higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

(5050104)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Number the answers according to the numbering system used in this question paper.
3. Start each section on a new page.
4. Use only a blue or black pen.
5. 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 correct answer and write only the letter (A–D) next to the question number (1.1–1.20) in the ANSWER BOOK.

1.1 The lifespan of all human beings is the same. It starts at birth, and it ends with …

A adulthood.
B death.
C old age.
D late adulthood.

1.2 … investigated theories of socio-affective development.

A Piaget
B Vygotsky
C Bowlby
D Einstein

1.3 … investigated theories of cognitive development.

A Kohlberg
B Piaget
C Gilligan
D Fowler

1.4 … refers to aspects related to muscles, skin and bone.

A Cognitive
B Mental
C Behavioural
D Physical

1.5 The first stage of the life cycle is …

A pre-natal life.
B post-natal life.
C pre-conception.
D infancy.

1.6 … actions are movements that we do not have control over.

A Involuntary
B Voluntary
C Automatic

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D Impulse

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1.7 Any biological attributes is the result of a person's …

A decisions.
B genes.
C health.
D heart.

1.8 Things in the environment that encourage us to move, are referred to as …

A milestones.
B perceptions.
C stimuli.
D competences.

1.9 … are intended to protect babies and they do not have control over it.

A Fine motor skills
B Gross motor skills
C Neurons
D Reflexes

1.10 The action of sitting without support, is a … that a baby must be able to accomplish at the age of four months.

A milestone
B reflex
C involuntary action
D stimulus

1.11 … motor skills usually develop later in a human being's life.

A Gross
B Fine
C Large
D Reflex

1.12 Motor skills develop the most between the ages of …

A 1 and 5 years.
B 5 and 20 years.
C 20 and 25 years.
D 25 years and older.

1.13 The colour … is the most attractive colour to new-born babies.

A blue
B yellow
C green
D red

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1.14 The … caregiver is the adult who holds, feeds and cleans a baby and who is mainly responsible for the baby.

A secondary
B adult
C primary
D senior

1.15 … development is the increasing ability to interpret and recognise information.

A Moral
B Social
C Physical
D Cognitive

1.16 … means to interpret sensory information.

A Discrimination
B Evaluation
C Memory
D Perception

1.17 To cry, smile and laugh are … forms of communication.

A non-verbal
B verbal
C physical
D cognitive

1.18 … developed the Zone of Proximal Development.

A Erikson
B Piaget
C Vygotsky
D Fowler

1.19 Fowler's stage where people begin to see the world as it really is, is called…

A enlightenment
B conventional
C reflective
D predictive

1.20 Morality means different things to different people and therefore is …

A absolute.
B relative.
C definite.
D precise.

(20 × 1) **[20]**

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QUESTION 2

Choose the correct term from those in brackets. Write only the answer next to the question number (2.1–2.20) in the ANSWER BOOK

2.1 A person's intelligence (is/is not) influenced by individual experiences.

2.2 A person with a high (IQ/EQ) knows their emotions and is able to manage their emotions.

2.3 To be self-aware and self-motivated are some of the characteristics of (social/personal) competence.

2.4 The ability to show empathy is a characteristic of (social/personal) competence.

2.5 During (Outcomes-based/Traditional) Education, the teacher feeds information to learners by using textbooks, while learners absorb the information passively.

2.6 The holistic approach is followed during (Traditional/Outcomes-based) Education.

2.7 Assessment in (Outcomes-based/Traditional) Education consists of tests and examinations once or twice during a course.

2.8 Outcomes-based Education (does/does not) foster lifelong learning.

2.9 (Outcomes-based/Traditional) Education is intended to stimulate teachers to be creative with the curriculum.

2.10 The ability to work effectively with others in a group, is a (critical/developmental) outcome.

2.11 Qualifications must be checked by (NQF/SAQA) for accreditation.

2.12 The first year of a TVET College qualification is usually at NQF level (2/3).

2.13 (Elective/Core) learning refers to the subjects that are compulsory to complete a qualification.

2.14 South Africa's (Advocacy/Constitution) guarantees everyone the right to education.

2.15 White Paper (5/6) addresses issues such as equal and adequate accessibility to ECD centres for all children in South Africa.

2.16 Community (networks/barriers) can connect members of the community in order to help one another.

2.17 (Systemic/Baseline) assessment is the monitoring of the performance of the education system overall.

2.18 Learning outcomes (can/cannot) be adapted for learners with special needs.

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2.19 The main purpose of assessment should be to (monitor progress/capture marks) of learners.

2.20 (Formative/Baseline) assessment will assist in planning learning programmes.

(20 × 1) **[20]**

QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (3.1–3.20) in the ANSWER BOOK.

3.1 The use of EQ tests is to find and address learning difficulties.

3.2 In OBE, learning is more important than teaching.

3.3 White Paper 5 aims to provide children with a solid foundation for their education.

3.4 Children who receive quality and supportive early childhood education, will more likely be able to work effectively with others in a group.

3.5 A flexible curriculum may cause learning difficulties.

3.6 If learners develop their entrepreneurial opportunities, it will build their dignity.

3.7 Formative assessment gives an overall picture of a learner's progress at a given time.

3.8 Work schedules are limited to a grade or a year and therefore it cannot be adapted to fit learners' needs.

3.9 The legal minimum school leaving age in South Africa is 16 years.

3.10 One prescribed curriculum is used in all public schools in South Africa.

3.11 Critical thinking consists of analysing a situation and its outcomes.

3.12 For an argument to be considered valid, it must be supported by evidence.

3.13 Open questions often require either "yes" or "no" answers.

3.14 A SWOT analysis can help people in businesses to identify weaknesses and strengths in the workplace.

3.15 During informal education, teachers and learners are involved in dialogue and conversations.

3.16 A persuasive person is someone who makes people believe their point of view.

3.17 The language you use in an argument will not have an influence on getting your audience to believe your point of view.

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3.18 A closed question needs an extensive answer.

3.19 Emotive language can be very persuasive because you are telling your audience how to feel.

3.20 The Smith system of referencing is widely used throughout the world.

(20 × 1) **[20]**

TOTAL SECTION A: 60

SECTION B

QUESTION 4

Susan wants to do research on inclusive education in South Africa. She wants to determine the advantages and disadvantages that inclusive education holds for special needs children and their parents/caregivers.

4.1 Name FOUR skills that Susan would need in order to critically evaluate inclusive education in South Africa. (4)

4.2 4.2.1 Explain the term *special needs*. (2)

4.2.2 Give THREE examples of special needs. (3 × 2) (6)

4.3 Construct a SWOT analysis on the system of inclusive education in South Africa in order to evaluate its strengths, weaknesses, opportunities and threats. (4 × 2) (8)

4.4 Explain the meaning of the following terms:

4.4.1 Emotive language

4.4.2 Exaggeration

4.4.3 Rhetorical question

4.4.4 Reasoning

(4 × 2) (8)

4.5 Predict the effect on education for special needs children if inclusive education is abolished (taken away). (2 × 2) (4)

4.6 Give THREE ways in which a teacher can support a learner with special needs in a mainstream classroom. (3 × 2) (6)

4.7 Discuss why emotional intelligence is important in everyday life. (2)

[40]

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QUESTION 5

5.1 Explain how you will use the Doubting and Believing game to persuade parents to ensure that their children follow a balanced diet at home. (6)

5.2 Briefly explain the main difference between Critical Cross-Field Outcomes and Developmental Outcomes. (2 × 2) (4)

5.3 Why is it important to teach the following Critical Cross-Field Outcomes to learners:

5.3.1 Learners must be able to use science and technology effectively and critically, showing responsibility towards the environment and health of others.

5.3.2 Learners must be able to work effectively with others in a group.

(2 × 2) (4)

5.4 Evaluate the importance of critical thinking within young children. (2 × 2) (4)

5.5 Explain why you think it is important for an educator to be a role model for young children. (2 × 2) (4)

5.6 Outline the importance of a healthy central nervous system. (2 × 2) (4)

5.7 Define the following terms:

5.7.1 Auditory stimuli

5.7.2 Behavioural capability

(2 × 2) (4)

[30]

QUESTION 6

The British psychologist, John Bowlby, developed the attachment theory. He believed that attachment to a caregiver was of utmost importance to babies in stressful situations.

6.1 Complete the table below by writing only the correct answer next to the question number (6.1.1–6.1.6) in the ANSWER BOOK.

Attachment style	Characteristics of child	Characteristics when grown-up
Secure attachment style	6.1.1	6.1.4
Avoidant attachment style	6.1.2	6.1.5
Disorganised/ambivalent attachment style	6.1.3	6.1.6

(6 × 1) (6)

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6.2 Evaluate how a negative mother-child bond can impact a child's:

6.2.1 Emotional development

6.2.2 Social development

6.2.3 Cognitive development

(3 × 2) (6)

6.3 James Fowler published a book called *Stages of Faith.* In this book he proposed his theory of spiritual development. According to Fowler, primal faith is the first stage of spiritual development.

6.3.1 Discuss the effect of a child's imagination on their spiritual development. (2 × 2) (4)

6.3.2 Discuss THREE possible effects that the inclusion of religion in the curriculum may have on pre-school children. (3 × 2) (6)

6.3.3 Distinguish between religion and faith. (2)

6.4 Arrange the following IQ classifications from the lowest IQ to the highest IQ:

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

6.5 Read the following case study and answer the questions.

Thandi was in a motor accident in her Grade 10 year. She struggles to walk and finds it difficult to make peace with the scars on her legs. The school that she attends has a lot of stairs and she struggles to reach her classes.

6.5.1 Recommend what the school can do to make it more accessible for Thandi to attend classes. (2 × 2) (4)

6.5.2 Do you think Thandi can be classified as a learner with special needs? Give a reason for your answer. (1 + 2) (3)

6.5.3 Explain how White Paper 6 relates to learners like Thandi. (2)

6.6 Distinguish between *tertiary education* and *general education*. (2 × 2) (4)

[40]

QUESTION 7

OBE is seen as an alternative to the traditional education system.

7.1 State TWO aims of Outcomes-based Education. (2 × 2) (4)

7.2 Explain, in your own words, the meaning of the following principles embraced by the curriculum:

7.2.1 Clarity and accessibility.

7.2.2 High level of skills and knowledge for all.

(2 × 2) (4)

7.3 Read the following case study and answer the questions.

Sipho is 14 years old and a Grade 8 learner at Bonang High School. He loves school and attends all his classes and takes part in class discussions. Bonang's parents are unemployed and are putting pressure on him to leave school in order to find work. They expect him to provide financially for the family when he finds a job. Sipho is unhappy about their expectations and has decided to confide in a teacher at school for advice.

7.3.1 Until which grade, by law, is schooling compulsory for learners in South Africa? (1)

7.3.2 Analyse whether you think Sipho's parents are acting in his best interest by expecting him to leave school. Provide THREE reasons for your answer. (3 × 2) (6)

7.3.3 Evaluate the importance of acquiring a Grade 12 certificate. (3 × 2) (6)

7.3.4 Propose TWO solutions that the teacher can suggest to Sipho's parents to resolve the problem. (2 × 2) (4)

7.3.5 Recommend TWO actions that the school can take to assist Sipho. (2 × 2) (4)

7.4 Which ONE of the following statements (A–C) describes the importance of the development of the social quotient in children in South Africa?
Choose the correct answer and write only the letter (A–C) next to the question number in the ANSWER BOOK.

A Children learn to be smart about relationships.

B Children learn to be smart about emotions.

C Children learn to be smart about faith. (1)

[30]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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