higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

XX FEBRUARY 2020

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	B
	1.1.2	A
	1.1.3	D
	1.1.4	C
	1.1.5	A
	1.1.6	D
	1.1.7	D
	1.1.8	A
	1.1.9	D
	1.1.10	B
	1.1.11	D
	1.1.12	A
	1.1.13	C
	1.1.14	A
	1.1.15	A
	1.1.16	B
	1.1.17	D
	1.1.18	A
	1.1.19	C
	1.1.20	A

(20 × 1) (20)

1.2	1.2.1	True
	1.2.2	False
	1.2.3	True
	1.2.4	True
	1.2.5	True
	1.2.6	True
	1.2.7	True
	1.2.8	False
	1.2.9	True
	1.2.10	False
	1.2.11	True
	1.2.12	False
	1.2.13	False
	1.2.14	True
	1.2.15	True
	1.2.16	True
	1.2.17	True
	1.2.18	True
	1.2.19	True
	1.2.20	True

(20 × 1) (20)
[40]

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QUESTION 2

2.1	2.1.1	D		
	2.1.2	G		
	2.1.3	A		
	2.1.4	C		
	2.1.5	B		
	2.1.6	I		
	2.1.7	J		
	2.1.8	E		
	2.1.9	H		
	2.1.10	K		
			(10 × 1)	(10)
2.2	2.2.1	Older Persons Act 2006		
	2.2.2	Xenophobia		
	2.2.3	Childline		
	2.2.4	Intimacy/affection/emotional intelligence		
	2.2.5	Sugar		
	2.2.6	Sensitive periods/window of opportunity		
	2.2.7	*Umkhonto we Sizwe*		
	2.2.8	Dendrites		
	2.2.9	Colonisation		
	2.2.10	Carbohydrates		
			(10 × 1)	(10)
				[20]

TOTAL SECTION B: 60

SECTION B

QUESTION 3

3.1	3.1.1	A – Comprehension✓ To recall and understand✓ the information and to give meaning✓ to it.	(1 + 2)	(3)
	3.1.2	B – Application✓ To use✓ the knowledge in real life or new situations and to solve a particular problem.✓	(1 + 2)	(3)
	3.1.3	Analysis means to break up✓ complex information into simpler parts✓ and synthesis means to put the parts together✓ again to form a new whole.✓	(2 × 2)	(4)

3.2 3.2.1 Application
3.2.2 Knowledge
3.2.3 Analysis
3.2.4 Evaluation
3.2.5 Synthesis
3.2.6 Comprehension/Application
3.2.7 Evaluation/Analysis
3.2.8 Application

(8 × 1) (8)

3.3 3.3.1 Competence refers to a standardised ability✓ that a person needs in order to perform a specific job properly.✓

OR

Competence means to have knowledge, skills or attitude✓ to perform according to a specific set of standards.✓

3.3.2 Reflective application is the process of using the knowledge you gained through reflection✓ to change future planning, education or solve problems. ✓

3.3.3 Mainstreaming in education refers to an educational system whereby children with special needs are incorporated in 'normal' schools.

3.3.4 Citing refers to evidence for a justification or statement.

(4 × 2) (8)

3.4 To acknowledge that the words or ideas that you have used,✓ come from someone else.✓/To avoid plagiarism.✓✓/To show your readers where you found the information✓ so that they can look up the source if they want to.✓/To give authority to your work.✓✓/To give credit✓ to the person who first came up with the idea.✓ (Any 2 × 2) (4)

[30]

QUESTION 4

4.1 4.1.1 A – occipital lobe
B – parietal lobe
C – frontal lobe
D – temporal lobe
E – cerebellum

(5 × 1) (5)

4.1.2 (a) Sight
(b) Hearing

(2 × 1) (2)

4.1.3 Good nutrition is important for the preschooler's brain in order to grow, develop and function properly.✓/Important vitamins and minerals that are important for your brain are found in foods that you eat./These foods help an infant's brain to develop fully.✓/The brain needs the right proteins and fats to grow new neuron connections.✓ (Or any other relevant explanations) (3)

4.2 4.2.1 Auditory development refers to the ability of a person to interpret sensory inputs of hearing/sounds. (2)

4.2.2 Yes.✓
Babies need to hear a variety of sounds so that the brain can learn to process that information to make it possible for the baby to eventually respond to what has been heard.✓
Visual and auditory exposure helps the brain later to recognise the objects and sounds without seeing the full picture.✓/It will allow babies to observe and interact with the world around them.✓
(Any THREE relevant motivations) (1 + 3) (4)

4.2.3
- Let the baby play with a variety of shapes.
- Expose the baby to toys of different colours and textures.
- The baby can play with rattles and toys that make sounds.
- Let the baby listen to music. (Any relevant examples) (4)

4.3
- Cognitive development refers to the development of brain functioning✓ and thinking skills.✓
- Physical development focuses on movement skills✓ and the development of muscles.✓ (2 × 2) (4)

4.4 4.4.1
- Self-actualisation is about reaching one's full potential.
- When our physiological, safety, belonging and esteem needs are satisfied, the next and highest level is self-actualisation. (2)

4.4.2
- They embrace themselves and the realities of the world.
- They are spontaneous.
- They are creative.
- They appreciate life.
- They aim at making the world a better place.
- They are problem solvers (own and others).
- They are able to view things objectively.
- They feel close to other humans. (Any 4 × 1) (4)

[30]

QUESTION 5

5.1 5.1.1
- Palesa is HIV positive (chronic illness).
- Palesa is an over-aged learner because she is 16 years old, but only in Grade 7.
- Genine has behavioural problems.
- Genine has tuberculosis. (Any 3 × 2) (6)

5.1.2
- The right to be included in mainstream educational facilities and services.
- The right to assistive devices in schools.
- The right to further education in mainstream educational facilities. (Any 2 × 2) (4)

5.2 5.2.1 Adoption is a process whereby a person assumes the parenting✓ of another, usually a child, from that person's biological or legal parent.

OR

When a child is placed in permanent care✓ with other than the biological parents, by the court. ✓

5.2.2 The process where a counsellor✓ sets aside time to help a person to overcome difficulties that may lead to behavioural problems.✓

5.2.3
- It refers to individuals with different✓ gender, sexual orientation, race, age, religious beliefs, political beliefs, living in a country or area.
- Diversity means a variety or assortment of things.
- A country consisting of many languages, cultures and belief systems. (Any relevant explanation) (Any 2 × 1)

5.2.4 The process whereby people are excluded or partially excluded from mainstream economic, social and political life.

(4 × 2) (8)

5.3 5.3.1 D
5.3.2 A
5.3.3 B
5.3.4 E
5.3.5 C
5.3.6 J
5.3.7 H
5.3.8 I

(8 × 1) (8)

5.4
- White Paper 6 emphasises that all children with impairments or disabilities✓✓ must be included or integrated into one educational system/mainstream schools.✓✓
- Children with special needs or barriers to learning are no longer excluded✓✓ from the educational system, but included in classrooms, and have the opportunity to be with their peers and learn in a classroom environment. ✓✓ (2 × 2) (4)

[30]

QUESTION 6

6.1
6.1.1 Interpersonal/social
6.1.2 Logical-mathematical
6.1.3 Naturalist
6.1.4 Spatial

(4 × 1) (4)

6.2
- Interpersonal/social intelligence: Managers, teachers, pastors.✓
- Logical-mathematical intelligence: Mathematicians/scientists/computer programmers/ accountants/mathematics teachers.✓
- Naturalist intelligence: Botanists, conservationists✓
- Spatial intelligence: Architects, builders, graphic designers ✓

(Any ONE career at each intelligence) (4)

6.3 6.3.1 (Urie) Bronfenbrenner (1)

6.3.2 Microsystem✓
It is the closest layer to the child and the child spends most of his childhood life among the people in the microsystem.✓ It represents the child's relationships with important people in his or her life, such as his or her parents, teacher and siblings.✓ These people usually have a greater influence on the child's life.✓

(Any relevant answer)(1 + 3) (4)

6.3.3 Communication between the different microsystems is important for the child's functioning between these systems.✓ If the teacher and the parents talk to each other, problems can easily be picked up if the child is struggling with something in his or her life.✓ Communication will bring better understanding of the child's life. Communication will help the child to develop holistically.✓ (3)

6.3.4 Social development refers to changes✓ that take place in an environment. ✓ It is important that positive changes take place in the political and educational areas of a country so that development and improvement can take place.
Social development in the political area of a country can ensure stability and democracy for all citizens.✓✓
Social development in the educational area of a country can improve literacy, economic improvement due to skills, etc. ✓✓

(2 × 2) (4)

6.3.5 The child will imitate the behaviour of the parents ✓✓ or caregivers at home. Children learn how to behave and they learn norms and morals at home, and will most likely become like their parents.✓✓ Exposure to books, events, language, outings, discussions, etc., will improve academics. Family expectations, support and monitoring improve results.

(Any 2 × 2) (4)

6.4
- Cognitive development: Parents can sing and speak to their children to develop language that will lead to cognitive development. They can read stories to their children. Expose the child to new experiences. Let the child play – also with educational toys. Involve the child in baking, measuring ingredients, etc.
- Affective development: Comfort the child and let the child feel loved and safe. Teach the child to control his or her feelings and actions. Teach the child to think of other children's feelings and to develop empathy.

(Any 3 × 2) (6)
[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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