higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

16 November 2023

This marking guideline consists of 9 pages.

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INSTRUCTIONS TO MARKERS

1. Mark all the questions.
2. Follow the answers according to the numbering system used in this question paper.
3. Use only a red pen.
4. Put your ticks and crosses neatly and legibly.

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SECTION A

QUESTION 1

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

(20 × 1) **[20]**

QUESTION 2

2.1 is
2.2 EQ
2.3 personal
2.4 social
2.5 Traditional
2.6 Outcomes-based Education
2.7 Traditional
2.8 does
2.9 Outcomes-based Education
2.10 critical
2.11 SAQA
2.12 2
2.13 Core
2.14 Constitution
2.15 5
2.16 networks
2.17 Systemic
2.18 can
2.19 monitor progress
2.20 Baseline

(20 × 1) **[20]**

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QUESTION 3

3.1 False
3.2 True
3.3 True
3.4 True
3.5 False
3.6 True
3.7 False
3.8 False
3.9 False
3.10 True
3.11 True
3.12 True
3.13 False
3.14 True
3.15 True
3.16 True
3.17 False
3.18 False
3.19 True
3.20 False

(20 × 1) **[20]**

TOTAL SECTION A: 60

SECTION B

QUESTION 4

4.1
- Analysing
- Identifying
- Investigating
- Comparing
- Evaluating
- Comprehending
- Applying
- Asking questions
- Defining a problem
- Examining evidence
- Analysing assumptions
- Considering other interpretations
- Communicating

(Any 4 × 1) (4)

4.2 4.2.1 The term *special needs* refers to various difficulties✓ that cause an individual to require additional or specialised services.✓ (2)

4.2.2
- Autism
- Down Syndrome
- Dyslexia
- Blindness
- ADHD
- Deafness
- Physical disability (for example, someone using a wheelchair)

(Any 3 × 2) (6)

4.3

STRENGTHS	WEAKNESSES
Inclusive education will lessen the stigma that is associated with special needs children.✓✓ Inclusive education will ensure that all children receive the same education.	Special needs children can be bullied at school.✓✓ Special needs children may feel ashamed if they cannot keep up with the pace.
OPPORTUNITIES	**THREATS**
People will learn not to discriminate against special needs children.✓✓ The community can get involved in providing resources for the schools.	It is expensive/not enough funding.✓✓ Not all schools are equipped with resources. Inadequate training for teachers working with special needs children.

(Any 4 × 2) (8)

4.4 4.4.1
- Emotive language is the use of descriptive words that can show people how others feel.
- Emotive language forces people to experience emotions and to relate to a particular situation.
- Emotive language uses imagination to build on the facts and to emphasise the emotion of the situation.

4.4.2 Exaggeration means making something more than what it is.

4.4.3 A rhetorical question is a question that does not need an answer. It is a statement in disguise.

4.4.4 Reasoning is having good sense and being able to make accurate judgements/looking at both sides of an argument.

(4 × 2) (8)

4.5 If inclusive education is abolished in South Africa, children with special needs will not have suitable environments within the community.✓✓ Children will have to attend special schools far away from their communities and families.✓✓ Disabled children will be separated from other children and they may feel discriminated against. (Any 2 × 2) (4)

4.6
- Interpret content to suit learner's individual needs.
- Accommodate visual/hearing impairments via relevant resources.
- Create a wheelchair-friendly environment.
- Use alternative assessment strategies to accommodate the special need.
- Treat the learner with respect/do not discriminate.

(Any 3 × 2) (6)

4.7
- If a person has emotional intelligence, it will help them understand others better.
- A person will be more willing to learn from others if they have emotional intelligence.
- A person will be able to identify, understand and manage their own emotions and the emotions of other people.

(Any 1 × 2) (2)
[40]

QUESTION 5

5.1
- Doubting – I will criticise the concept of following a balanced diet at home with their children.✓ I will ask questions to the parents regarding a balanced diet, for example: Won't it be very expensive to follow a balanced diet at home every day? ✓ Won't it be time consuming to cook balanced meals every day?
- Believing – I will believe that a balanced diet is beneficial to children at home,✓ for example: Will a healthy diet always have a positive influence on children?✓ Is a balanced diet more beneficial than supplements for the health of children?
- These questions and answers will refine the parent's beliefs about and attitude towards a healthy diet.✓ It will help the parents to recognise the strengths and weaknesses in any argument.✓ (Any 6) (6)

5.2 Critical Cross-Field Outcomes refer to the skills/life skills✓✓ that learners must acquire during teaching and learning, whereas Developmental Outcomes refer to the personal qualities✓✓ that learners must develop during teaching and learning. (Any 2 × 2) (4)

5.3 5.3.1 Learners must learn to use science and technology effectively and critically because technology develops fast and they must learn how to use it in order to be able to use it in the workplace. Learners must be able to evaluate which technology is necessary and valuable to use. Learners must show respect towards the environment and towards others while using technology.

5.3.2 To work with others, is an important social skill that is needed in every workplace. Learners must learn to accept differences within people and must learn to respect other people's point of view.

(Any 2 × 2) (4)

5.4 Young children must learn to think critically in life. This will encourage lifelong learning.✓✓ If children think critically and learn to ask questions, they will be better able to learn in future.✓✓ Critical thinking can help young children to predict the effect of their actions and this will prevent mistakes or poor decisions. (Any 2 × 2) (4)

5.5 Young children imitate the actions of adults.✓✓ Some young children may not have good role models at home.✓✓ Young children will learn the right values. (Any 2 × 2) (4)

5.6 The central nervous system controls every movement and activity that takes place in a human being's body.✓✓ Without a healthy central nervous system, messages will not reach the body and the body will not be able to react accordingly.✓✓ (2 × 2) (4)

5.7 5.7.1 Sound✓ that that encourages us to take action/learn language.✓

5.7.2 A person's actual ability to perform a behaviour✓ through essential knowledge and skills.✓ In order to successfully perform a behaviour, a person must know what to do and how to do it.

(2 × 2) (4)
[30]

QUESTION 6

6.1 6.1.1 These children can separate from their parents.✓ They seek comfort from parents when they are frightened. When the parents return after a separation, they are met with positive emotions. They prefer their parents to strangers, feeling positive towards their parents. They do not fear separation.

6.1.2 These children may avoid the parents.✓ They do not seek much comfort from or contact with the parents. They do not show preference between the parents. They may seem to be confident and independent as they do not cling to their parents.

6.1.3 These children show a mixture of avoidant and resistant behaviours.✓ They may seem confused, afraid or aggressive.

6.1.4 These adults have trusting, lasting relationships.✓ Good self-esteem. They are comfortable in sharing feelings with friends and partners. They seek out social support.

6.1.5 These adults may have problems with intimacy.✓ They invest little emotion in social and romantic relationships. They are unable or unwilling to share their feelings with others.

6.1.6 These adults may have taken on a parental role or acted as a caregiver at an early age.✓ They may have many romantic relationships, but tend not to form close bonds.

(6 × 1) (6)

6.2 6.2.1 The child may struggle to show their emotions as an adult.✓✓ The child may cry a lot. The child may throw tantrums and have emotional outbursts.

6.2.2 The child may struggle to make friends or to form a positive relationship with adults or teachers.✓✓ The child may struggle to trust others.

6.2.3 The child will lack in stimulation and therefore in cognitive development.✓✓

(Any 3 × 2) (6)

6.3 6.3.1 A child's imagination can encourage them to experience spiritual development more intensely.✓✓ A child's imagination can make spiritual development more understandable for them.✓✓ Logic does not place limits on their beliefs yet. They are susceptible to powerful spiritual images and stories. (2 × 2) (4)

6.3.2
- Religion will teach children morals and values and this will ensure they develop into adults who respect other people.
- Children may be too young and might not understand the concept of religion.
- Children are deprived of the opportunity to find their own religion.

(Any 3 × 2) (6)

6.3.3
- Religion is a particular system of doctrines and worship shared by a community,✓ whereas faith implies spirituality and that a person has made religion their own.✓
- Faith is a strong belief in the doctrines of a religion, based on spiritual conviction rather than proof. (2)

6.4 moderate mental disability;✓ borderline mental disability;✓ moderately gifted✓ (3)

6.5 6.5.1 The school can build ramps with handrails so that Thandi can hold onto the rails when she walks.✓✓ The school can arrange that all the classes she must attend are close to each other.✓✓ The school can make sure that there are no slippery surfaces. Her classes can all be on the ground floor. The school can allow her to wear a pair of long pants under her school uniform. (Any 2 × 2) (4)

6.5.2 Yes.✓ Special needs children include children with physical disabilities./She struggles to walk, thus she has special needs.✓✓

(1 + 2) (3)

6.5.3 White Paper 6 states that all children with special needs and/or disabilities should be included in mainstream schools. (2)

6.6 Tertiary education refers to NQF level 5 – 10 (post-school education)✓✓ whereas general education refers to Grades R – 9.✓✓ (2 × 2) (4)

[40]

QUESTION 7

7.1 Learners should be actively involved in the learning process.✓✓ Learners are provided with skills and knowledge that can be used in the work place.✓✓ According to OBE, all learners can learn. Assessment is a continuous process. The curriculum provides learners with information on methods of assessment. OBE is needs-based. OBE is outcomes-based. Learning is holistic. Learning is more important than teaching. Outcomes first, content second. (2 × 2) (4)

7.2 7.2.1 It means that the learning must be accessible to all. Learners must know what to expect during assessment. Learning content must be in all official languages and Braille and it must be freely available for all.

7.2.2 High standards are set in the learning areas and it specifies the minimum knowledge and skills to be achieved by learners in each grade.

(2 × 2) (4)

7.3 7.3.1 Grade 9 (1)

7.3.2
- Sipho's parents are not acting in his best interest. Sipho is only in Grade 8 and must attend school according to our South African laws.
- It would be considered child labour if he works.
- It is the parents' responsibility to work as they are adults. If they struggle to provide in the basic needs of their household, they should rather see a social worker. (Any 3 × 2) (6)

7.3.3 If you have a Grade 12 certificate, you will be able to study further.✓✓ If you can attain a degree, you can earn more money and provide adequately for your needs.✓✓ If you have a Grade 12 certificate, your self-image will be better and you will be motivated to reach higher heights.✓✓ You will be able to get a better job/better salary. (3 × 2) (6)

7.3.4
- The teacher can visit his parents and encourage them to find work.
- The parents can be assisted to apply for a grant.
- Bring parents in contact with and an organisation that can provide support.
- They can apply for school fees to be subsidised/reduced.

(Any 2 × 2) (4)

7.3.5
- The school can provide Sipho with school clothes/books/ stationery.
- The school can arrange for food for Sipho each day at school.
- The school can propose a fundraising in support of Sipho's family. (Any 2 x 2) (4)

7.4 A (1)

[30]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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