higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

(5050022)

1 March 2018 (X-Paper)
09:00–11:30

This question paper consists of 12 pages.

NCV

TIME: 2½ 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. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.1.1–1.1.15) in the ANSWER BOOK.

1.1.1 Comprehension is the last level (level 6) of Bloom's taxonomy.

1.1.2 The acronym HET stands for High Educated Training.

1.1.3 Training is usually related to preparing people to function in the workplace.

1.1.4 It is not important for teachers to be reflective.

1.1.5 The Children's Act of 2005 is one of the acts that is concerned with social development.

1.1.6 South Africa has five official languages.

1.1.7 The 1994 election is a good example of the policy of inclusion in South Africa.

1.1.8 Children who enjoy completing crossword puzzles have spatial intelligence.

1.1.9 Children who are good at dancing and sports are movement smart.

1.1.10 Children who love to study in groups and interact with others have intrapersonal intelligence.

1.1.11 Honesty, sincerity, trust and courage are all examples of good values.

1.1.12 HIV means human immunodeficiency virus.

1.1.13 An introvert is a friendly and outgoing person.

1.1.14 Getting a lot of exercise is good for the brain.

1.1.15 Asocial behaviour means being violent or harmful towards other people.

(15 × 1) (15)

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1.2 Complete the following sentences by using the words provided in the list below. Write only the word to the question number (1.2.1–1.2.15) in the ANSWER BOOK.

self-esteem; genetics; autosome; well-being; training; past; conception; mainstream; agricultural; bibliography; competence; reflection; affective; analysis; physiological; diversity; rubric; future; nucleus

1.2.1 The cycle of reflection will help an educator to plan for … experiences.

1.2.2 Humans are made up of cells that each has membranes and a … .

1.2.3 A … should be included in an assignment to acknowledge someone else's work.

1.2.4 … is the process of giving a person practice in order to become skilled at doing something.

1.2.5 … is involving most people in society as well as learners without special needs.

1.2.6 In … societies people grow food and keep animals.

1.2.7 A chromosome that does not determine sex, is an … .

1.2.8 … is a useful reflection tool.

1.2.9 Having good … means feeling good about yourself and your abilities.

1.2.10 Our basic bodily needs are also considered to be our … needs.

1.2.11 The study of … shows how living organisms inherit many features from their ancestors.

1.2.12 … is the beginning of life in the womb.

1.2.13 A foetus can be influenced by the mother's moods, which will influence its … growth.

1.2.14 … is having different cultures, races and beliefs.

1.2.15 … is a feeling of wholeness and completeness.

(15 × 1) (15)
[30]

QUESTION 2

2.1 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

2.1.1 All healthy teenagers go through …, which is the time that their bodies begin to mature sexually.

2.1.2 Moral and social issues form part of an educator's … reflection.

2.1.3 Another word for an objective is a …

2.1.4 The cognitive domain deals with a person's … development.

2.1.5 According to Bloom, examining how an ecosystem has been damaged by humans, is an example of …

2.1.6 The second level of Maslow's hierarchy of needs is known as the need for …

2.1.7 The Theory of Multiple Intelligences was developed by … .

2.1.8 Bloom's domains are identified as affective, cognitive and …

2.1.9 The type of reflection requiring self-evaluative thinking that educators engage in after every lesson, is called …

2.1.10 … education usually takes place in a classroom, guided by an educator.

(10 × 1) (10)

2.2 Name the EIGHT developmental stages from conception to death. (8)

2.3 The Theory of Multiple Intelligences stresses that we do not have one general, underlying intelligence, but rather that there are eight main areas of intelligence.

2.3.1 Discuss how this theory can influence the teaching and learning situation. (2 × 2) (4)

2.3.2 Name the TWO types of intelligences that were traditionally tested to determine an individual's intelligence. (2)

2.4 Explain the following terms:

2.4.1 Social

2.4.2 Perceptual abilities

2.4.3 Curriculum of the home

(3 × 2) (6)

[30]

TOTAL SECTION A: 60

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SECTION B

QUESTION 3

Read the TWO scenarios below and answer the questions.

Scenario 1

Kelly is a newly qualified educator at Bloemhof Primary School. She is a very intelligent person and teaches Mathematics and Science to the grade 7 learners. Kelly is very young and prefers to chat on her cellphone while her learners are busy. The educators at this school are often assessed and monitored by the principal. Their lessons are observed, and they are given feedback as to how they can improve in their classroom practices. Kelly is very negative towards class visits because she feels that she is intelligent and talented, and she does not need to improve her lessons.

Scenario 2

Sinethemba is also a newly qualified educator at Bloemhof Primary School. He is a very hardworking, highly motivated and driven person. His subjects are English and Mathematics. He is involved in sports at the school. After being assessed and receiving feedback from the principal, Sinethemba makes notes as to how he can improve on his lessons. He evaluates himself and decides that his learners can only benefit if he improves on his teaching. Doing self-evaluation helps him to focus on his own strengths and weaknesses and that of his learners ensuring that he has a good pass rate at the end of the year.

3.1 Reflection is an important part of education assisting educators with the ability to continually inquire into their own teaching practice.

3.1.1 Which educator practices reflection in the classroom? Give a reason for your answer. (1 + 2) (3)

3.1.2 Name TWO reasons why it is important to do reflection as an educator. (2 × 2) (4)

3.1.3 Name TWO ways in which reflection can benefit each of the following role players:

(a) Learners

(b) Parents

(2 × 4) (8)

3.1.4 Give the educator in Scenario 1 advice with regards to becoming a reflective educator. (4)

3.1.5 Keeping a journal demonstrates reflective application in writing.

Give FIVE guidelines how students can reflect on their learning in a journal. (5)

3.2 Referencing is an important issue in moral education.

3.2.1 When do you need to reference? (2)

3.2.2 Why do you need to reference? (4)

[30]

QUESTION 4

4.1 Nutrition is very important for brain functioning, development and growth.

Study the food list below and answer the questions.

potatoes; chips; eggs; oats; pizza; oranges; sweets; soy beans; flour; milk; alcohol; yoghurt; cheese; Coca-Cola; bananas; fish; beetroot; almonds; burgers; avocado pears; chocolate cake

4.1.1 List THREE items from the list above that are unhealthy for brain development.

4.1.2 List THREE items from the list above that are good for brain development.

(2 × 3) (6)

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4.2 Read the following extract and answer the questions.

NUTRITION AND YOUNG CHILDREN

Childhood diseases are made worse by a child's poor nutritional status. In fact, malnutrition is a major underlying cause of illness and death in young children. It strips a child's ability to fight off infection and rapidly weakens the body. In South Africa, malnutrition is a direct result of the inequalities amongst our people. The South African National Food Consumption Survey found relatively high levels of malnutrition in children aged one to six years.

STATISTICS IN SA – MALNUTRITION

21,6 per cent of children between the ages of one and six were stunted (low height for age) or chronically malnourished, with younger children and those living on farms most affected. 10,3 per cent of children were underweight. 3,6 per cent of children were severely malnourished or wasted (low weight for height). One out of two households experienced hunger, with informal urban areas, rural areas and non-commercial farms worst affected.

The highest prevalence of hunger was found in the Eastern Cape (83%), followed by the Northern Cape (63%), North West (61%), Limpopo (54%) and Mpumalanga (53%).

[https://www.unicef.org/southafrica/SAF_resources_younglives.pdf]

4.2.1 Name any THREE factors that can cause malnutrition. (3)

4.2.2 What is meant in the above scenario by 'In South Africa, malnutrition is a direct result of the inequalities amongst our people'? (3)

4.2.3 Name the TWO provinces in South Africa where the highest percentages of hunger cases were found. (2)

4.2.4 Do you think that malnutrition has an effect on a child's brain and intellectual abilities? Give a reason for your answer. (1 + 2) (3)

4.3 Choose a multiple intelligence from COLUMN B that matches a description in COLUMN A. Write only the letter (A–K) next to the question number (4.3.1–4.3.8) in the ANSWER BOOK.

COLUMN A		COLUMN B	
4.3.1	Callen enjoys using a dictionary to find out more about words	A	musical
4.3.2	Siphokazi encourages her learners to make up songs to help memorise facts	B	emotional
4.3.3	Crossword puzzles is Shireen's hobby	C	body movement
4.3.4	Miza and her partner were the winners in the annual ballroom dance competition	D	spatial
4.3.5	Ludumo prefers to work on her own because she is a very quiet and withdrawn little girl	E	intrapersonal
4.3.6	Working in groups and playing team sports like hockey and netball is Sandy's favourite activities	F	intellectual
4.3.7	Themba loves drawing up a monthly budget to guide him as to how to spend his pocket money	G	logical and mathematical
4.3.8	Liziwe learns how to grow vegetables and teaches her friends in her community to do the same	H	naturalistic
		I	spiritual
		J	linguistic
		K	interpersonal

(8 × 1) (8)

4.4 Classify EACH of the following activities under ONE of the domains indicated below. Write only the applicable activity next to the question number (4.4.1–4.4.3) in the ANSWER BOOK.

working out a budget; sympathising with a friend who lost her mother; driving a car; typing on a computer; writing your own poem

4.4.1 Affective (1)

4.4.2 Psycho-motor (2)

4.4.3 Cognitive (2)

[30]

QUESTION 5

Read the extract below and answer the questions.

Bapoleng Township in the Eastern Cape is a very small community. There are only two schools which have to accommodate all the children from the surrounding areas. Bapoleng Primary School accommodates learners from grades 1 to 7 and Bapoleng High School accommodates learners from grades 8 to 12.

These learning institutions and the community are dependent on each other. In a post-industrial society, technology has become increasingly important. Bapoleng Township is a very poor community and the schools still lack many resources, especially with regards to technology. Government funding is not always enough, therefore these schools have to find other means to raise money towards this cause.

5.1 Define the term *post-industrial society*. (2)

5.2 Discuss the difference between a *rural* and an *urban* community with regards to education. (3 × 2) (6)

5.3 From the scenario above, it is clear that the community and the schools are dependent on each other.

5.3.1 Name FIVE ways in which a community can assist schools.

5.3.2 Name FIVE ways in which schools can assist the community. (2 × 5) (10)

5.4 Name THREE different technological resources that could be installed at rural schools to bring them up to standard with schools in urban areas. (3)

5.5 Name FOUR aspects that people in a community share. (4)

5.6 The Bill of Rights gives South African citizens the right to be part of all decision-making processes in the country.

Name any FIVE rights mentioned in the Bill of Rights. (5)
[30]

QUESTION 6

Read the extract below and answer the questions.

A BRIEF HISTORY OF SOUTH AFRICAN APARTHEID

Apartheid officially became a way of life in South Africa in 1948, when the National Party came into power after heavily promoting the racially stratified system. During apartheid, blacks were required to carry pass books at all times to allow them entry into public spaces reserved for whites.

During the Sharpeville Massacre a decade later, nearly 70 blacks were killed and nearly 190 wounded when police opened fire on them for refusing to carry their pass books. Apartheid limited the education the Bantu received. Because apartheid laws reserved skilled jobs for whites exclusively, blacks were trained in schools to perform manual and agricultural labour, but not for skilled trades. The South African government made international headlines when authorities killed hundreds of black students for peacefully protesting against apartheid in 1976. The slaughtering of the students came to be known as the Soweto Youth Uprising. Police killed anti-apartheid activist Stephen Biko in his jail cell in September 1977.

The South African economy took a significant hit in 1986 when the United States and Great Britain imposed sanctions on the country because of its practice of apartheid. Three years later, FW de Klerk became president of South Africa and dismantled many of the laws.

In 1990, Nelson Mandela was released from prison after serving 27 years of a life sentence. The following year South African dignitaries repealed the remaining apartheid laws and worked to establish a multiracial government. That same year, South Africa's black majority won rule of the country for the first time. In 1994, Mandela became South Africa's first black president.

[https://www.thoughtco.com/brief-history-of-south-african-apartheid]

6.1 Would Apartheid be regarded as social exclusion or social inclusion? Give a reason for your answer. (3)

6.2 Mention THREE incidents where innocent people died due to apartheid in South Africa. (3)

6.3 Who played a key role in the abolishment of apartheid legislation? (1)

6.4 Which TWO countries imposed sanctions on SA because of its practice of apartheid? (2)

6.5 Name FIVE rights for children under the age of 18. (5)

6.6 Write the following acronyms in full:

6.6.1 ANCYL

6.6.2 UDF

6.6.3 IEC

(3 × 1) (3)

6.7 Name the FIVE systems in Bronfenbrenner's Ecological Systems Model and give an example of each. (5 × 2) (10)

6.8 Critical Outcome 2: Work effectively with others as members of a team, group, organization and community.

Name THREE important skills children learn when they work effectively with others in a team or group. (3)

[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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