higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 3

13 November 2024

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 A✓
1.2 C✓
1.3 B✓
1.4 C✓
1.5 B✓
1.6 A✓
1.7 D✓
1.8 D✓
1.9 D✓
1.10 B✓

(10 × 1) **[10]**

QUESTION 2

2.1
2.1.1 range✓
2.1.2 frequency distribution✓
2.1.3 investigators✓
2.1.4 rural✓
2.1.5 means✓
2.1.6 accountable✓
2.1.7 aesthetic✓
2.1.8 ridicule✓
2.1.9 autism✓
2.1.10 sign language✓

(10 × 1) (10)

2.2
2.2.1 True✓
2.2.2 False✓
2.2.3 False✓
2.2.4 False✓
2.2.5 True✓
2.2.6 True✓
2.2.7 False✓
2.2.8 False✓
2.2.9 True✓
2.2.10 False✓
2.2.11 True✓
2.2.12 False✓
2.2.13 True✓
2.2.14 True✓
2.2.15 False✓
2.2.16 True✓
2.2.17 False✓
2.2.18 True✓
2.2.19 False✓
2.2.20 False✓

(20 x 1) (20)
[30]

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QUESTION 3

3.1	3.1.1	J✓		
	3.1.2	A✓		
	3.1.3	K✓		
	3.1.4	H✓		
	3.1.5	I✓		
	3.1.6	B✓		
	3.1.7	G✓		
	3.1.8	C✓		
	3.1.9	D✓		
	3.1.10	E✓		
			(10 × 1)	(10)
3.2	3.2.1	cognitive✓		
	3.2.2	proposal✓		
	3.2.3	sustainability✓		
	3.2.4	religion✓		
	3.2.5	extrinsic✓		
	3.2.6	deficiency✓		
	3.2.7	verify✓		
	3.2.8	epilepsy✓		
	3.2.9	ethics✓		
	3.2.10	copyright✓		
			(10 × 1)	(10)
				[20]

TOTAL SECTION A: 60

SECTION B

QUESTION 4

4.1	4.1.1	Credibility✓	(1)
	4.1.2	Accuracy✓	(1)
	4.1.3	Reasonableness✓	(1)
	4.1.4	Support✓	(1)
	4.1.5	Trustworthy source, author's credentials, evidence of quality control, known or respected authority, organisational support✓✓	(2)
	4.1.6	A source that is correct today (not yesterday), a source that gives the whole truth✓✓	(2)
	4.1.7	Fair, balanced, objective, reasoned, no conflict of interest, absence of untruths or bias.✓✓	(2)

4.1.8 A source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it)✓✓ (2)

4.2 Businesses can find out:
- what products consumers want✓✓
- what their competitors are doing✓✓
- which products sell more than others✓✓
- whether their customers are happy with their service (Any 3 × 2) (6)

4.3 4.3.1 Primary research: an investigator undertakes primary research when he/she collects data that do not exist yet. ✓✓ Secondary research: the investigator uses the findings of research that has already been conducted.✓✓ (2 × 2) (4)

4.3.2 Primary research✓ (1)

4.3.3
- Mpho, or anyone else, has not done any research about her business before- it is the first time research is being done on her business.✓✓
- Mpho should focus on her own business in her research as other nail salons might experience different circumstances, etc.

(Any 1 × 2) (2)

4.4
- Hunger or starvation✓
- Lack of safe drinking water✓
- Death✓
- Disease or a general lack of healthcare✓
- Unemployment✓
- No money to buy the bare necessities
- Lack of education
- Inadequate housing
- Ineffective sanitation (Any 5 × 1) (5)

[30]

QUESTION 5

5.1 5.1.1 Teachers can influence learners' lives greatly, so I need to set an example by treating all learners with respect and dignity, regardless of their race, religion, culture or language.✓✓
(Or any other relevant answer) (2 × 1) (2)

5.1.2 Learners and their parents or caregivers trust teachers to teach professionally. I need to make sure I don't abuse that trust.✓✓
(Or any other relevant answer) (2 × 1) (2)

5.1.3 I must improve my knowledge and skills constantly to make sure that my teaching remains of a high standard.✓✓
(Or any other relevant answer) (2 × 1) (2)

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5.1.4 Teachers have a strong influence over the self-image of their learners. I should always empower learners to take control of their lives.✓✓ (Or any other relevant answer) (2 × 1) (2)

5.1.5 Teachers are responsible for comforting distressed learners and easing their suffering. If I cannot do this, I should refer the learner to someone who can.✓✓ (Or any other relevant answer) (2 × 1) (2)

5.1.6 Teachers must be sensitive to the differences in race, culture and religion among their learners. I should not discriminate against learners because of these differences.✓✓
(Or any other relevant answer) (2 × 1) (2)

5.2 Self-actualising people:

- Embrace the facts and realities of the world rather than denying or avoiding them✓✓
- Are spontaneous with ideas and actions✓✓
- Are creative✓✓
- Are interested in solving problems, often the problems of others✓✓
- Feel a closeness to other people and appreciate life in general✓✓
- Have a system of morality that is fully internalised and independent of external authority✓✓
- Judge others without prejudice and objectively✓✓ (7 × 2) (14)

5.3 5.3.1 Deficiency needs are important for our survival and wellbeing and are needs that can be satisfied.✓✓/ Deficiency needs involve the need for something that may be lacking or deficient. Satisfying our deficiency needs are critical to any person's wellbeing. Your body indicates when you experience a deficiency in your basic needs, e.g., when you are hungry or feel unsafe, and so on. (Any 2 × 1) (2)

5.3.2 Our growth needs can never be fully satisfied and will continually motivate us to reach our full potential as humans.✓✓ / The top three levels represent growth needs – needs that involve the individual's desire to grow and develop intellectually and spiritually to the fullest degree. (Any 2 × 1) (2)

[30]

QUESTION 6

6.1 6.1.1 Not transmitted✓
6.1.2 Transmitted✓
6.1.3 Transmitted✓
6.1.4 Not transmitted✓
6.1.5 Transmitted✓

(5 × 1) (5)

6.2 6.2.1 The extent of support given to a learner, depends on the type and severity of the disability that the learner has.✓✓ The learning environment (infrastructure, classroom organisation, teaching and learning activities, assessment, etc.) needs to be adapted to provide the support individual learners require. (Any relevant 2 × 1) (2)

6.2.2 The type of school where a learner will be educated will depend on the level of support that the learner needs.✓✓/The learning environment (infrastructure, classroom organisation, teaching and learning activities, assessment, etc.) needs to be adapted. (Any relevant 2 × 1) (2)

6.2.3 Different learning needs arise from a range of factors.✓✓/ These factors include physical, mental, sensory, neurological and developmental impairments, but also differences in intellectual ability. (Any relevant 2 × 1) (2)

6.2.4 Learners come from different socioeconomic backgrounds.✓✓ / Not all learners can afford necessary resources or even nutritious food and proper clothes. (Any relevant 2 × 1) (2)

6.3 6.3.1 This is the health of the body: it means having a balanced diet, personal hygiene, exercise and rest.✓✓ (Any relevant 2 × 1) (2)

6.3.2 The health of the mind: psychological and emotional wellbeing.✓✓ (Any relevant 2 × 1) (2)

6.3.3 The health of relationships: how well bonds are formed with people in society/community.✓✓ (Any relevant 2 × 1) (2)

6.3.4 Physical health: no illness✓, balanced diet includes food from all five food groups/exercise such as walking and cycling/enough sleep, etc.
Mental health: Handling stress effectively✓/do things for yourself/ handle interactions with others.
Social health: healthy relationships parents✓/spouse/caregivers/ friends/peers/co-workers, etc. (Any relevant 3 × 1) (3)

6.4 6.4.1 Agree/Disagree✓ (1)

6.4.2 Agree: Many people are better off these days as they have access to health services and grants, in that sense poverty is declining.✓✓
Disagree: Unemployment is on the increase with devastating effects on individuals and families. (Any relevant 2 × 1) (2)

6.5 6.5.1 Disability grant✓
6.5.2 Old-age pension✓
6.5.3 Care dependency grant✓
6.5.4 Foster child grant✓
6.5.5 Social relief of distress✓
(5 × 1) (5)
[30]

QUESTION 7

7.1 7.1.1 scarcity✓
7.1.2 threshold✓
7.1.3 systematic✓
7.1.4 Developing✓
(4 × 1) (4)

7.2 7.2.1 Once trapped in poverty, it is very difficult to break out of poverty. Families become trapped in poverty for generations.✓✓ (2 × 1) (2)

7.2.2 A person needs to be employed to generate an income. Even a casual job can help.✓✓ / Train to get skills and knowledge.✓✓ / Look for entrepreneurial opportunities.✓✓ (Any relevant 3 × 2) (6)

7.3 Poverty means different things to different people: some people might not have food to eat or proper clothes to wear, whereas others might have all their basic needs met, but might think they lack material things.✓✓ (Any 2 × 1) (2)

7.4
- Absolute poverty has to do with a set standard that is consistent over time and between countries.✓✓
- Relative poverty measures income inequality, comparing income levels in a country.✓✓

(2 × 2) (4)

7.5
- An individual who is functioning on the most basic level of Maslow's Hierarchy is simply trying to survive. It is on this level that poverty has a very big influence on an individual's physical and cognitive development.✓✓
- Individuals functioning on the second level are usually people who have sufficient food but do not have adequate housing to feel safe and secure. This level of poverty will impact on an individual's cognitive and socio-affective development.✓✓
- Individuals functioning on the third level, or above, are usually people who are not viewed as poor since they will usually have sufficient physical goods to survive and who have some kind of housing. This type of individual is often defined as emotionally poor, since they are rejected by society. Emotional poverty affects an individual's socio-affective development.✓✓

(Any 3 × 2) (6)

7.6 7.6.1 All learners have the right to education, regardless of their economic situation, culture, race, gender or religion. No learner must be treated differently than other learners. All of them must have the same opportunities.✓✓

7.6.2 This principle aims to give all learners a good education, so that they can free themselves from poverty by getting good jobs when they finish school.✓✓

7.6.3 Learners who were previously excluded from the education system because their parents couldn't pay school fees, are now included.✓✓ Learners with disabilities are included into mainstream schools.

(Any relevant 3 × 2) (6)
[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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