higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

7 November 2022

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 B
1.2 A
1.3 C
1.4 D
1.5 C
1.6 C
1.7 A
1.8 B
1.9 A
1.10 B
1.11 B
1.12 A
1.13 C
1.14 D
1.15 A
1.16 B
1.17 C
1.18 C
1.19 A
1.20 B

(20 × 1) **[20]**

QUESTION 2

2.1
2.1.1 one
2.1.2 compulsory
2.1.3 core
2.1.4 elective
2.1.5 three
2.1.6 remedial
2.1.7 sensitive
2.1.8 6
2.1.9 inclusivity
2.1.10 qualities

(10 × 1) (10)

2.2
2.2.1 True
2.2.2 True
2.2.3 False
2.2.4 True
2.2.5 True
2.2.6 False
2.2.7 True
2.2.8 False
2.2.9 True
2.2.10 False

(10 × 1) (10)
[20]

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QUESTION 3

3.1	3.1.1	B		
	3.1.2	D		
	3.1.3	A		
	3.1.4	E		
	3.1.5	C		
	3.1.6	F		
	3.1.7	G		
	3.1.8	K		
	3.1.9	H		
	3.1.10	I		
			(10 × 1)	(10)
3.2	3.2.1	Emotive		
	3.2.2	Exaggerate		
	3.2.3	Conclude		
	3.2.4	Referencing		
	3.2.5	Harvard		
	3.2.6	University		
	3.2.7	Wikipedia		
	3.2.8	NQF		
	3.2.9	SAQA		
	3.2.10	Underpin		
			(10 × 1)	(10)
				[20]

TOTAL SECTION A: 60

SECTION B

QUESTION 4

4.1 4.1.1 Yes (1)

4.1.2
- It will help Zandile to think critically about her business and to ask critical questions about her future plans for herself and the business.
- It will help her to make a professional decision about the business and not rely on emotions to lead her.
- It will help her to analyse the weaknesses, strengths opportunities and threats.
- She will be able to make informed decisions on how to improve the business. (Any relevant 4 × 2) (8)

4.2
- What can I do to improve my profit?
- How can I improve my service?
- What can I do to attract more clients?

(Any applicable question that requires an extended response) (Any 3 × 2) (6)

4.3
- There will always be a need for the business as people always will need to cut their hair.
- A hairdresser can run the business any time from his/her home which will lower the costs of the business. (Any 2 × 2) (4)

4.4
- The cost of electricity can be very high, causing it to be challenging to make a profit.
- Load shedding can negatively influence the business.
- Mistakes done with hair, cannot easily be fixed and the business relies a lot on word of mouth. (Any 2 × 2) (4)

4.5
- If a person does not think critically about his/her business, he/she will keep on repeating the same mistakes.
- Critical thinking will help a person to focus on the important aspects of the business.
- Critical thinking will lead to professional decision making. (Any 3 × 1) (3)

4.6
- Increase the sales margin.
- Improve the services.
- Do more marketing in order to get more clients.
- Use more online marketing.
- Lower the overheads such as water and electricity or use less expensive products. (Any 2 × 2) (4)

[30]

QUESTION 5

5.1
5.1.1 Central nervous system/brain development/cognitive development
5.1.2 Gross motor development/large motor development/physical development/motor development
5.1.3 Fine motor development/physical development/motor development
5.1.4 Sensorial development/perceptual development

(4 × 1) (4)

5.2 John Bowlby (1)

5.3
- Stage 1: Preattachment phase
  Birth to 6 weeks. ✓The baby is not properly attached to the mother✓ at this stage and will not be upset by an unfamiliar adult.
- Stage 2: Attachment-in-the-making stage
  6 weeks to 6-8 months.✓ The baby will react differently to his/her mother than to an unfamiliar adult.✓ The baby learns that his/her actions affect other people.
- Stage 3: Clear-cut attachment phase
  6-8 months to 18 months-2 years of age.✓ The toddler easily gets upset when his/her mother is out of sight.✓ This is often when separation anxiety appears.

(Any relevant 3 × 2) (6)

5.4
- Positive attachment will ensure that the baby feels safe with the mother.
- The baby will not develop anxiety if he/she is away from the mother, knowing that the mother will return.
- The baby will feel emotionally secure. The baby will have the freedom and courage to try new things because he/she feels secure.

(Any relevant 3 × 2) (6)

5.5
5.5.1 Two years
5.5.2 Conventional moral reasoning stage
5.5.3 Adolescence/10-19 years
5.5.4 The approval of authority figures
5.5.5 Post conventional moral reasoning stage

(5 × 1) (5)

5.6
5.6.1 Emotional quotient is an individual's ability to identify and understand his/her own emotions and the emotions of other people.

5.6.2 Spiritual quotient is the ability of a person to relate to the meaning of his/her life and how fulfilled he/she is and the meaning of the people in his/her life.

(2 × 2) (4)

5.7
- If a mother is feeling sick all the time while she is pregnant, she will most probably not have the correct and enough nutrition for brain development of the unborn child.
- If the baby is already born, the mother will feel tired and sick and will not be able to stimulate the child and play with the child and brain development will get behind.
- The mother will also probably be irritated and will not have the energy to make healthy food for the baby and herself.
- The mother will not be able to work to provide enough money for a balanced diet which is necessary for optimal brain development.

(Any 2 × 2) (4)

[30]

QUESTION 6

6.1
- In a stimulating environment a person's senses are exposed to different kinds of stimulation and this will improve brain development.
- Every new thing that a person is exposed to has an influence on that person's development.
- If the person is not embracing the stimulation that is in the environment, the necessary development will not take place. (Any relevant 3 × 2) (6)

6.2 6.2.1 Vygotski's ZPD refers to the difference what a child can achieve intellectually versus what he she/he can achieve with or after the help of an adult or peer- thus via scaffolding. A child learns best when he/she works within his/her ZPD.

6.2.2 The influence of culture was to the utmost importance to Vygotski. People learn differently according to their cultures. People learn by interaction with others (socio-cultural learning). Children move to a next level of intellectual development via mediation of adults.

(Any 2 × 2) (4)

6.3
- Emotional intelligent people are able to assess their own emotions and that of others.
- They will be sensitive towards those that they work with.
- They will be able to adapt to different circumstances and they will be able to avoid conflict if necessary. (Any 2 × 2) (4)

6.4
- A parent with low emotional intelligence will not be able to have empathy and patience with the child.
- The parent will focus on the negative aspects of the child and will not encourage the child to develop as his/her own person.
- The parent will not give the child the freedom to develop in his/her own way.
- The parent lacks the ability to teach the child emotional intelligence.

(Any 2 × 2) (4)

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6.5
- If people have more empathy, they will embrace the differences between themselves and other cultures.
- They will have respect for life and will encourage others to live according to good morals.
- People with empathy will help others that are in need of assistance.

(Any 2 × 2) (4)

6.6 6.6.1 Cultural sensitivity towards other cultures will result in better relationships and respect between people of different cultures.

6.6.2
- The more people develop entrepreneurial skills, the less unemployment will be in SA.
- The more entrepreneurial skills can be developed, the more poverty will decline. (Any 1 × 2)

6.6.3
- Responsible citizens create a positive climate for economic development in a country.
- Responsible citizens respect people of other cultures.

(Any 1 × 2)

6.6.4
- If people are more aesthetically sensitive, they will appreciate the art, music and traditions of other cultures more.
- They will try to preserve it.
- There will be less vandalism, destruction and pollution.

(Any 1 × 2)
(4 × 2) (8)
[30]

QUESTION 7

7.1
- It is learner-centred learning.
- Assessment is a continuous process.
- Learners are well-prepared for the assessment.
- Learners are provided with skills and knowledge that they can use in many different contexts.
- Learning as a whole is more important than achieving individual objectives only.
- The outcomes determine the content.
- It empowers learners to take responsibility for their own learning; all learners can learn.
- It is needs-based.
- It equips learners for the real world and lifelong learning. (Any 4 × 1) (4)

7.2
- Children's learning styles differ from one another and therefore the assessment methods should also differ.
- Different assessment methods assess different abilities of children.
- Children are assessed more fairly.
- Different ways of assessment for different goals. (Any relevant 3 × 2) (6)

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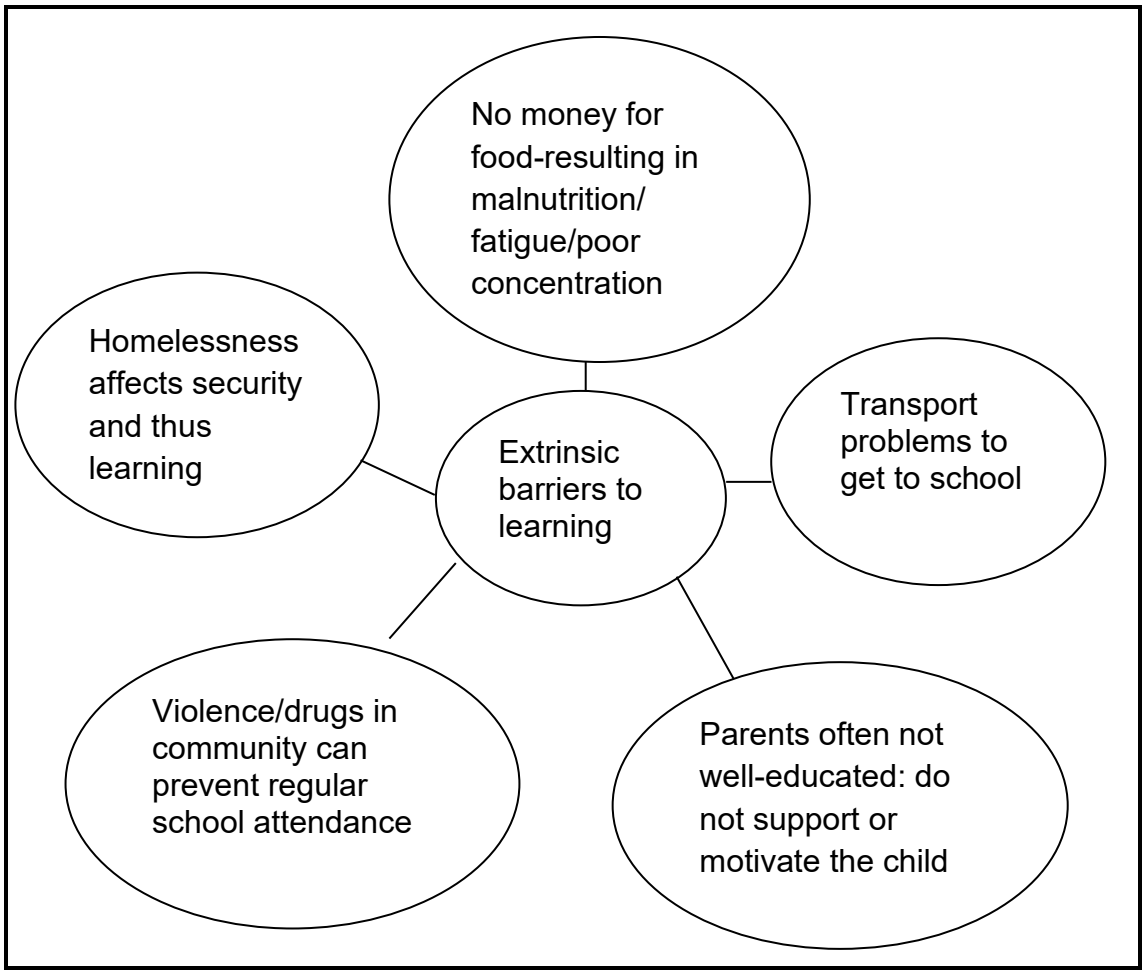
7.3



(Mind map format (1 mark); any relevant 4 barriers (4 marks)) (5)

7.4 7.4.1

- The educator can give extra attention and kindness to abused learners.
- The abuse must be reported to a social worker or the police.
- The learner can be paired with another learner with strong emotional intelligence. (Any 2 × 1)

7.4.2

- Hungry learners can be given sandwiches during break time.
- Children can be encouraged to share.
- A vegetable garden can be planted at school to provide food to learners and their families.
- Food kitchens can be started at school. (Any 2 × 1)

7.4.3

- Learners can be given assistive devices.
- Learners can be paired with other children to assist them.
- Give one-on-one support.
- Give emotional support/positive feedback. (2 × 1)

(3 × 2) (6)

7.5 7.5.1
- Diagnostic assessment is used to find the nature and cause of barriers to learning that specific learners might be experiencing.
- Guidance, support and appropriate interventions follow such assessment as the need arises. (Any 2 × 1) (2)

7.5.2
- Formative assessment informs both teacher and learner and is used by teachers to provide feedback to the learner about the learner's progress in order to improve learning. (1 × 2) (2)

7.6
- The NQF makes it easy for learners to see for themselves how they can progress from one level to another.
- With the NQF system, employers can have a clear idea of the level of qualification their employees need to have.
- The NQF encourages lifelong learning. (Any 2 × 2) (4)

7.7 15 years of age (1)
[30]

QUESTION 8

8.1
8.1.1	empowered	(1)
8.1.2	Higher Education and Training/HET	(1)
8.1.3	Technical and Vocational Education and Training/TVET	(1)
8.1.4	inclusion	(1)
8.1.5	5	(1)
8.1.6	6	(1)
8.1.7	Learning outcomes	(1)
8.1.8	social justice/equality/inclusion (Any TWO)	(2)

8.2
- The community can raise money to buy or hire a taxi or car that is suitable for a wheelchair.
- Other parents can assist children with homework in the afternoons.
- Parents can help children with food parcels and feeding schemes.
- The community can help to gather assistive devices for the disabled children. (Any 4 × 2) (8)

8.3
- An inclusive learning environment ensures that no discrimination takes place towards disabled children.
- It ensures that children learn to accept those that are different from them.
- It encourages learners to have empathy with one another. (Any 2 × 1) (2)

8.4
- Learners must learn to embrace diversity and learn from one another.
- Learners must learn to be tolerant towards other cultures and beliefs.

(Any 1 × 1) (1)
[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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