higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

12 November 2024

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 15
1.2 TVET
1.3 unites
1.4 12
1.5 fundamental
1.6 5
1.7 diagnostic
1.8 learning outcomes
1.9 encouraged
1.10 critical
1.11 community
1.12 networks
1.13 intrinsic
1.14 are not
1.15 are not
1.16 Bloom's taxonomy
1.17 open
1.18 dialogue
1.19 Peter Elbow
1.20 all factors

(20 × 1) **[20]**

QUESTION 2

2.1 True
2.2 True
2.3 False
2.4 True
2.5 True
2.6 True
2.7 False
2.8 True
2.9 True
2.10 False
2.11 False
2.12 False
2.13 False
2.14 True
2.15 False
2.16 True
2.17 True
2.18 False
2.19 True
2.20 True

(20 × 1) **[20]**

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QUESTION 3

3.1 B
3.2 D
3.3 A
3.4 E
3.5 C
3.6 H
3.7 F
3.8 J
3.9 G
3.10 K

(10 × 1) **[10]**

QUESTION 4

4.1 critical thinking
4.2 holistic
4.3 reflexes
4.4 milestones
4.5 fine
4.6 gross
4.7 John Bowlby
4.8 stimulation
4.9 diagnostic
4.10 quotients

(10 × 1) **[10]**

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1

INTELLIGENCE QUOTIENT	EMOTIONAL QUOTIENT	SPIRITUAL QUOTIENT	SOCIAL QUOTIENT
• Learn and remember✓ • Reason, judge and understand✓	• Motivate oneself✓ • Be aware of one's own strengths✓	• Search for purpose in life✓ • Think beyond boundaries✓ • Ask deep questions✓	• Maintain social skills✓ • Have longstanding relationships with friends✓

(9 × 1) (9)

5.2 5.2.1
- When children are exposed to stimulating environments, it can lead to an increase in IQ.
- When children are exposed to malnourishment and/or neglect, it may affect their IQ negatively.
- When children are exposed to constant stressful situations, it may hamper IQ development. (3 × 2) (6)

5.2.2 Alfred Binet (1)

5.3
- Learners with high EQ will be better at accepting, understanding and assisting their peers with special needs as they will empathise with them.
- They will communicate better with their peers and they will use their leadership skills to encourage others to accept them.
- They will not feel threatened and will accept them with love.
- Learners with high EQ usually have a well-developed and healthy self-esteem and will, therefore, help learners with special needs to achieve their goals as well. (Any 2 × 4) (8)

5.4
- Learners with high spiritual intelligence are usually more focused.
- They are more creative and motivated.
- They are aware of their strengths and weaknesses.
- They do not hesitate to improve themselves.
- They are more in control of their actions.
- They are able to plan ahead. (Any 2 × 4) (8)

5.5 5.5.1 The central nervous system consists of the brain and the spinal cord and it controls every movement and every activity in the human body.

5.5.2 Sensory information is information about the way we see, hear, taste, touch and feel certain things in our environment.

5.5.3 Motor development is how movement is controlled by the central nervous system and how human beings' environment affects their movement.

5.5.4 The things in the environment that stimulate/encourage us to move/respond.

(4 × 2) (8)

[40]

QUESTION 6

6.1 6.1.1 When a baby experiences a positive attachment to the mother/caregiver, the baby will be less anxious. This will lead to emotional stability and being content.

6.1.2 Interaction will stimulate brain development as the infant is exposed to new elements. When the mother speaks and sings to the infant, brain development is stimulated.

6.1.3 When the mother interacts with the infant, gross and fine motor skills will be developed. Play stimulates coordination and muscle development.

(3 × 3) (9)

6.2 6.2.1
- Avoidant babies fail to form an attachment with their mothers and therefore struggle to form attachments with other adults.
- They do not cling to the mother or cry when the mother leaves, thus often seem confident and independent.
- They show little preference between the mother and a stranger.

6.2.2
- Secure babies show when they are scared, angry or happy.
- They are friendly with their mothers but can be nervous around strangers.
- They seek comfort from the mother when frightened.
- The return of the mother after separation is met with positive emotions.

6.2.3
- Anxious babies show aggression towards their mothers, but they also want to be with them at the same time.
- They become angry or distressed when their mothers leave.
- They may be wary of strangers.
- They do not appear to be comforted by the return of the mother.

(3 × 2) (6)

6.3 Tim is in the pre-conventional✓ morality stage, which means that he does the right thing to gain approval of authority figures✓ and avoid wrong actions as it may gain disapproval.✓ He does not yet see his actions in itself as 'good' or 'bad'.✓ (1 + 3) (4)

6.4
- Parents speak to their babies from birth: this leads to language development - which leads to cognitive development.
- Children learn through understanding and listening to their parents' language. Parents give instructions to children and then they follow the instructions to solve the particular problem.
- And in this way language and communication between the parent and the child leads to cognitive development.

(Any ONE) (2)

6.5 6.5.1 Needs-based education is education where the focus is on preparing learners for the real world, and to enable learners to carry on learning. Its aim is to address and fulfil the specific needs of children.

6.5.2 Outcome-based education is education where the focus is to prepare learners to be able to demonstrate in the real world what they have learned. Learners are aware of clear and measurable outcomes to be reached.

(2 × 2) (4)

6.6 learning (1)

6.7 6.7.1
- The NQF framework makes it possible for learners to see for themselves how they can progress from one level to the next.
- Employers will also have a clear idea of the level of qualification that their employees need to have.
- It also serves as a motivational factor as they can see how they move up the NQF band. (Any 2 × 2)

6.7.2
- ECD programmes are important in order to prepare children for formal schooling.
- ECD programmes stimulate brain development.
- ECD educators can identify special needs in children and refer them for remedial assistance.
- Early intervention can prevent problems to escalate.
- ECD programmes follow a holistic approach and this ensures that children develop holistically. (Any 2 × 2)

6.7.3
- Inclusive education is important because it ensures that all children are treated equally and have equal opportunities to succeed in the South African education system.
- Inclusive education enables all disabled learners to also contribute to the development of the country.
- Disabled learners will not feel isolated and will get the same opportunities as the rest of the learners. (Any 2 × 2)

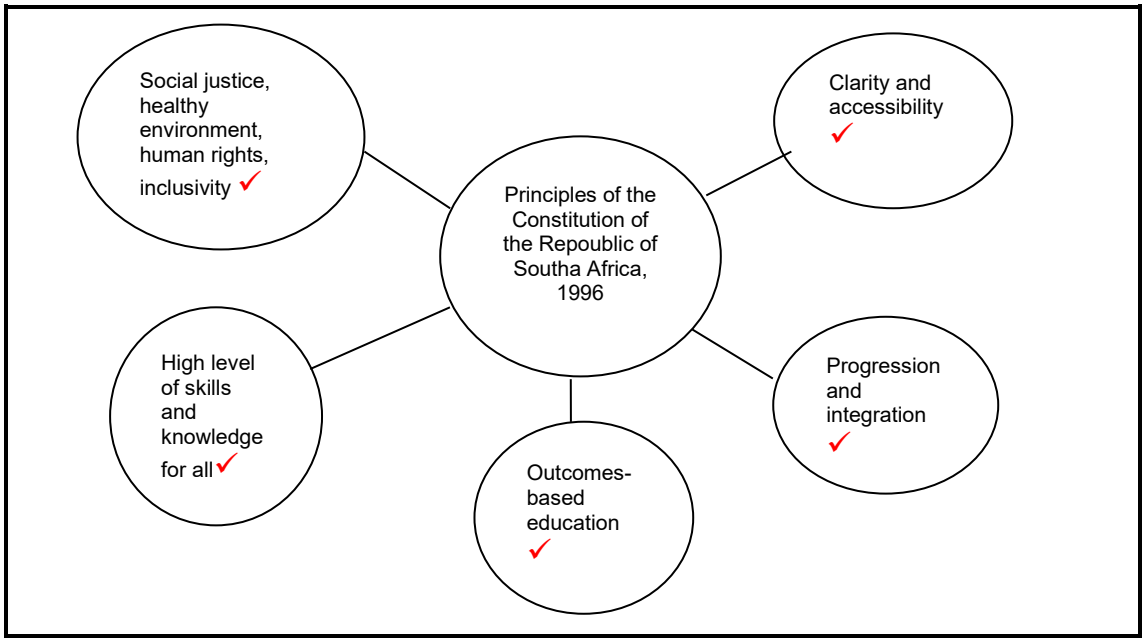
(3 × 4) (12)

6.8
- It will encourage learners to develop and grasp new opportunities.
- This will develop dignity within them and give them self-confidence to develop themselves to their full potential.
- Learners apply entrepreneurial skills to generate an income and improve their lives. (Any ONE) (2)

[40]

QUESTION 7

7.1



(5)

7.2 7.2.1

- Members of the community can join together in an attempt to fight crime in order to set an example to the children in the community.
- The community can create a youth group that is run by churches to develop and encourage healthy values.
- The community can invite guest speakers to speak about healthy values. (Any ONE)

7.2.2

- Communities can develop a 'meals-on-wheels' project to take food to less fortunate children in the community.
- Communities can create tutoring networks to help children with learning disabilities.
- Communities can ensure that sick children are cared for by neighbours and keep the clinic informed about children in need.
- Financial support can be generated through community projects to help children with physical needs, e.g. reading glasses, hearing aids, etc. (Any ONE)

7.2.3

- Communities can refuse to protect criminals in their community to ensure a healthy community spirit.
- Communities can encourage children to avoid substance abuse by ensuring that there are enough healthy activities taking place in the community.
- Communities can encourage children and parents to attend religious/community gatherings. (Any ONE)

(3 × 2) (6)

7.3
- The teacher can acknowledge all cultures in the classroom.
- The teacher must use examples of different cultures during teaching and learning.
- The teacher should ensure that learning resources include all cultures represented in the classroom.
- The teacher can hold cultural days with cultural clothes in order to make children aware of and appreciate other cultures.
- The teacher must use different cultural songs in class.
- The teacher can have posters of different cultures in the classroom.
- Parents from different cultures can be invited to the classroom to provide information on their culture. (Any 3 × 2) (6)

7.4
- Study groups can be formed to assist children with learning needs with their schoolwork.
- Through tutoring networks, the community can provide remedial assistance to learners with special needs.
- Tutoring networks can be done by people in the community who are known to the children and therefore will encourage children to attend. If it is done by respectable members of the community, the safety of the children is guaranteed.
- The children also do not have to travel far to get help. As it will thus not cost a lot of money, disadvantaged children will also benefit from the it.

(Any 2 × 2) (4)

7.5 David Werner (1)

7.6 Maletsane was absent for 14 days during the school year.
BUT WHY?
Because she feels discouraged for not being able to keep up with the schoolwork.✓✓
BUT WHY?
Because Maletsane has dyslexia and find it difficult to learn.✓✓
BUT WHY?
She does not get help from the school to address her dyslexia problem.✓✓
BUT WHY?
The school does not know who to contact to help Maletsane with her problem.✓✓ (4 × 2) (8)

[30]

QUESTION 8

8.1 Why;✓ When;✓ Where;✓ What;✓ Who✓ and How✓ (6)

8.2 '…provides proof for his argument'
'… he was able to convince Michael …' (2)

8.3 Why will I not look after the car when I know that this is our only car?✓✓
Why will I neglect the car when I know that we do not have money to replace the car? (Any ONE) (2)

8.4
- The learners will not be able to remain objective and show clear judgement.
- The learners can get into a physical fight and hurt one another.
- The fellow learners can also get involved in the fight and it can lead to chaos.
- The learners can say negative things to one another and hurt one another.
- The learners will not learn that an argument can be dealt with in an appropriate manner with positive results. (Any 3 × 2) (6)

8.5
- The teacher can ensure that he/she sets an example of moral behaviour in class for the children to follow.
- The teacher can also read/tell fairy tales and stories that contain moral examples. Children tend to follow these characters in a story.
- The teacher can use role play to demonstrate moral behaviour. (Any 2 × 2) (4)

8.6 b) Thousands of hungry children walk barefoot to school every day.
d) This is an absolute tragedy – women are dying, while society is partying!
(2 × 2) (4)

8.7 Strengths
Weaknesses
Opportunities
Threats (4)

8.8
- A source must be referenced to show the readers that it is trustworthy and that legitimate information was used.
- By referencing sources, one is acknowledging and giving credit to the original author of the source.
- One avoids plagiarism by referencing one's source. The readers/audience can verify information. (Any ONE) (2)

[30]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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