higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# NATIONAL CERTIFICATE (VOCATIONAL)

## HUMAN AND SOCIAL DEVELOPMENT
### NQF LEVEL 4

(5050104)

**7 November 2022 (X-paper)**
**09:00–12:00**

**This question paper consists of 15 pages.**



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**TIME: 3 HOURS**
**MARKS: 200**

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**INSTRUCTIONS AND INFORMATION**

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each section on a new page.
5. Use only a blue or black pen.
6. Write neatly and legibly.

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## SECTION A

## QUESTION 1

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1–1.20) in the ANSWER BOOK.

1.1 Critical thinking skills will enable students to use … to solve problems that they may experience.

A memorising
B reasoning
C complaining
D knowledge

1.2 In order to analyse different points of views, a person must … them.

A compare
B memorise
C understand
D judge

1.3 Critical thinking can also be described as … thinking.

A sensorial
B emotional
C creative
D psychomotor

1.4 A/An … is a reason put forward in support of or against something.

A example
B concept
C exception
D argument

1.5 A/An … question usually has a longer answer and requires critical thinking.

A basic
B simple
C open
D closed

1.6 The … analysis is a questioning method that is commonly used in businesses and for large projects.

A But Why?
B Why and When
C SWOT
D Where and How

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1.7 The SWOT analysis relies more on … questions that encourage students to think critically.

A open
B closed
C easy
D interesting

1.8 … believed that education should be a dialogue and conversation between teachers and students.

A David Werner
B Paulo Freire
C Abraham Maslow
D John Smith

1.9 … developed the But Why? method of critical thinking.

A David Werner
B Paulo Freire
C The Harvard Business school
D Abraham Maslow

1.10 The … method is commonly used by journalists and reporters to make sure that they find out everything they can about a story.

A SWOT
B five W's and an H
C But Why?
D four open questions

1.11 The theory that states that a baby realises objects do not disappear just because it cannot be seen, is called…

A stationary objects
B object permanence
C temporary objects
D object perception

1.12 A baby of about three months old can …

A recognise his/her mother's face and facial expressions.
B lose the ability to hear the difference between sounds of different languages.
C connect visual stimuli with auditory stimuli in order to relate to people talking to him/her.
D start using egocentric speech.

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1.13 The first movements that a new-born baby makes, are called … movements.

A milestone
B perception
C reflex
D affective

1.14 Sensorial development refers to the development of …

A fine motor skills.
B gross motor skills.
C the brain.
D the senses.

1.15 The sensation of … is the first sense that develops within a baby.

A touch
B sight
C taste
D smell

1.16 The brain of a …-year-old child is the same size as it will be when the child has become an adult.

A three
B two
C five
D six

1.17 … refers to the tendency to use one hand in preference to the other.

A Perception
B Competence
C Handedness
D Autonomy

1.18 A baby between birth and the age of six weeks will be in the … phase of attachment.

A clear-cut
B attachment-in-the-making
C pre-attachment
D reciprocal relationship

1.19 The three main styles of attachment that babies show to their caregivers during the clear-cut phase are...

A avoidant, secure and anxious
B avoidant, anxious and ambivalent
C avoidant, ambivalent and distant
D avoidant, distant and ambivalent

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1.20 Erikson's theory of … development consists of eight stages.

A cognitive
B psycho-emotional
C spiritual
D socio-affective

(20 × 1) **[20]**

## QUESTION 2

2.1 Choose the correct option from those given in brackets. Write only the answer next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

2.1.1 A learner that completed Grade 9, has a qualification of NQF level (one/two).

2.1.2 Fundamental subjects refer to subjects that are (compulsory/not compulsory).

2.1.3 Human and Social Development are one of the three (fundamental/core) subjects in the TVET vocational curriculum.

2.1.4 A/An (core/elective) subject is a subject that can be chosen in the TVET vocational curriculum.

2.1.5 Grade 11 is at NQF level (four/three).

2.1.6 Children that struggle in school can get (correctional/remedial) help.

2.1.7 The curriculum attempts to be (sensitive/directive) towards people's right to education.

2.1.8 The White Paper (5/6) makes provision for disabled learners in mainstream education.

2.1.9 (Inclusivity/Prejudice) means that learners who are differently abled can participate in a lesson.

2.1.10 Developmental outcomes focus on the personal (life skills/qualities) that learners should have acquired when they leave the education system.

(10 × 1) (10)

2.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.2.1–2.2.10) in the ANSWER BOOK.

2.2.1 People sharing the same values and norms can be called a community.

2.2.2 The neighbourhood watch is an example of a community network.

2.2.3 Stereotyping is an example of an intrinsic barrier to learning.

2.2.4 Social justice is one of the curriculum principles that an educator must keep in mind when teaching and learning takes place.

2.2.5 Diagnostic assessment can help an educator to identify the strengths and weaknesses of a learner.

2.2.6 Baseline assessment is usually used at the end of a phase to establish what learners already know.

2.2.7 Crystallised intelligence refers to the knowledge and skills that are gained through experience.

2.2.8 People with a high intelligence quotient always understand their own emotions and the emotions of others very well.

2.2.9 The social quotient is the measure of how well an individual responds to interpersonal relationships.

2.2.10 A low social quotient should be seen as a barrier to learning and teachers cannot help to rectify the problem.

(10 × 1) (10)
**[20]**

## QUESTION 3

3.1 Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–K) next to the question number (3.1.1–3.1.10) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| 3.1.1 | Intelligence that refers to people who ask deep questions and who search for meaning and purpose in their lives | A | fluid intelligence |
| 3.1.2 | The study of how two human brains interact with each other | B | spiritual intelligence |
| 3.1.3 | The intelligence ability that we are born with | C | mental age |
| 3.1.4 | Every individual can possess any of the seven different kinds of intelligence | D | social neuroscience |
| 3.1.5 | A measure of intelligence based on the average abilities of children of a certain age group | E | multiple intelligence |
| 3.1.6 | The theorist who developed the first IQ test | F | Alfred Binet |
| 3.1.7 | A view, judgement or feeling about somebody or something | G | opinion |
| 3.1.8 | An argument offered in opposition to another argument | H | reasoning |
| 3.1.9 | Having a good sense or understanding of things and being able to make accurate judgements | I | rhetorical |
| 3.1.10 | A question that does not need an answer | J | Francis Galton |
| | | K | counterargument |

(10 × 1) (10)

3.2 Complete each of the following sentences by choosing an option from the list below. Write only the answer next to the question number (3.2.1–3.2.10) in the ANSWER BOOK

| |
|---|
| referencing; university; underpin; emotive; conclude; Wikipedia; exaggerate; Harvard; NQF; SAQA |

3.2.1 … language is colourful and tries to make the audience imagine situations that would produce a particular emotion.

3.2.2 To … is to make something seem more than what it is.

3.2.3 When you … an argument, you summarise it by giving a brief explanation of your point of view.

3.2.4 … is when you tell your readers where you found your evidence.

3.2.5 The … system of referencing is widely used throughout the world.

3.2.6 … websites are usually trustworthy to use when doing research on a topic.

3.2.7 … is not the most trustworthy website to use when doing research.

3.2.8 The … system ensures that all qualifications from all educational institutions are held to the same standard.

3.2.9 A … identity number helps students to identify accredited qualifications.

3.2.10 … means to support or form the basis of something.

(10 × 1) (10)
**[20]**

**TOTAL SECTION A: 60**

## SECTION B

## QUESTION 4

Read the scenario below and answer the questions:

Zandile is a hairdresser. She is the sole owner of a business. She started the business four years ago with a donation that she received from an NGO. After four years in the business sector, she realised that her business is not making enough profit and that she must apply critical thinking in order to improve her business plan.

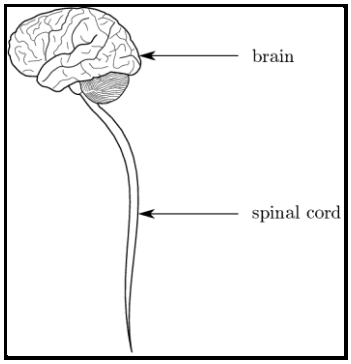
| | | | | |
|---|---|---|---|---|
| 4.1 | 4.1.1 | Do you think the SWOT analysis will assist Zandile to think critically about the way forward for her business? State only 'YES' or 'NO'. | | (1) |
| | 4.1.2 | Give FOUR reasons for the answer to QUESTION 4.1.1. | (4 × 2) | (8) |
| 4.2 | | State THREE open questions that can assist her in finding information during a SWOT analysis. | (3 × 2) | (6) |
| 4.3 | | State TWO possible strengths of a hairdressing business. | (2 × 2) | (4) |
| 4.4 | | State TWO possible threats for a hairdressing business. | (2 × 2) | (4) |
| 4.5 | | Evaluate the importance of critical thinking in a business. | (3 × 1) | (3) |
| 4.6 | | Recommend TWO possible resolutions for a business that is not making enough profit. | (2 × 2) | (4) |
| | | | | **[30]** |

## QUESTION 5

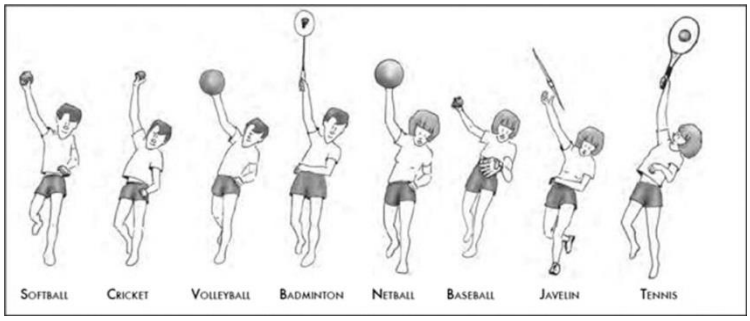
5.1 Name the FOUR different areas of psychomotor development shown in the following pictures.

**PSYCHOMOTOR DEVELOPMENT**

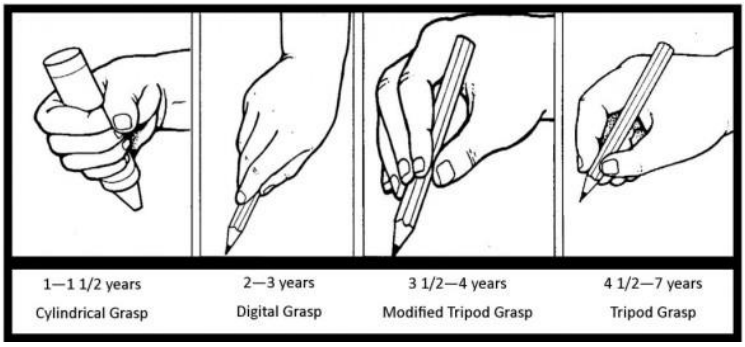
5.1.1



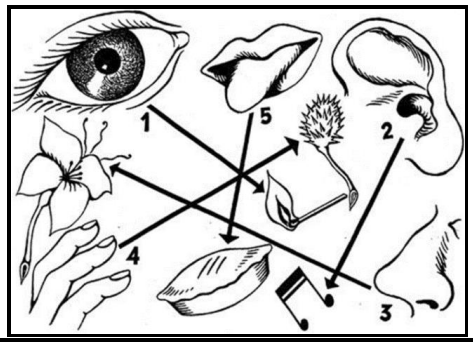

5.1.2




5.1.3




5.1.4




[Source: *www.google/images.co.za*]

(4 × 1) (4)

Attachment means to be together and or be joined. It can also be described as the emotional bond between the child and the parents and later the adult and his or her friends and romantic partner.

5.2 Who developed the ethological attachment theory? (1)

5.3 Discuss the first THREE stages of attachment. (3 × 2) (6)

5.4 State THREE important outcomes that a positive attachment between a baby and his/her mother during the early years of the baby's life will have on the baby. (3 × 2) (6)

Kohlberg developed the theory of moral development. Individuals start to develop their morality at a young age and this morality develops in stages that pass through three levels.

5.5 Complete the table below by writing the answer next to the question number (5.5.1–5.5.5) in the ANSWER BOOK.

| Stage of moral development | Age group when the stage starts to develop | Individuals base their morals on … |
|---|---|---|
| Preconventional moral reasoning | (5.5.1) … | their caregiver's reactions. |
| (5.5.2) … | (5.5.3) … | (5.5.4) … |
| (5.5.5) … | Adulthood | reality according to their own principles. |

(5 × 1) (5)

5.6 Distinguish between the following:

5.6.1 Emotional quotient

5.6.2 Spiritual quotient

(2 × 2) (4)

5.7 Discuss how a chronically ill mother's health can negatively influence the development of her baby in terms of cognitive development. (2 × 2) (4)

**[30]**

## QUESTION 6

Albert Einstein is best known for his scientific equations. He never took an IQ test, but it is estimated that he had an IQ of 160. It is believed that his geniality was due to a combination of a special brain and the environment he lived in.

There are other kinds of intelligence such as emotional and social intelligence. Emotionally intelligent people are seen as charismatic and approachable. They have high rates of success at work and in relationships.

Furthermore, there are two general kinds of intelligence, namely fluid and crystallised intelligence.

6.1 Explain how a person's intelligence can be influenced by a stimulating environment. (3 × 2) (6)

6.2 Briefly explain Vygotsky's theory of cognitive development by referring to:

6.2.1 The Zone of Proximal Development (ZPD).

6.2.2 The influence of culture on learning. (2 × 2) (4)

6.3 Give TWO reasons why it is important for employers to employ emotionally intelligent people in the workplace. (2 × 2) (4)

6.4 Explain the effect that the low emotional intelligence of a parent can have on a child's development. (2 × 2) (4)

6.5 It is said that empathy speaks louder than words.

Explain the powerful effect that empathy can have in South African communities. (2 × 2) (4)

6.6 Explain the importance of the following developmental outcomes in a developing country like South Africa:

6.6.1 Cultural sensitivity

6.6.2 Entrepreneurial skills

6.6.3 Responsible citizens

6.6.4 Aesthetically sensitive

(4 × 2) (8)

**[30]**

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## QUESTION 7

'Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.' (Albert Einstein)

7.1 State FOUR characteristics of outcomes-based education. (4 × 1) (4)

7.2 Give THREE reasons why it is good to use different assessment methods when assessing children. (3 × 2) (6)

7.3 Draw a mind map indicating FOUR extrinsic barriers to learning that children coming from a background of poverty, may experience. (5)

7.4 State TWO practical ways in which an educator can help learners to overcome the following intrinsic barriers to learning:

7.4.1 Abused learners

7.4.2 Hungry learners

7.4.3 Learners with physical impairment

(3 × 2) (6)

7.5 Define the following assessment methods:

7.5.1 Diagnostic assessment

7.5.2 Formative assessment

(2 × 2) (4)

7.6 Give TWO reasons why the NQF is important. (2 × 2) (4)

7.7 What is the minimum age that learners can leave school in South Africa? (1)

**[30]**

## QUESTION 8

8.1 Complete the following sentences by choosing an option from the list below. Write only the answer next to the question number (8.1.1–8.1.8) in the ANSWER BOOK.

| |
|---|
| 5; 6; discouraged; equality; Technical and Vocational Education and Training; Higher Education and Training; inclusion; learning outcomes; social justice; empowered; CCFO's |

8.1.1 Through continuous education, learners are … to take their learning into their own hands. (1)

8.1.2 NQF levels 5–9 are part of the … band. (1)

8.1.3 NQF levels 2–4 are part of the … band. (1)

8.1.4 The policy of … enables all disabled members to participate in the development of South Africa. (1)

8.1.5 White Paper … provides children with a solid foundation for their education. (1)

8.1.6 White Paper … states that all learners should have equal opportunities to succeed in the South African education system. (1)

8.1.7 … have a specific focus and are unique to each subject. (1)

8.1.8 The South African Constitution promotes … and … . (2)

8.2 State FOUR projects that a community can develop in order to help children with disabilities to attend mainstream schools. (4 × 2) (8)

8.3 State TWO positive results of an inclusive learning environment. (2 × 1) (2)

8.4 Briefly discuss why it is important for learners to treat one another with respect. (1 × 1) (1)

**[20]**

**TOTAL SECTION B: 140**
**GRAND TOTAL: 200**

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