higher education & training

Department:
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HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

(5050022)

10 December 2020 (X-paper)
09:00–12:00

This question paper consists of 14 pages.

501Q1N2010

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TIME: 3 HOURS
MARKS: 180

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 black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1. 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 (1.1.1–1.1.15) in the ANSWER BOOK.

1.1.1 The ability to manage or deal with a situation:

A Adapt
B Struggle
C Action
D Passive

1.1.2 The … controls your body.

A heart
B lungs
C brain
D muscles

1.1.3 White Paper … is concerned with early childhood development.

A 5
B 6
C 7
D 4

1.1.4 Abraham Maslow believed that motivation comes from the satisfaction of …

A human needs.
B human desires.
C basic bodily functions.
D higher cognitive thinking.

1.1.5 The … domain relates to the ability to memorise facts and solve specific problems.

A socio-affective
B psychomotor
C emotional
D cognitive

1.1.6 The 'instruction manuals' for our bodies that determine certain traits in humans:

A Genes
B Chromosomes 
C Synapses
D Neurotransmitters

1.1.7 … developed the theory of multiple intelligence.

A Howard Gardner
B Abraham Maslow
C Jean Piaget
D Bronfenbrenner

1.1.8 People with … intelligence usually take part in activities that involve movement, such as sport, making things, acting, etc.

A spatial
B language
C logical-mathematical
D bodily-kinaesthetic 

1.1.9 A social issue that can affect and prevent healthy development:

A Poverty
B Self-image
C Education
D Self-confidence

1.1.10 The … contains 80% of the neurons in the brain.

A hypothalamus
B cerebrum
C cerebellum
D cortex

1.1.11 The … test is used to measure the health of a newborn baby and to determine whether the infant needs any emergency treatment.

A Moro
B Babinski 
C Apgar
D Personality

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1.1.12 Social … means that some social groups and social systems with certain characteristics are denied certain rights and privileges.

A inclusion
B exclusion
C acceptance
D disagreement

1.1.13 The Department of … provides pensions for older people.

A Education
B Correctional Services
C Social Development
D Justice

1.1.14 The … gives teachers information on the concepts and content they could teach.

A RNCS
B NQF
C OBE
D SAQA

1.1.15 … are a set of outcomes that encourage learners to see learning as a lifelong activity.

A Critical cross-field outcomes
B Learning outcomes
C Assessment outcomes
D Developmental outcomes

(15 × 1) (15)

1.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.2.1–1.2.15) in the ANSWER BOOK.

1.2.1 Having an open-minded attitude refers to the ability to not accept everything at face value.

1.2.2 We think critically when we learn to think ‘out of the box’.

1.2.3 Hierarchically means that content and tasks become increasingly less complex.

1.2.4 Early stimulation of the brain encourages neurons to connect with one another in order for the brain to function better.

1.2.5 The traditional IQ test only tested cognitive intelligence in a learner.

1.2.6 A pregnant woman’s state of mind does not have an influence on the development of the foetus.

1.2.7 Babies who do not have sufficient nutrition will tend to be smaller and take longer to develop.

1.2.8 A society consists of the same culture and ethnic groups.

1.2.9 According to Bronfenbrenner, a child will develop socially when he/she has minimum contact with the different systems in his/her life.

1.2.10 Government does not play any role in the development of children.

1.2.11 According to the Bill of Rights, everyone has the right to basic education in South Africa.

1.2.12 Thinking out loud while explaining so that learners can track your thought process is an example of scaffolding.

1.2.13 Respect for human rights and dignity is one of the ethical responsibilities of a reflective practitioner.

1.2.14 Psychosocial development refers to the development of personal and professional relationships with other people.

1.2.15 Human development begins at a very early age and decreases in quality and quantity as a person gets older.

(15 × 1) (15)
[30]

QUESTION 2

2.1 Choose a/an item/word from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1.1	An educational system that includes different forms of development and ways of learning	A	association
		B	conception
2.1.2	The act of linking new information with information learned in the past	C	curriculum
		D	self-awareness
2.1.3	All the elements to be covered during the course of study	E	introvert
2.1.4	Body language and facial expressions	F	coordination
2.1.5	The union of a woman's egg and a man's sperm to form a foetus	G	non-discursive communication
2.1.6	The stage during which the baby's body is ready to accept specific changes	H	extrovert
		I	critical period
2.1.7	When you are aware of yourself and your actions, behaviour, feelings and thoughts	J	inclusive education
2.1.8	Someone who likes to be around people and gets strength and insight from talking to other people	K	intrapersonal
		L	evolution
2.1.9	The ability to move different parts of the body smoothly and at the same time		
2.1.10	Gradual changes that take place in a population over generations		

(10 × 1) (10)

2.2 Complete the following sentences by choosing a word or words from the list below. Write only the answer next to the question number (2.2.1–2.2.10) in the ANSWER BOOK.

Bill of Rights; nationality; critical; malnutrition; reflection-on-action; bias; deficiency needs; socio-affective; involuntary; microsystem; reflection-in-action; mesosystem; voluntary

2.2.1 … development that takes place when a person deals with his/her feelings, relationships and values.

2.2.2 … are needs that must first be met, such as eating, sleeping and breathing.

2.2.3 The … is the small, immediate environment in which the child lives.

2.2.4 The list of all the rights of all people in South Africa is called the …

2.2.5 … refers to a person's identity according to the country in which your birth was registered.

2.2.6 Actions that are spontaneous are …

2.2.7 Reflecting and analysing at the same time during teaching is called …

2.2.8 … is a feeling or opinion that strongly favours one side of an argument.

2.2.9 … refers to not having received the right nutrients for the body to grow and function properly.

2.2.10 Being able to communicate effectively by using visual and language skills is a … outcome.

(10 × 1) (10)

2.3 Give ONE term for each of the following descriptions by writing it next to the question number (2.3.1–2.3.10) in the ANSWER BOOK.

2.3.1 The official policy that is concerned with special needs in education

2.3.2 The development of the awareness of the five senses

2.3.3 The family structure where children are the head of the family because of an absence of parents

2.3.4 The kind of society that develops among people who do not live close together, but who are connected online

2.3.5 Actively thinking about one's own learning experiences, understanding and thoughts and applying these ideas in a relevant context

2.3.6 The process of sharing or passing on knowledge and skills

2.3.7 Using someone else's work without referencing it

2.3.8 An alphabetical list of all the resources that a person used in a study

2.3.9 The ability not only to feel sorry for others, but also to really understand how they feel

2.3.10 The cord that connects the baby to the placenta

(10 × 1) (10)

[30]

SECTION B

QUESTION 3

3.1 Select the domain of Bloom's taxonomy from the words in the list below to match each statement. Write only the words next to the question number (3.1.1–3.1.7) in the ANSWER BOOK and give a reason for your answer.

cognitive domain; socio-affective domain; psychomotor domain

3.1.1 The learner remembers or recalls verbal information.

3.1.2 The learner copies the actions of another person.

3.1.3 The learner attaches value to learning and expresses his/her personal opinion.

3.1.4 The ability of a learner to communicate through body movement

3.1.5 The learner integrates new values into his/her life.

3.1.6 The learner translates stimuli that he/she has received through his/her senses into appropriate movement.

(6 × 2) (12)

3.2 Read the following scenario and answer the questions.

After the June examination, Mrs Tshabalala realised that her Mathematics learners did not understand the mathematical concept of geometry. She discussed it with her colleagues and they realised that most of the learners in the grade did not understand the work. They decided to ask the neighbouring school for assistance in teaching and extra notes on geometry.

When the external teacher of the neighbouring school explained the work to the class the next day, Mrs Tshabalala realised that the notes that she used were outdated and that they needed an updated textbook as well. The learners understood the work afterwards and were grateful to Mrs Tshabalala for the extra lesson that she arranged.

3.2.1 Define the term *reflective application.*

3.2.2 Explain briefly how Mrs Tshabalala applied reflection-in-action in the classroom.

3.2.3 Explain how Mrs Tshabalala applied reflection-on-action in the classroom.

3.2.4 Referring to your own studies, give TWO reasons why reflective application is important in your life.

(4 × 2) (8)

3.3 Tabulate the difference between *formal* and *informal education* and give an example of each.

(2 × 2) (4)

3.4 Educators have ethical responsibilities towards learners.

Complete the following sentences by writing only the missing word or words next to the question number (3.4.1.1–3.4.6) in the ANSWER BOOK.

3.4.1 Create an … learning environment rather than learning by absorption.

3.4.2 Give learners the opportunity to gain better understanding of their own … and attitudes and come to appreciate the consequences of their value-based actions.

3.4.3 Teach learners to acknowledge others' knowledge by … and referencing their own and other voices in their speaking and writing.

3.4.4 Provide learners with opportunities to express feelings and points of view that they might have experienced in a … situation.

3.4.5 Provide a clear focus of learning by emphasising the application of … gained in real situations.

3.4.6 Help learners to understand the feelings and … of others by experiencing situations through examining other people's work.

(6 × 1) (6)

[30]

QUESTION 4

Study the following meal plan of an early childhood development centre and answer the questions.

Meals	Times	Food ideas
Morning milk	06:00	Milk
Breakfast	08:00	Cereal Yogurt Fruit
Snack	10:00	Grapes Peanut butter Doughnut Juice
Lunch	13:00	Sardines Carrots Spinach Orange
Snack	15:00	Peanuts Raisins Chips
Supper	17:30	Fish cakes Pasta shells Corn pieces Butternut squares
Bedtime milk	19:00	Milk

4.1 Explain what you understand under the term *malnutrition.* (2)

4.2 The teacher included certain foods in the daily meal plan of the centre.

Name the nutrients that can improve brain development found in the following foods:

4.2.1 Raisins

4.2.2 Sardines

4.2.3 Peanuts

4.2.4 Grapes

4.2.5 Carrots

(5 × 1) (5)

4.3 Do you think it is wise of the teacher to add doughnuts and chips to the children's everyday meal plan? Support your answer with TWO reasons. (1 + 2) (3)

4.4 Too much sugar in an early childhood development centre's daily meal plan is not good.

Explain why. (2 × 2) (4)

4.5 Why do you think young children must have snack time in-between meals? Name ONE reason. (2)

4.6 Suggest FOUR foods that parents must not include in their children's lunchboxes. (4 × 1) (4)

4.7 Suggest how eating and mealtimes at the early childhood development centre can improve the following domains of development:

4.7.1 Social

4.7.2 Physical

(2 × 2) (4)

4.8 Stimulation is as important for brain development as nutrition.

4.8.1 Evaluate the importance of stimulation for babies.

4.8.2 List THREE challenging activities that an educator can include in his/her daily schedule to promote learners' brain development.

(2 × 3) (6)

[30]

QUESTION 5

5.1 Read the following case study and answer the questions.

Mary works in the library at the university. She loves languages and her main subject is French. Justin also works at the library. He is blind after he was in a car accident the previous year. He is responsible for answering the phone. They both love their work and enjoy being of service to their fellow students.

5.1.1 Which intelligence style would you associate with Mary? Give a reason for you answer.

5.1.2 Justin lost his ability to see in the car accident. What lobe has been damaged? Support your answer with a fact.

(2 + 2) (4)

5.1.3 According to Maslow, human needs must be satisfied in a certain order. In the case study above, Mary's physiological, safety and security needs are satisfied.

Name the THREE consecutive needs that still need to be satisfied.
(3 × 1) (3)

5.2 Name a physical developmental milestone within each of the following ages:

5.2.1 Six months

5.2.2 Nine months

5.2.3 Twelve months
(3 × 1) (3)

5.3 Distinguish between *community* and *society*. (2 × 2) (4)

5.4 Bronfenbrenner changed the way psychologists and other social scientists approached the study of human beings and their environment.

Give TWO examples from your personal experience where the following systems had a positive effect on your life:

5.4.1 Microsystem

5.4.2 Exosystem
(4 × 2) (8)

5.5 In your own opinion, what THREE negative effects does social exclusion have on the people in South Africa? (3)

5.6 List FIVE special needs that are included in White Paper 6. (5 × 1) (5)

[30]

QUESTION 6

The Bill of Rights is a cornerstone of democracy in South Africa: Children's rights are set out and every citizen should abide by it.

6.1 According to your knowledge, which rights of Thato (8 years old) are being violated in each of the following scenarios?

6.1.1 Thato's parents do not take him to school and say it is just a waste of time.

6.1.2 Thato's parents did not register his name and birth when he was born.

6.1.3 Thato's parents do not provide him with a nutritious diet.

6.1.4 Thato's parents force him to work in the shop every day for long hours.

6.1.5 Thato's parents do not take him to the clinic or doctor when he is sick.

6.1.6 Thato's parents force him to speak English and do not allow him to speak in his home language.

(6 × 2) (12)

6.2 Name THREE skills that learners will acquire when teachers focus on critical cross-field outcomes during teaching and learning. (3 × 2) (6)

6.3 South Africa is a racially and culturally diverse country.

6.3.1 Discuss this statement.

6.3.2 Give TWO other examples of diversity in South Africa.

(2 × 2) (4)

6.4 Define the following words:

6.4.1 Ombudsperson

6.4.2 NGO

6.4.3 SAQA

6.4.4 Equality

(4 × 2) (8)
[30]

TOTAL SECTION B: 120

TOTAL: 180

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