higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

(5050104)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4
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. Use only a black or blue pen.
5. Write neatly and legibly.

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SECTION A

QUESTION 1

Choose the correct term from those in brackets. Write only the answer next to the question number (1.1–1.20) in the ANSWER BOOK.

1.1 In South Africa, the legal minimum school leaving age is (15/16) years old.

1.2 The qualification of a national certificate falls in the (GET/TVET) band.

1.3 The NQF (divides/unites) all education and training systems.

1.4 An NQF level 4 certificate equals a Grade (11/12) certificate.

1.5 (Fundamental/Core) learning is the subjects that we need before we can start a qualification.

1.6 White Paper (5/6) focuses on meeting the challenges of early childhood development.

1.7 (Baseline/Diagnostic) assessment can help to identify strengths and weaknesses of a learner.

1.8 (Learning Outcomes/Assessment Standards) focus on the skills, knowledge and values that learners need to achieve.

1.9 Learners must be (discouraged/encouraged) to participate in the culture of the educational institution.

1.10 The ability to organise and manage oneself is a (developmental/critical) outcome.

1.11 A (nation/community) is a group of people with unifying characteristics or interest living together.

1.12 Neighbourhood Watch is an example of community (prejudice/networks).

1.13 (Extrinsic/Intrinsic) barriers are challenges that learners can control.

1.14 Work schedules (are not/are) limited to a Grade or a year.

1.15 People (are not/are) born with critical thinking skills.

1.16 Critical thinking will develop learners' thinking skills to a higher level of thinking in (Bloom's taxonomy/Maslow's hierarchy).

1.17 (Closed/Open) questions will encourage learners to question information and to think critically about facts.

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1.18 According to Freire, learners and teachers must enter into (dialogue/arguments) to improve the quality of the educational process.

1.19 (Rudyard Kipling/Peter Elbow) developed the Doubting and Believing Game to really understand both sides of an argument.

1.20 Constant critical questioning forces one to take (a specific factor/all factors) in a situation into account before drawing a conclusion.

(20 × 1) **[20]**

QUESTION 2

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.1–2.20) in the ANSWER BOOK.

2.1 The Revised National Curriculum Statement is now officially known as the National Curriculum Statement.

2.2 The curriculum was originally revised to implement OBE.

2.3 ABET is an outcomes-based educational and training programme for young learners with no or little prior educational qualifications.

2.4 Mathematics and Life Orientation are part of the fundamental subjects that teach learners essential skills.

2.5 One official language forms part of all education and development programmes and is compulsory.

2.6 The opportunity for learners to move up the NQF band contributes to the value of lifelong learning.

2.7 Formative assessment gives an overall picture of the achievements of a learner at a given time.

2.8 White Paper 5 has enabled learners from underprivileged backgrounds to be placed in an environment where these learners can grow and develop.

2.9 Transforming education must meet the aims of our Constitution and our democratic society.

2.10 Appropriate and adequate support services can lead to different learning needs in learners.

2.11 The ability to develop entrepreneurial opportunities is part of the critical outcomes in the RNCS.

2.12 Members in a community share values, but not norms.

2.13 Community networks are not beneficial to the well-being of communities.

2.14 Contextual barriers to learning are referred to as systemic barriers.

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2.15 A changing school system will eliminate intrinsic barriers to learning.

2.16 The RNCS learning programme and work schedules can be adapted to cater for the individual needs of learners.

2.17 Critical thinking is about thinking in an open-minded way by reflecting to learn the truth about facts.

2.18 Critical thinking will prevent learners from reaching their full potential.

2.19 Critical thinking will lead to creative thinking.

2.20 Open questions often start with the words, 'What' and 'Why'.

(20 × 1) **[20]**

QUESTION 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 (3.1–3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	A key phrase of this person's method to think critically is known as chain of causes	A	refute
3.2	Theorist who developed the Four Open Questions	B	David Werner
3.3	To prove that a fact is wrong	C	critical thinkers
3.4	A list of all the resources a person used in his/her research	D	Paolo Freire
3.5	People with open minds and who tolerate other people's views and beliefs	E	references
3.6	Making people believe that one's point of view is the correct one	F	predict
3.7	To use evidence from the present to guess what will happen in future	G	purpose
3.8	Language that is colourful, producing a particular emotion in people	H	persuasive
3.9	An explanation on why the researcher is presenting the argument	I	Rudyard Kipling
3.10	Suggesting possible alternative	J	emotive
		K	recommendation
		L	exaggeration

(10 × 1) **[10]**

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QUESTION 4

Complete the following sentence or sentences or paragraphs by choosing a word or words from the list below. Write only the answer next to the question number (4.1–4.10) in the ANSWER BOOK.

Bowlby; stimulation; quotients; milestones; critical thinking; fine; gross; holistic; diagnostic; reflexes; Dewey

4.1 Developmental outcome, CCFO's and … are all closely linked.

4.2 … development refers to the physical, emotional, behavioural and cognitive development of human beings.

4.3 … are intended to protect babies so that they can survive.

4.4 *Sitting without support* is one of the … that babies must reach at a certain age.

4.5 To play a piano, involves … motor skills.

4.6 Girls tend to reach their maximum ability in … motor skills at a later stage than boys.

4.7 … believed that human babies are all born with instincts to keep their parent or care-givers close to them.

4.8 Intelligence can be improved through ….

4.9 IQ tests are used in the South African educational system for … purposes and not for classification.

4.10 Indicates different types of intelligence.

(10 × 1) **[10]**

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1 Each individual has strengths and abilities that can be associated with a specific quotient.
Copy the table below in the ANSWER BOOK. Complete the table by sorting the abilities given below to match the respective quotients in the table.

Intelligence quotient	Emotional quotient	Spiritual quotient	Social quotient

Abilities:

- Search for purpose in life
- Learn and remember
- Reason, judge and understand
- Motivate oneself
- Think beyond boundaries
- Ask deep questions
- Maintain social skills
- Have longstanding relationships with friends
- Be aware of one's own strengths (9)

5.2 Several factors can affect children's IQ scores.

5.2.1 Briefly discuss THREE factors that may affect a child's IQ score. (3 × 2) (6)

5.2.2 Name the psychologist who developed the first IQ test. (1)

5.3 Give FOUR possible reasons why learners with high emotional quotients may be more understanding and tolerant of special needs learners. (2 × 4) (8)

5.4 Give FOUR advantages for learning if a learner has a high spiritual intelligence. (2 × 4) (8)

5.5 Define the following terms:

5.5.1 Central nervous system

5.5.2 Sensory information

5.5.3 Motor development

5.5.4 Stimuli

(4 × 2) (8)
[40]

QUESTION 6

6.1 Evaluate the influence that healthy mother-infant interaction can have on each of the following areas of development:

6.1.1 Emotional development

6.1.2 Brain development

6.1.3 Psychomotor development (3 × 3) (9)

6.2 Differentiate between the attachment characteristics of the following babies:

6.2.1 Avoidant babies

6.2.2 Secure babies

6.2.3 Anxious babies (3 × 2) (6)

Tim, who is 4 years old, only shares his toy with his little brother because he knows that he will be punished if he does not share.

6.3 By referring to Kohlberg's theory of moral development, analyse the stage of moral development as portrayed by Tim. (1 + 3) (4)

6.4 Explain how language used by parents and cognitive development are closely connected in the development of babies. (2)

6.5 Explain what is meant when it is said that OBE is:

6.5.1 Needs-based

6.5.2 Outcomes-based

(2 × 2) (4)

6.6 Complete the following sentence by writing only the missing word next to the question number (6.6) in the ANSWER BOOK.

OBE aims for learners to foster and take responsibility for lifelong … (1)

6.7 Describe the importance of:

6.7.1 The National Qualification Framework

6.7.2 Early childhood development programmes

6.7.3 Inclusive education

(3 × 4) (12)

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6.8 Evaluate the influence that the development of entrepreneurial opportunities can have on a learner's life. (2)

[40]

QUESTION 7

7.1 Draw a mind map indicating the FIVE principles of the Revised National Curriculum Statement (RNCS) included in the Constitution of the Republic of South Africa. (5)

7.2 Suggest practical ways in which communities can help children in the community:

7.2.1 to develop healthy values

7.2.2 to overcome extrinsic barriers

7.2.3 to contribute to a healthy community spirit

(3 × 2) (6)

7.3 What advice can you give a Grade R teacher to assist learners to be culturally sensitive towards other learners in the class?

Provide THREE practical examples. (3 × 2) (6)

7.4 Mention TWO advantages of community tutoring networks in assisting children with learning needs. (2 × 2) (4)

Read the scenario below and answer the questions that follow.

Maletsane is a sixteen-year-old student in the local school. She has dyslexia and struggles to keep up with the rest of the class with the schoolwork. She has also been absent from school for 14 days this year.

7.5 Who developed the *But Why?* method of critical thinking? (1)

7.6 Begin with the statement '*Maletsane has been absent from school for 14 days this year*' and apply the *But Why?* method to try and identify the cause of Maletsane's absenteeism from school. Compose FOUR possible responses to the *But Why?* questions. (4 × 2) (8)

[30]

QUESTION 8

The 5 W's and an H is a method used to think critically about situations. We use these words as a checklist to ensure that we have gathered all the necessary facts about a situation.

8.1 Name the SIX words represented by the 5 W's and the H. (6)

Read the scenario below and answer the questions that follow.

Michael and Petrus are arguing about whose mistake it was that their car has broken down. Michael is highly emotional and screams at Petrus and is accusing him of negligence. Petrus understands why Michael is upset. Petrus argues that he did check the oil before they drove to town and provides proof of his argument. In the end he was able to convince Michael that it was not his mistake.

8.2 Identify TWO characteristics of a good argument from the scenario above. Rewrite only the relevant phrase(s) from the scenario. (2)

8.3 Suggest a rhetorical question that Petrus could have used to persuade Michael of his argument. (2)

8.4 Predict THREE possible negative consequences if learners get emotional and angry during an argument in a classroom. (3 × 2) (6)

8.5 Name TWO practical methods that a teacher can use to persuade and encourage children to act in a moral way towards fellow learners. (2 × 2) (4)

8.6 Which TWO of the following statements are examples of emotive language? Write only the correct letters (a-d) in the ANSWER BOOK.

a) The mother cried when she held her baby for the first time.
b) Thousands of hungry children walk barefoot to school every day.
c) Our country consists of people who laugh and cry together.
d) This is an absolute tragedy – women are dying while society is partying!

(2 × 2) (4)

8.7 Write down the headings to be used in analysing a business plan as developed by the Harvard Business School. (4 × 1) (4)

8.8 Why is it important to reference the sources of an argument? (2)

[30]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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