higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

7 November 2022

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 C
1.2 D
1.3 E
1.4 B
1.5 A
1.6 G
1.7 H
1.8 F
1.9 I
1.10 J

(10 × 1) **[10]**

QUESTION 2

2.1 Curriculum
2.2 Training
2.3 Reflection
2.4 Taxonomies
2.5 Emotional
2.6 generation
2.7 Bronfenbrenner
2.8 social exclusion
2.9 Informed
2.10 Khoisan

(10 × 1) **[10]**

QUESTION 3

3.1 Colonisation
3.2 Artefacts
3.3 abolish
3.4 1922
3.5 Industrial
3.6 Ombudsperson
3.7 environment
3.8 combats
3.9 deprived
3.10 Dementia

(10 × 1) **[10]**

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QUESTION 4

4.1 False
4.2 True
4.3 False
4.4 True
4.5 False
4.6 True
4.7 False
4.8 True
4.9 True
4.10 True

(10 × 1) **[10]**

QUESTION 5

5.1 **Reflection-on-action**

- Educators do self-evaluation after every lesson.✓
- Educators try to understand past events.✓
- Educators carefully choose the focus of reflection.✓

Reflection-in-action

- When educators teach and analyse at the same time.✓
- Focus on how learners react.✓
- Educators focus on why they are doing something.✓
- To apply reflection-in-action, educators need to replay the teaching moments in their heads constantly.
- Educators need to frame problems immediately and test them.
- Educators will be able to reflect on what is happening when it is happening.

(2 × 3) (6)

5.2

- microsystem ✓
- Parents, family,✓ teachers,✓ friends,✓ peers,✓ health services✓

- mesosystem✓
- Interaction between parents and teachers✓

- exosystem ✓
- Extended family,✓ friends of family,✓ parents' colleagues✓

- macrosystem✓
- Culture,✓ national laws and policies✓

- chronosystem✓
- Environmental changes that happen over time✓

(Any relevant answers 4 × 2) (8)

5.3 5.3.1 Early childhood/Preschool age
5.3.2 Late adulthood
5.3.3 Early adulthood
5.3.4 Middle childhood/School age
5.3.5 Adolescence/Teenage years
5.3.6 Infancy

(6 × 1) (6)
[20]

TOTAL SECTION A: 60

QUESTION 6

6.1 6.1.1 Bodily-kinaesthetic intelligence✓

6.1.2 Athlete, dancer, actor, surgeon, comedian, etc.✓

6.1.3 Verbal-linguistic/Linguistic intelligence✓

6.1.4 Storyteller, politician, comedian, writer, etc.✓

6.1.5 Logical-mathematical✓

6.1.6 Mathematician, scientist, computer programmer, accountant, etc.

6.1.7 Musical intelligence✓

6.1.8 Performer, composer, critic, music teacher, etc.✓

6.1.9 Naturalist intelligence✓

6.1.10 Conservationist, veterinarian, farmer, etc.✓
(Any relevant answer for the occupations 10 × 1) (10)

6.2 Student's own answer.
If a person does not eat enough,✓ or not enough of the right foods,✓ the body and brain will suffer from deficiencies,✓ which means that it is actually starved of the right nutrients.✓ (4)

6.3
- Berries (any type of berries)
- Oranges, lemons, limes, grapefruit (any ONE)
- Cherries
- Peaches
- Plums
- Broccoli
- Cauliflower
- Brussels sprouts
- Yellow peppers
- Pumpkin
- Spinach
- Tomatoes
- Oats
- Wholewheat (Any relevant answer 6 × 1) (6)

6.4 6.4.1 They can reverse memory loss dramatically,✓✓ and restore motor co-ordination, balance.

6.4.2 Improve general brain functioning,✓✓ restore memory.

6.4.3 Fuel/Energise brain activity,✓✓ protect brain cells against damage from free radicals released from pollution, stress and just being alive.
Simple carbohydrates can be harmful to the brain because they create a sharp rise in blood sugar.

6.4.4 Too much sugar can lead to insulin resistance, which can lead to permanent damage of brain cells.

6.4.5 Important for brain development during both the fetal and postnatal period✓✓
Limit cognitive decline during aging✓✓
Reduce chronic inflammatory responses in brain tissue✓✓
(Any 5 × 2) (10)
[30]

QUESTION 7

7.1 7.1.1 Knowledge/Remembering
7.1.2 Comprehension/Understanding
7.1.3 Application
7.1.4 Analysis
7.1.5 Synthesis
7.1.6 Evaluation
(6 × 1) (6)

7.2 Knowledge: Define,✓ identify,✓ list, locate, recall, name, etc.
Comprehension: Compare,✓ summarise,✓ explain, convert, etc.
Application: Apply,✓ calculate, ✓ practise, demonstrate, etc.
Analysis: Analyse,✓ contrast,✓ deduce, differentiate, distinguish, infer, etc.
Synthesis: Compose,✓ create,✓ design, formulate, produce, rearrange, etc.
Evaluation: Appraise,✓ assess,✓ critique, judge, support, etc.
(Any relevant verb 6 × 2) (12)

7.3
- Systems thinking
- Emotional intelligence
- Influencing skills
- Negotiation
- Problem-solving
- Interpersonal communication
- Motivating others
- Written communication

(Any relevant answer 4 × 1) (4)

7.4
- Always create a learning environment in which the learners are highly motivated and involved.
- Emphasise the application of knowledge so that the learner has a clear focus for learning.
- Teach learners to always do citing and referencing in their speaking and writing.
- Give learners enough opportunities to express feelings and points of view that they might have experienced in real-life situations.
- Practitioner must create an active learning environment rather than learning by absorption.
- Guide learners to understand the feelings and attitudes of others by experiencing situations through examining other people's work.

(Any relevant answers 2 × 2) (4)

7.5
- To avoid plagiarism
- To acknowledge the words or ideas that you have used come from someone else
- To give credit to the person who first came up with the idea
- To enable the reader to look up the source if they want to

(Any relevant answers 2 × 2) (4)
[30]

QUESTION 8

8.1 8.1.1

- Association of people with the same concerns or interests✓ E.g., religious, cultural, scientific, political or other purposes✓
- A group of people who have a social network, have certain criteria for membership and have a particular way of organising themselves

8.1.2

- A group of interacting people living in the same area
- Human beings that are connected by at least one shared characteristic, such as religious beliefs, culture, place they live, etc.

8.1.3

- Refers to human society which relates to attributes of society and the way humans interact with each other
- Relationships between people
- Being part of a group
- Being dependent on others

(Any relevant answers 3 × 2) (6)

8.2

- Autism
- Behavioural problems
- Visual impairment
- Tuberculosis
- Children in conflict with the law
- Physical disability
- Neurological and specific learning disabilities
- Multidisability
- Hearing impairment
- Communication disorders

(Any relevant answers 8 × 1) (8)

8.3 ***Critical cross-field outcomes***

- Develop learner to full potential.✓✓
- Become a responsible citizen.✓✓
- Encourage life-long learning and reflection✓✓
- Promote solving problems.✓✓
- Encourage thinking critically.✓✓

Developmental outcomes

- Focus on entrepreneurial skills.✓✓
- Help develop student in well-rounded members of society✓✓
- Concerned with personal development of students✓✓

(Any relevant answers 4 × 2) (8)

8.4
- Poverty relief projects
- Relief payment to victims of declared disasters
- Registration of non-profit organisations
- Home- and community-based HIV and AIDS projects
- National call centre for social-grant enquiries. (Any relevant answers 4 × 2) (8)

[30]

QUESTION 9

9.1 9.1.1 Every sound made by all languages of the world that the infant's brain responds to

9.1.2 8 to 9 months

9.1.3 When you hide something from a baby, they find it again.

9.1.4 11 to15 years

(4 × 2) (8)

9.2 Self-actualisation✓✓
- They appreciate life and feel close to other humans.✓✓
- Embrace facts and realities of the world rather than denying or avoiding them.✓✓
- They are spontaneous in their actions and ideas.✓✓
- They are creative.✓✓
- Key focus of their lives is often solving problems of others.
- Able to view all things in an objective manner.

(Any relevant answer) (2 = name of the level 4 × 2 for interpretation) (8)

9.3 Student's own answer
e.g.
- To pass level 2
- To provide for my family
- Your health
- Your career
- Your relationships
- Your money
- Your spiritual life
- Your friends (Any relevant answers 4 × 1) (4)

9.4 9.4.1 Soweto uprising
9.4.2 The ANC and other organisations are unbanned.
9.4.3 Government of National Unity is established.
9.4.4 Our Constitution is adopted.

(4 × 2) (8)

[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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