higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 2

(5050022)

12 November 2018 (X-Paper)
09:00–12:00

This question paper consists of 12 pages.

NCV

Copyright reserved

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. Write neatly and legibly.

NCV

SECTION A

QUESTION 1

1.1 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 Through education and training we gain …

A knowledge and skills
B values and norms
C creativeness and perception
D abilities and reflexes

1.1.2 The process of putting theory, learning or abstract knowledge into practice is known as …

A comprehension
B analysis
C construction
D application

1.1.3 The standardised ability that a person needs to perform a specific job properly is known as being …

A competent
B intelligent
C capable
D governing

1.1.4 Teachers have an ethical responsibility towards the children they teach. Children should view their teachers as …

A friends
B role models
C family
D rule makers

1.1.5 The process of looking back on your daily activities and considering how you can improve on your past actions in the future is known as …

A remodelling
B reconstructing
C reflecting
D redefining

NCV

1.1.6 The brain is divided into two hemispheres (left and right) which control the … system.

A blood
B skeletal
C nervous
D digestive

1.1.7 … is the energy component of a human's diet.

A Fatty acids
B Omega 3
C Antioxidants
D Carbohydrates

1.1.8 Human conception is the …

A union of the female egg and male sperm to form a foetus
B sequence in which a baby develops
C physical birth of an infant
D term given to the first three months of an infant's life

1.1.9 The theorist that developed the multiple-intelligence theory was …

A William Spady
B Edward Thorndike
C Jean Piaget
D Howard Gardner

1.1.10 Before birth, the … domain of the foetus can be evaluated.

A physical
B mental
C emotional
D social

(10 × 1) (10)

1.2 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

1.2.1 Empathy means understanding and being concerned for someone else.

1.2.2 A voluntary human act is not done under compulsion, but by choice with knowledge of the circumstances.

1.2.3 Bloom classified educational objectives in five domains.

1.2.4 Synthesising is breaking something down into parts.

Copyright reserved

1.2.5 Pedagogy is a strategy of instruction.

1.2.6 The occipital lobe in the brain specialises in social behaviour.

1.2.7 Eating too much sugar can lead to insulin resistance.

1.2.8 The parietal lobe is a muscle in the body.

1.2.9 Environment means the world around us.

1.2.10 Unconscious activities are controlled by the brain stem.

(10 × 1) (10)

1.3 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–L) next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.3.1	People who study human behaviour	A	cerebrum
1.3.2	Regulates inner bodily activities such as temperature	B	nature versus nurture
1.3.3	Thinking part of the brain	C	cerebellum
1.3.4	Environmental influences that impact on a child's development	D	Bill of Rights
1.3.5	Part of the brain that controls balance, movement and coordination	E	community
1.3.6	Children's biology and environment play a role in change and growth	F	cortex
1.3.7	Group of people connected by at least one shared characteristic	G	psychologists
1.3.8	Forms the cornerstone of the constitution	H	social exclusion
1.3.9	During apartheid some races were denied entrance into certain public amenities	I	neurons
1.3.10	Exterior surface of the brain	J	abuse and neglect
		K	hypothalamus
		L	pituitary gland

(10 × 1) (10)

[30]

QUESTION 2

2.1 Give ONE term for each of the following descriptions by choosing a term form the list below. Write only the term next to the question number (2.1.1–2.1.15) in the ANSWER BOOK.

Homo sapiens; generation; nutrition; xenophobia; starvation; menopause; homophobia; adolescence; synapses; spinal cord; criteria; dendrites; stimulation; career; cerebrum; emotions; ecology

2.1.1 Time when a woman stops menstruating

2.1.2 Time between middle childhood and adulthood

2.1.3 Microscopic gaps between neurons

2.1.4 Branched extensions of neurons which receive electrical signals from other neurons

2.1.5 As important for brain development as nutrition

2.1.6 People of about the same age

2.1.7 Fear or dislike of people from other countries

2.1.8 The study of the relationship between people and their environment

2.1.9 The species humans belong to

2.1.10 One of the developmental outcomes sets out to explore education and … opportunities

2.1.11 The brain stem connects the brain to this

2.1.12 Memory is stored here

2.1.13 Can cause damage to the brain

2.1.14 Standards used to judge or make a decision about something

2.1.15 Socio-affective domain under Bloom's taxonomy deals with this

(15 × 1) (15)

2.2 Name any FOUR sources of knowledge and skills where children can learn besides formal schooling. (4)

2.3 Educational institutions exist within a community in the town or suburb where people live.

Discuss ways in which communities can assist educational institutions. (5)

Copyright reserved

2.4 Educators have a duty to uphold the rights of children.

How should educators treat children in their classrooms with regard to each of the following:

2.4.1 HIV status

2.4.2 Religion

2.4.3 Sexual orientation

(3 × 2) (6)
[30]

TOTAL SECTION A: 60

SECTION B

QUESTION 3

Read the scenario and answer the questions.

Mary has turned eighteen and passed her driver's license. Her parents are proud of her and buy her a brand new car for her birthday. She goes to her friend's birthday party and has too much to drink. As she arrives home, she bumps the front light of her car at the entrance gate. When she wakes up the next morning, she reflects on what happened the night before and is filled with regret. She realises that something worse could have happened because of her driving under the influence of alcohol. She also realises that she will have to explain the damage to her car and the front gate to her parents. Mary could have avoided the problem if she did not drink and drive. She learnt a very valuable, but expensive, lesson and promises herself not to be irresponsible again.

3.1 Reflection has four steps that can be applied to any real-life situation.

The four steps are:

i. Experience
ii. Reflection
iii. Making sense of the experience
iv. Planning for future experiences

3.1.1 Explain the meaning of the first step. (2)

3.1.2 What experience has Mary gained? (2)

3.1.3 Explain the meaning of the second step. (2)

Copyright reserved

3.1.4 Discuss Mary's reflection on her experience. (2)

3.1.5 Give THREE reasons why it is important to reflect. (3)

3.1.6 Is Mary's reflection an example of reflection-in-action or reflection-on-action? Motivate your answer. (2)

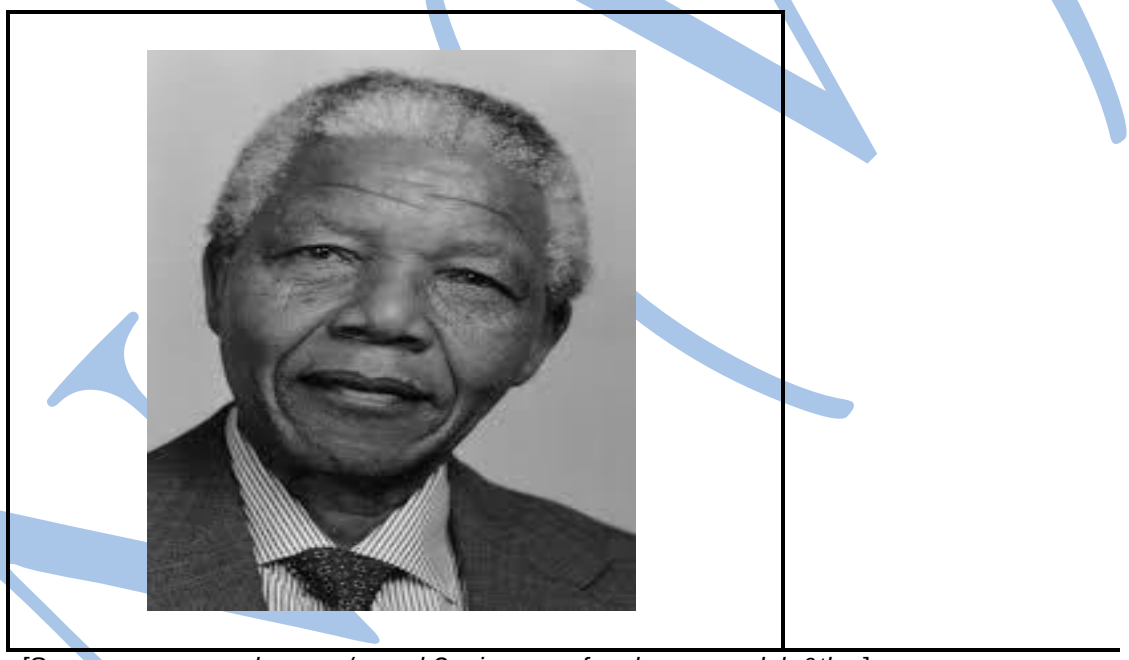
3.1.7 What advice regarding drinking and driving can Mary give her friends? (2 × 2) (4)

3.2 'It takes a village to raise a child.' ~ African proverb

3.2.1 Explain the meaning of this African proverb. (2)

3.2.2 Give an example to illustrate the answer in QUESTION 3.2.1. (2)

3.3 Study the picture and answer the questions.



[Source: *www.google.co.za/search?q=image+of+nelson+mandela&tbm*]

The person in the picture played an important role in South Africa becoming a democratic country.

3.3.1 Identify the person in the picture. (1)

3.3.2 How many years did he spend in prison? (1)

3.3.3 In which year did he become the first black president of South Africa? (1)

3.3.4 Name TWO benefits that we, as South Africans, enjoy today as a result of his dedication towards democracy. (2 × 2) (4)

3.3.5 What is the main goal of social development projects? (1)

Copyright reserved

3.3.6 Who became the successor of the person depicted in QUESTION 3.3.1? (1)

[30]

QUESTION 4

Complete the following table by writing only the answer next to the question number (4.1.1–4.1.16) in the ANSWER BOOK.

4.1

MULTIPLE INTELLIGENCE		
Type of intelligence	**Strengths/Abilities**	**Possible career**
Linguistic	4.1.1 (1)	4.1.2 (1)
Logical-mathematical	4.1.3 (1)	4.1.4 (1)
Spatial	4.1.5 (1)	4.1.6 (1)
Bodily kinaesthetic	4.1.7 (1)	4.1.8 (1)
Musical	4.1.9 (1)	4.1.10 (1)
Interpersonal	4.1.11 (1)	4.1.12 (1)
Intrapersonal	4.1.13 (1)	4.1.14 (1)
Naturalistic	4.1.15 (1)	4.1.16 (1)

(16 × 1) (16)

4.2 Describe how a good facilitator will ensure that learners acknowledge others ethically in their speaking and writing. (2 × 2) (4)

4.3 Define the concept *education*. (2)

4.4 Ms Nel is unmotivated, often absent and treats her learners with disrespect. When they complain, she becomes aggressive and talks down to them. Her learners are too afraid to ask any questions in class.

Evaluate if Ms Nel adheres to the ethical responsibilities of the reflective practitioner. Refer to the case study to motivate your answer. (4 × 2) (8)

[30]

QUESTION 5

5.1 Bronfenbrenner defines a child's environment as having five layers, each having an effect on the child's development, namely the microsystem, mesosystem, exosystem, macrosystem and chronosystem.

5.1.1 Name any TWO possible relationships present in a child's immediate environment (microsystem). (2)

5.1.2 Give TWO examples to illustrate how parent-child relationships can impact on a child's perception of relationships. (2 × 2) (4)

5.1.3 Complete the following sentences by writing down the missing word or words next to the question number (5.1.3a–5.1.3d) in the ANSWER BOOK.

If relationships develop positively in the microsystem, it will give a child feelings of (a) … and (b) … If relationships develop negatively in the microsystem, it will give a child feelings of (c) … and (d) …
(4 × 1) (4)

5.1.4 The mesosystem is the connection between the respective structures of the microsystem.

Discuss TWO examples of such connections. (2 × 2) (4)

5.1.5 Does the exosystem have a direct influence on a child's life? Substantiate the answer. (1 + 2) (3)

Copyright reserved

5.1.6 Beliefs, customs and rituals regulate society in the macrosystem.

Giving TWO examples, analyse how beliefs, customs and rituals can influence a child's life. (2 × 2) (4)

5.1.7 Give TWO examples to illustrate how the passing of time can influence a child's view of the world around him/her. (2 × 2) (4)

5.2 List FIVE social issues that the South African Department of Social Development deals with. (5)
[30]

QUESTION 6

6.1 Maslow's hierarchy of needs was developed in 1943.

6.1.1 List the FIVE levels of Maslow's needs, starting at the most basic need as the first level. (5)

6.1.2 Give ONE example for each of the respective needs as listed in QUESTION 6.1.1 (5)

6.1.3

> Lina grew up in poverty and was neglected by her parents. She, however, is intelligent and driven. She completed her studies and is now a qualified teacher.

Briefly discuss the difference between Maslow's deficiency and growth needs by referring to the case study. (3 × 2) (6)

6.2 Complete the following table by writing only the correct answer next to the question number (6.2.1–6.2.6) in the ANSWER BOOK.

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES		
Levels	**Cognitive domain**	**Psychomotor domain**
Level 1	Knowledge	6.2.4
Level 2	6.2.1	Basic fundamental movements
Level 3	Application	6.2.5
Level 4	6.2.2	Physical abilities
Level 5	Synthesis	6.2.6
Level 6	6.2.3	Nondiscursive movements

(6 × 1) (6)

Copyright reserved

6.3 Differentiate between the *cognitive* and the *psychomotor* domain. (2 + 2) (4)

6.4 Name TWO skills that the socio-affective domain refers to. (2)

6.5 Give any TWO activities relating to the socio-affective domain. (2)
[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

NCV

Copyright reserved