higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 3

17 November 2023

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 systematic
1.2 communicate
1.3 Interpretation
1.4 theory
1.5 examine
1.6 Descriptive
1.7 Comprehension
1.8 Informal
1.9 Knowledge
1.10 credit
1.11 needs
1.12 Hierarchy
1.13 growth
1.14 deficiency
1.15 mental

(15 × 1) **[15]**

QUESTION 2

2.1 True
2.2 True
2.3 True
2.4 True
2.5 False
2.6 False
2.7 False
2.8 False
2.9 True
2.10 True
2.11 True
2.12 False
2.13 False
2.14 True
2.15 False
2.16 True
2.17 True
2.18 True
2.19 True
2.20 True

(20 × 1) **[20]**

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QUESTION 3

3.1 C
3.2 B
3.3 D
3.4 A
3.5 A
3.6 B
3.7 C
3.8 D
3.9 A
3.10 D

(10 × 1) **[10]**

QUESTION 4

4.1. C
4.2 D
4.3 A
4.4 B
4.5 E
4.6 G
4.7 F
4.8 H
4.9 K
4.10 I

(10 × 1) **[10]**

QUESTION 5

5.1 18
5.2 parents/guardian
5.3 Child support
5.4 65
5.5 means

(5 x 1) **[5]**

TOTAL SECTION A: 60

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SECTION B

QUESTION 6

6.1 6.1.1 Secondary research.✓ Because he has to find the information on the internet and he is not interacting with the children with dyslexia. He is doing research by using already existing data.✓✓ (1 + 2) (3)

6.1.2 Qualitative data.✓ The data is not numerical.✓✓ (1 + 2) (3)

6.1.3 Dyslexia is a learning disorder, where people have difficulty in learning and remembering letters. They often confuse letters such as “b” and “d”. (Any ONE) (2)

6.1.4
- The teacher should handle the child with respect and patience.
- The teacher can place the child with a peer, who can help him/her.
- The teacher can place the child nearby, so that he/she can assist him/her.
- The teacher can refer the child for professional help (Any 2 × 2) (4)

6.1.5
- If children with impairments are included in mainstream schools, they can learn from other children, who are not impaired.
- It will minimise the stigma around impairments.
- Children do not have to be sent away, to specialised schools, far from their parents. (Any 2 × 2) (4)

6.2 6.2.1
- Overcrowded classrooms can prevent learners, who require more attention, from reaching their potential.
- Overcrowded classrooms are usually noisy and it can make it difficult for learners to concentrate. (Any ONE) (2)

6.2.2
- Learners with disabilities are more likely to come to harm.
- School buildings with broken glass can harm children.
- Schools, where there are a lot of violence daily, can lead to stress and prevent learners from learning. (Any ONE) (2)

6.3
6.3.1 D
6.3.2 E
6.3.3 A
6.3.4 B
6.3.5 F
6.3.6 C
(6 × 1) (6)

6.4
- Children with learning disorders should not be denied the opportunity to receive an education to the maximum of their ability.
- They cannot be denied admission because of their disability. (Any 2 × 2) (4)

[30]

QUESTION 7

7.1 7.1.1
- The main causes of barriers to learning is malnutrition and poverty.
- Thereafter, comes child-headed households and physical abuse.
- The least likely causes are FAS and learning disorders.

(Any 2 × 2) (4)

7.1.2
- The community can encourage parents to attend parenting skills programmes.
- The community members can report any suspected abuse.
- The community can establish playgroups for children in the afternoons, when parents are at work, in order to keep them safe.

(3 × 2) (6)

7.1.3 Intrinsic barriers to learning refers to those factors inside an individual that prevents a person from being able to learn, whereas extrinsic barriers are factors outside the individual which could impact on the person's ability to learn. (2 × 2) (4)

7.1.4 Mothers who drink alcohol heavily during pregnancy. (2)

7.1.5
- Schools can run feeding schemes at the school.
- Schools can ask the community to help with vegetable gardens.
- Schools can ask government for social workers to help families.

(2 × 2) (4)

7.2
- Graphs
- Pie charts
- Pictures

(3)

7.3
- Children may be subjected to abuse and, therefore, the children will be stressed.
- They will have a low self-esteem.
- They will be afraid of adults.
- They will not trust other adults. (2 × 2) (4)

7.4 Yes (1)
- Local government can provide money for upliftment programmes like Alcoholic Anonymous; parent programmes or feeding schemes.
- Government can provide psychiatrists and social workers to the community.
- Government can make sure that there is adequate police visibility in the community. (Any ONE) (2)

[30]

QUESTION 8

8.1
8.1.1 True
8.1.2 True
8.1.3 False
8.1.4 False
8.1.5 True
8.1.6 False
8.1.7 True
8.1.8 True

(8 × 1) (8)

8.2 8.2.1
- The child will have energy to move around and to play.
- The child will develop normally, with good care.
- The child will develop strong muscles and coordination.
- The child will reach his/her developmental milestones at the right time. (Any 2 × 2) (4)

8.2.2
- The child's brain will be stimulated and will develop optimally.
- The child will be stimulated.
- The child will not be stressed and will think clearly. (Any 2 × 2) (4)

8.3
- Social grants can relieve the intensity of poverty, as parents will have more money to meet the basic needs of children.
- Social grants will help disabled people to function more optimally.
- Social grants can help young parents to be motivated to become an entrepreneur. (3)

8.4
8.4.1 Neurological
8.4.2 Sensory
8.4.3 Mental
8.4.4 Physical

(4 × 1) (4)

8.5
- The more entrepreneurs there are, the less the demand for social grants will be.
- The self-image of the youths will improve once they are able to start their own business.
- The crime rate among the youth will drop.
- Substance abuse among the youth will drop. (Any 3 × 2) (6)

8.6 Biased (1)

[30]

QUESTION 9

9.1
- Adult participants are more likely to be sceptical towards the research process and will not easily trust the researcher.
- Adult participants are also more likely to question some of the processes or questions, or may refuse to answer questions.
- They may also not answer the questions honestly.
- Child participants would want to please the researcher and complete the tasks to the best of their abilities.
- They will also give honest answers and will not try to manipulate the answers. (Any 2 × 2) (4)

9.2 9.2.1
- Researchers must ensure that they get consent from the parents or guardians of child participants.
- Without parental consent, the research will not be legal and can be challenged in court.
- Researchers must also get the consent of all the participants that the information can be made public in a research report. (Any ONE)

9.2.2 Researchers must keep the information and answers of the respondents confidential and not discuss it with colleagues, without the permission of the respondents.

9.2.3
- It is important that the researcher give feedback to the respondents after the research.
- The respondents will gain a better understanding of the nature of the research.
- Parents or guardians of children should also receive feedback. (Any ONE)

(3 × 2) (6)

9.3 9.3.1 The research will not be trustworthy, as the researcher will have indicated to the respondents what the answer is and the research results will not be a true conclusion of the research.

9.3.2
- The research will not be a true reflection of the respondents' answers.
- The respondents may get angry or report the researcher.

9.3.3
- The research results will not be a true reflection of the views of the community, as only certain members were consulted.
- The research results will not be trustworthy.

(3 × 2) (6)

9.4
- This tendency is plagiarism and, therefore, the learners' work will not be valid.
- This tendency will prevent learners from developing their critical thinking skills, as they only copy other people's opinions.
- This will lead to fewer original work and new opinions. (Any 2 × 2) (4)

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9.5
- Poor people sometimes only focus on meeting their basic needs for food and clothing, and do not have the energy to focus on education.
- Poor parents often do not have the money for transport to send their children to school.
- Sometimes, poor people are not motivated to change their circumstances, because they have a poor self-esteem. (Any 2 × 2) (4)

9.6 No
- A large sampling frame will take a lot of time to cover.
- A large sampling frame will also be more expensive to reach. (1 + 2) (2)

9.7
- Open-ended questions make it possible for respondents to give their own opinion on the topic.
- Open-ended questions make the research results more trustworthy, as respondents are likely to answer honestly.
- Open-ended questions acknowledge the differences in the respondents' culture and will therefore encourage respondents to answer to the best of their ability . (Any 2 × 2) (4)

[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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