 theory of social learning
1.1.7 ecological theory
1.1.8 competences
1.1.9 constructivist learning theory
1.1.10 goal theory of motivation

(10 × 1) (10)

1.2
- Attention
- Retention
- Reproduction
- Motivation/Opportunity (4)

1.3
1.3.1 Positive reinforcement
1.3.2 Punishment
1.3.3 Removal
1.3.4 Negative reinforcement

(4 × 2) (8)

1.4
1.4.1 Assimilation is when we add new information into schemas that we already have. We make the new information fit with what we already know.

1.4.2 Accommodation takes place when we change a schema that we have to make sense of new information – we accommodate what is new.

1.4.3 Equilibration is when we balance taking in new information and changing what we already know to make sense of a new situation.

(Any reasonable explanations 3 × 3) (9)

1.5
1.5.1
- The educator can have a routine first thing in the morning of having the learners choose a song to sing.
- The educator can allow five minutes of general talking and sharing before starting lessons.

(Any TWO suitable examples 2 × 2) (4)

1.6 Not all learners think or learn the same way✓✓ and it is important for the educator to accommodate all the learners so that they feel at ease when learning✓✓ and develop the different skills they have.✓

(Any suitable answer) (5)
[40]

QUESTION 2

2.1
- Time available to solve the problem
- Money available to fix the problem
- Other resources available to fix the problem
- Fear of being wrong
- Fear of looking incompetent
- Inability to think creatively
- Inability to view the problem objectively
- Inability to see past the problem because of emotions
- Belief that you are not good enough
- Stress and anxiety
- Denial of the problem's existence
- Disagreements about what the actual problem is (Any 5 × 1) (5)

2.2
- What?
- Where?
- How?
- When?
- With whom?
- Why? (Any 4 × 1) (4)

2.3
- Brainstorming discussions
- Art lessons
- Puzzles
- Using mind maps
- Writing in a journal
- Listening to music
- Writing with non-dominant hand (Any relevant answers 5 × 1) (5)

2.4 2.4.1
- Have the learners plant fruit or vegetables in the garden.
- Learners can bring fruit and vegetables from home to 'show and tell'. (Any ONE suitable activity) (2)

2.4.2
- Have learners create posters with the names of fruit and vegetables.
- Read books about gardening. (Any ONE suitable activity) (2)

2.4.3
- Draw or paint pictures of fruit or vegetables.
- Create a fruit or vegetable out of recycled material.

(Any ONE suitable activity) (2)

2.4.4
- Create songs of fruit and vegetables.
- Sing along to songs about fruit and vegetables.

(Any ONE suitable activity) (2)

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2.5
- No, the educator needs to also focus on how the child interacts with the environment.
- No, the educator needs to focus on the holistic development of the child and not just the biological.
- No, the social and emotional development of the child is also important.
- No, an educator should assess all areas of a child's progress in order to make that decision

(Any suitable answers 2 × 2) (4)

2.6
2.6.1 School,✓ daycare,✓ family, friends, neighbourhood, parents
2.6.2 School, ✓ friends✓, neighbour, home
2.6.3 Community services,✓ parents' workplace✓
2.6.4 Culture,✓ values,✓ laws, customs, traditions, norms

(4 × 2) (8)

2.7 2.7.1
- Freedom/Space to think✓ (noisy at home)✓
- Belief in own abilities✓ (starting to doubt herself)✓
- Encouragement and support✓ (her family believes it is a waste of time)✓

(3 × 2) (6)

[40]

QUESTION 3

3.1 3.1.1 The belief that there is always something that can be done to solve the problem

3.1.2 The need to know what things are and how they work, usually by asking questions

3.1.3 To keep on trying to do something in spite of difficulties

(3 × 2) (6)

3.2 3.2.1
- Her classmates come to school hungry
- Learners are unable to concentrate because of hunger

(Any 1 × 2) (2)

3.2.2

POSSIBLE SOLUTION	ADVANTAGE	DISADVANTAGE
• Create a feeding scheme at school	• Learners will be fed on a regular basis	• It requires a lot of planning and support
• Ask other learners to bring extra sandwiches	• Peers feel involved in helping each other	• Hungry learners could feel ashamed/embarrassed for getting handouts from their peers
• Ask for donations from the community	• Learners won't be hungry as often	• Community members might not always be able to help
• Organise a fundraiser	• Money can be raised to buy food	• It requires money to organise a fundraiser
• Ask educators to bring any extra food from home	• Educators can help learners concentrate in class	• It may become expensive for educators to bring food from their own homes

(3 × 2) + (6 + 6) (18)

3.2.3 Ask for food donations from the community.
Reason: NO money will have to be spent in order to feed the children.
(TWO marks for best option and TWO marks for appropriate reason)

(2 × 2) (4)

3.3
- Willingness to take risks
- Sense of humour
- Flexibility
- Ability to accept new ideas
- Independence
- Self-motivation
- Curiosity and thinking 'out of the box'
- Coming up with many solutions to problems
- Ability to use ideas in different ways
- Enjoying challenges
- Ability to use imagination
- Optimism
- Knowing that solutions can always be found
- Not affected by criticism
- Hard-working
- Persistence, never giving up

(Any relevant answers 6 × 1) (6)

3.4
- Encourage learners to believe that they have the ability to perform tasks.
- Help them to understand that they can still succeed, even after failed attempts.
- Make the learner feel competent and give them confidence.
- Provide feedback to the learner.
- Introduce new materials at a manageable level.
- Encourage the learner to work longer and harder at their goals.
- Encourage the learner to set priorities. (Any suitable answers) (2 × 2) (4)

[40]

QUESTION 4

4.1 A model showing different levels✓ in which our needs are structured,✓ with basic needs of survival on the lower levels✓ and the need to fulfil our potential on the higher levels.✓ (4)

4.2
4.2.1 D
4.2.2 A
4.2.3 B
4.2.4 E
4.2.5 C

(5 × 1) (5)

4.3
- Learners are unable to concentrate in class.
- Learners start to misbehave in class.
- Learners may steal lunch from other learners.
- Learners may be absent a lot.
- Learners may fall asleep in class.
- Learners may not have the correct uniform. (Any suitable answers 3 × 2) (6)

4.4 The effort you as an individual put into a task✓ will determine the performance during the task,✓ which will lead to a particular reward or outcome.✓ (3)

4.5
- To be motivated in order to achieve what you have set out to do
- To become the person you would like to be one day
- In order to succeed in life
- To be able to get studying done on time (Any suitable answer 1 × 2) (2)

4.6
- Functional competency
- Personal competency
- Operational competency
- Interpersonal competency (4)

4.7 4.7.1 A The lady is daydreaming about winning the trophy and motivating herself to do well. (2 × 2) (4)

4.7.2 B The boss is motivating the employee by offering a monetary reward. (2 × 2) (4)

4.8 1.4.1 Enactive
1.4.2 Vicarious
1.4.3 Enactive
1.4.4 Vicarious

(4 × 2) (8)
[40]

QUESTION 5

5.1
- Personal details
- Personal profile
- Education
- Achievements
- Work experience
- Special skills
- References (Any relevant 4 × 1) (4)

5.2
- Personality✓ – determines the things that you like doing and the things that you don't like doing✓
- Motivation✓ – what drives you will shape your career choice✓
- Skills✓ – what you are good at doing will help you to choose a specific career✓
- Values✓ – what you consider right and wrong and what is important to you✓
- Constraints✓ – things that limit your freedom to do what you want✓
- Ambitions✓ – strong desires to achieve goals, success, fame and power✓
- Opportunities✓ – the available posts in your area/city; the need for your skills✓

(Any THREE factors with THREE explanations for each factor) (3 × 2) (6)

5.3
- It means earning a lot of money and never needing anything.
- It means reaching the highest position in my field.
- It means owning my own business.
- It means helping as many people as possible.
- It means feeling good about myself and enjoying my job.

(Any suitable answers 2 × 2) (4)

5.4
- What does being a principal mean to you?
- How will you gain the respect of the educators and learners at your school?
- What experience do you have as a principal at a school?
- What would you do to improve discipline at your school?

(Any THREE questions that relate to the post of a principal) 3 × 2) (6)

5.5

Your street address✓✓

DATE: before 20 June 2020✓✓

Name of person and title
Mr Delfava (Head of Programme)✓✓
St Mary's Catholic School
11 Well Street, Woodstock
Cape Town

Dear Mr Delfava

SUBJECT LINE: Teacher's assistant needed✓✓

Introduction: Reason for applying (I meet the requirements); Specific post that is available (teacher's assistant); Where the advertisement was seen (Daily Times)✓✓ (any ONE point)

Body: Explanation as to why you would like to work for that specific school (You are a Catholic, you are passionate, you are committed), qualifications, skills, refer to CV, you are the right age✓✓✓✓ (any TWO points)

Closing: Indicate a desire for an interview✓✓

Sincerely

Your name

(Letter should relate to the advertisement.) (8 × 2) (16)

5.6
- Encourage learners to ask many questions.
- Allow opportunities for learners to design and build something that they have to use for a specific purpose.
- Encourage learners to explore and experiment.
- Set tasks that must be done outside the school environment.
- Allow opportunities for physical exercise.
- Provide games that encourage brain stimulation.

(Any relevant answers 2 × 2) (4)

[40]

TOTAL: 200

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