higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

16 NOVEMBER 2023

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1	D
1.2	I
1.3	C
1.4	M
1.5	H
1.6	N
1.7	B
1.8	K
1.9	G
1.10	L
1.11	A
1.12	O
1.13	F
1.14	J
1.15	E

(15 × 1) **[15]**

QUESTION 2

2.1	Understand
2.2	Flow
2.3	Relationship
2.4	Generally
2.5	Bloom's
2.6	Socialising
2.7	Sex
2.8	Central
2.9	Neurons
2.10	Naïve

(10 × 1) **[10]**

QUESTION 3

3.1	True
3.2	False
3.3	True
3.4	False
3.5	False
3.6	True
3.7	True
3.8	True
3.9	True
3.10	True

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3.11 False
3.12 True
3.13 True
3.14 False
3.15 True

(15 × 1) **[15]**

QUESTION 4

4.1 4.1.1 True (1)

4.1.2 The brain controls everything you do, even when you are asleep.✓✓/Controls voluntary and involuntary actions. (Any 1 × 2) (2)

4.2 4.2.1 The microscopic gap between neurons✓✓

4.2.2 People who have good social intelligence to develop ideas from and learn from other people✓✓/They are sensitive to others' emotions/They interact and communicate well with other people.

4.2.3 People who enjoy language and have a sensitivity for the meaning and order of words.✓✓

4.2.4 People who are good with numbers, and who like to understand how things work.✓✓

4.2.5 People who like the rhythm and sound of language.✓✓

(5 × 2) (10)

4.3
- ALA
- Vit. B6
- Vit. B12
- DHA
- folic acid
- omega-3

(6)

4.4 PW Botha (1)

[20]

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1
- Synthesis✓
- Evaluation✓
- Analysis✓
- Application✓
- Understanding✓
- Remembering✓

(-1 mark if not in diagram)
(-1 mark if not lowest to highest order) (6)

5.2
- The teacher should create a learning environment✓ in which learners are motivated and involved.✓
- Reference others' work✓ to acknowledge own and other voices in speaking and writing.✓
- Emphasise the application of knowledge gained in real situations✓ to provide a clear focus for learning.✓
- Provide opportunities to express feelings and points of view from real-life situations✓ to reflect on and develop communication and social skills.✓
- Give learners opportunities to gain a better understanding of their own values and attitudes✓ to appreciate the consequences of their value-based actions.✓
- Create an active learning environment rather than learning by absorption as learners will internalise knowledge and skills better.
- By experiencing situations through examining other people's work and citing and referencing these correctly, teachers help learners understand the feelings and attitudes of others. (Any 5 × 2) (10)

5.3
- When you use the author's exact words, you need to put the words in quotation marks.✓✓
- If you paraphrase what the author said, you need to write this in your own words.✓✓
- In both cases, you need to quote the source, i.e. the author and the year the text was published.✓✓
- You should include the page number after the date if it is an exact quote from the text.✓✓
- Author's surname, initials, year of publication, title of the book, publisher's name, and place of publication. (Any 4 × 2) (8)

5.4
- Technical reflection:✓ Teachers are concerned with the technical application of knowledge in the classroom to maintain order and to achieve predetermined outcomes.✓
- Practical reflection:✓ Teachers become concerned with goals, the connections between principles and practice.✓
- Critical reflection:✓ Educators become concerned with issues beyond the classroom, so that moral and social issues such as equity and emancipation can inform their reflections on classroom practice.✓

(Any relevant explanations) (3 × 2) (6)

[30]

QUESTION 6

6.1
6.1.1 Microsystem
6.1.2 Microsystem
6.1.3 Mesosystem
6.1.4 Exosystem
6.1.5 Macrosystem
6.1.6 Chronosystem

(6 × 1) (6)

6.2
- Providing adequate pensions✓ for older people.✓
- Providing housing✓ for poor people.✓
- Providing adequate childcare✓ for vulnerable children.✓
- Assisting child-headed households✓ where parents have died, mainly from AIDS.✓
- Providing health-care facilities.
- Dealing with issues around HIV, AIDS, and tuberculosis.
- Providing access to schooling for all.
- Providing care and assisting with employment for the disabled.

(Any 4 × 2) (8)

6.3
- A baby up to four months of age is competent in rooting and sucking reflexes. The ability to move food to the back of the mouth is undeveloped.✓✓
- At four months to eight months, babies start reaching for objects and transferring them from one hand to the other.✓✓
- Between eight and twelve months they will see and point to distant objects, smile and wave goodbye and co-operate with dressing.✓✓
- Toddlers of 1 year to 2 years can stack objects, turn the page of a book and name objects.✓✓
- Toddlers of 2 years have better hand-eye coordination and are able to put objects together and take them apart.✓✓
- At three years, children can listen attentively to stories and use understandable speech.
- At three they can recognise words that sound similar and recognise missing puzzle pieces.
- By four they can formulate questions.
- By five they are able to use a pencil to trace letters and numbers. They can build steps with blocks.
- At five they can count to 20 and above and understand abstract terms.
- At six their attention span increases, they trace objects, have conversations, and understand jokes.

(Any relevant answer) (Any 5 × 2) (10)

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6.4
- The cerebrum:✓ two large, almost symmetrical hemispheres.✓
- The cerebellum (little brain):✓ two smaller hemispheres located at the back of the cerebrum.✓
- The brain stem:✓ a central core that gradually becomes the spinal cord.✓

Also accept if student mentions the function for each part:

- Cerebrum: coordination, movement, cognitive functions, etc.
- Cerebellum: sensory input for balance and movements.
- Brain stem: send signals from the brain to the body and controls subconscious functions, like breathing and heart rate.

(Any relevant description) (3 × 2) (6)
[30]

QUESTION 7

7.1
- White Paper 6 envisage that children with special needs will be placed in mainstream schools and dealt with as disabled learners.✓✓
- The National Disability Strategy condemns the separation of persons with disabilities from the mainstream of society.✓✓
- It emphasises the need to include persons with disabilities in the workplace, social environment, political sphere and arts arenas.✓✓
- The Department of Education supports this direction and aims to an inclusive education and training system for all learners.✓✓
- White Paper 6 focuses on learners with special needs, and led to a new policy for education in special needs.✓✓
- White paper 6 states that education will systematically move away from having institutions organised according to categories of disabilities.
- There must be support and education for learners with disabilities so that they can overcome the impact of their disabilities.
- The policy directs how the initial facilities will be set up and how the additional resources required will be accessed.
- Strategies will be introduced to assist educators to overcome the teaching difficulties of coping with a diversities of learning and teaching needs.
- The White Paper gives directions on how current special schools will serve identified disabled learners on site and also serve as a resource to educators and schools in the area.

(Any relevant answer) (Any 5 × 2) (10)

7.2 7.2.1 1960✓ (1)

7.2.2 Panicked police fired✓ into a crowd of unarmed protesters.✓ 69 Unarmed protestors were killed.✓ A state of emergency✓ was declared. Detention without trial was introduced✓ and ANC, PAC and other organisations were declared illegal.✓ The resistance groups went underground. This was an important moment in history that ultimately led to a free and democratic South Africa and equal education for all in their language of choice. (Any 6 facts) (6)

7.3
- Exploring education and career opportunities.✓✓
- Reflecting on and exploring a variety of strategies to learn more effectively.✓✓
- Developing ethical entrepreneurial opportunities where possible.✓✓
- Participating as responsible citizens in the life of local, national and global communities.✓✓
- Being aesthetically and culturally sensitive across a range of social contexts.✓✓ (Any relevant answer) (5 × 2) (10)

7.4
- Receiving
- Responding
- Valuing
- Organisation
- Characterisation by value (Any relevant answer) (Any 3 × 1) (3)

[30]

QUESTION 8

8.1 8.1.1
- Infants up to the age of four months will have nearly equal head and chest measurements.✓✓
- Have strong grip and begin to reach for objects.
- From 8 months, babies will double their birth weight, start breathing abdominally and start getting their first teeth.
- Their reflexive behaviours become voluntary and they are able to swallow solids.
- Toddlers of 12 to 24 months have a slower growth rate.
- They lose body fat, stand alone and start to walk.

(Any relevant answer) (Any 1 × 2)

8.1.2
- At this age, they continue to grow and develop rapidly in height and weight.✓✓
- Continuing to gain their permanent teeth.

(Any relevant answer) (Any 1 × 2)

8.1.3
- Many physical changes as they make the transition from childhood to adulthood.✓✓
- Girls develop breasts and begin to menstruate.
- Boys' voices become deeper.

(Any relevant answer) (Any 1 × 2)

8.1.4
- This is the time humans reach their physical peak.✓✓
- At our healthiest and will reach peak performance in this stage of life.
- You still can increase in size and weight, although no new neurons are being formed. (Any relevant answer) (Any 1 × 2)

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8.1.5
- Bone density disorders might occur.✓✓
- Strength and endurance gradually decline.
- Some atrophy my take place.
- The respiratory and circulatory are less effective.
- Constipation may occur.
- Skin is less flexible.
- Hair loss may occur. (Any 1 × 2)

(5 × 2) (10)

8.2
- Reflection-on-action: The teacher tries to understand past events to shape future events.✓✓ A teacher might ask a colleague to observe a lesson and make notes, so that they can reflect on their teaching.
- Reflection-in-action: Teachers teach and analyse at the same time.✓✓ The teacher teach and analyse at the same time. The teacher will be able to reflect on what is happening when it is happening.

(Any relevant answer) (2 × 2) (4)

8.3
- Social needs:✓ Rose does not have loving parents – the mother lives elsewhere and the father is unknown. (love)✓
- Physiological needs:✓ Rose and her brother live with their aunt and there is often not enough food.✓
- Safety and security needs:✓ There are a lot of gangsters and violence in the area through which they walk to school every day.✓
- Ego:✓ At school Rose struggles to read, write and communicate, as English is not her home language.✓

(Any relevant answer) (Any 3 × 2) (6)

8.4
- Training helps employees to become better able to perform their jobs.
- Employees will become more efficient.
- It motivates employees as they feel that they are learning and growing as individuals.
- Training ensures that employees understand the processes and techniques that they should be using.
- Training helps to improve health and safety in a workplace.
- Training helps employees manage their stress.
- Training helps to improve personal skills.

(Any relevant answer) (Any 4 × 1) (4)

8.5
- What did I notice about myself that pleased me today?✓✓
- What are my personal strengths?✓✓
- How can I use my personal strength?
- What aspect of my work do I find most challenging?
- Do I have enough knowledge about the field in which I am teaching?
- How can I improve the work I am doing?

(Any relevant answer) (Any 2 × 2) (4)

8.6
- Neurons
- Dendrites

(2)
[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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