higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 3

(5050063)

3 March 2020 (X-paper)
09:00–12:00

This question paper consists of 12 pages.

223Q1S2003

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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

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 (1.1–1.20) in the ANSWER BOOK.

1.1 … are money given by the government to assist people who are struggling financially to access education.

A Loans
B Scholarships
C Grants
D Bursaries

1.2 The process of improving individuals to improve society:

A Educational development
B Constitutional development
C Intrinsic development
D Social development

1.3 Supports people who have become differently abled after trauma:

A Social security
B Rehabilitation
C Community
D Welfare

1.4 When a person lacks the most basic resources to live, he/she experiences … poverty.

A absolute
B relative
C temporary
D real

1.5 The following development outcome is included in the curriculum to assist families living in poverty:

A Develop entrepreneurial opportunities.
B Identify and solve problems.
C Show an understanding of the world as a set of related systems.
D Work effectively with others as a member of a team.

1.6 The top three levels of Maslow's hierarchy is known as … needs.

A physiological
B deficiency
C growth
D cognitive

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1.7 Research done by observation is called … research.

A observational
B exploratory
C constructive
D secondary

1.8 The determinant of health that indicates how healthy one is at birth:

A Environment
B Biology
C Lifestyle
D Healthcare

1.9 Carbohydrates provide the body with …

A fat.
B minerals.
C salt.
D energy.

1.10 The Kgabane Project helps … to develop their skills.

A women
B traders
C learnerships
D crafters and jewellers

1.11 Meat is rich in …

A protein.
B vitamins.
C fibre.
D oils.

1.12 A condition that falls under neurological impairment:

A Blindness
B Deafness
C Cerebral palsy
D Genetic

1.13 Youth can go to … to assist them with expanding or setting up their businesses.

A Umsobomvu
B CIS
C Tshumisano
D SEDA

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1.14 … sampling involves approaching a single case to gain information on other similar people.

A Snowball
B Purposive
C Quota
D Accidental

1.15 Aquaculture is the farming of …

A goats.
B cows.
C fish.
D pigs.

1.16 Intrinsic barriers include …

A senses.
B stimuli.
C violence.
D illness.

1.17 The skill required by educators to identify disabilities in learners:

A Inclusion
B Introduction
C Implementation
D Improvement

1.18 We need … to conduct research with children under the age of 18 years.

A observation
B debriefing
C consent
D respect

1.19 Adults without education can obtain qualifications through …

A ECD.
B GET.
C ABET.
D NQF.

1.20 The process whereby you interpret, categorise and place events in a sequence:

A Integration
B Storage
C Input
D Output

(20 × 1) **[20]**

QUESTION 2

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.1–2.20) in the ANSWER BOOK.

2.1 The main purpose of a code of conduct in research is to protect participants.

2.2 A researcher has the responsibility to conduct himself/herself in an ethical manner.

2.3 Self-actualisation is the need for respect and appreciation from others and oneself.

2.4 Educationalists do research to determine how people learn.

2.5 It is not necessary to refer to newspapers or websites in a bibliography.

2.6 Wellbeing is more than just the absence of illness – it encompasses a healthy body, mind and spirit.

2.7 Malnutrition can lead to mental and developmental impairments.

2.8 The international day for the eradication of poverty is annually on 17 October.

2.9 Pregnancy and birth are extrinsic factors to learning disabilities.

2.10 The term *cognitive* refers to mental processes such as perception, memory, thinking and problem solving.

2.11 Threatening someone is not a form of violence.

2.12 The easiest way to do research is to pay someone to participate in the process.

2.13 White Paper 6 is about the inclusion of special-needs education.

2.14 Dyslexia is a reading disorder.

2.15 SEDA helps with the growth of large government businesses.

2.16 Vitamins are essential for normal growth and development.

2.17 Vision 2014 pledges education and jobs to everyone in South Africa.

2.18 Household expenditure does not link to the level of education.

2.19 Information from participants can be considered authentic when it is told by someone they know.

2.20 A healthy way of cleaning one's nose is by picking it.

(20 × 1) **[20]**

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QUESTION 3

Choose the correct term from those in brackets. Write only the answer next to the question number (3.1–3.20) in the ANSWER BOOK.

3.1 Inability to perform because of a physical or mental barrier is called a (disability/barrier).

3.2 (Quantitative/Qualitative/Purposive) research relies heavily on numerical data and statistical analysis.

3.3 The process of taking in and absorbing nutrients is called (malnutrition/ nutrition/digestion).

3.4 (Improvement/Explanation/Exploration) research is conducted to solve a problem.

3.5 An example of a neurological barrier is (epilepsy/deafness/tuberculosis).

3.6 White Paper 6 outlines (the right of all people in South Africa/inclusive education and training).

3.7 The virus that attacks CD4 cells in the body is (flu/HIV/TB).

3.8 The body's defence system that protects itself against diseases is the (immune/nervous/digestive) system.

3.9 (ADD/Dyslexia/Homelessness) is an example of an extrinsic barrier to learning.

3.10 (Violence/Illness/Neurological problems) is an example of an intrinsic barrier to learning.

3.11 Keeping yourself and your surroundings clean prevents (illness/malnutrition).

3.12 (Gifted/Disabled) learners should be given more challenging learning experiences.

3.13 (Physiological/Safety/Esteem) needs are required for human survival.

3.14 (Safety/Deficiency/Growth) prevents a person from moving to the next level of Maslow's hierarchy.

3.15 (Aesthetic/Deficiency/Growth) refers to needs that involve growth and development.

3.16 A (design/report/sample) is a portion of the elements in a population.

3.17 (Descriptive/Exploratory/Qualitative) research is suitable for verbal data and subjective analysis.

3.18 (Primary/Secondary/Tertiary) data is collected by someone else.

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3.19 The most effective way of conducting a survey is (an interview/observations/ a questionnaire).

3.20 Researchers must (respect/involve/compromise) the participants in the research by ensuring that they do not infringe upon the participants' human dignity.

(20 × 1) **[20]**

TOTAL SECTION A: 60

SECTION B

QUESTION 4

4.1 Explain each of the following types of barriers to learning:

4.1.1 Intrinsic

4.1.2 Extrinsic

(2 × 2) (4)

4.2 Indicate whether the following statements illustrate EXTRINSIC or INTRINSIC barriers to learning by writing only the word 'Extrinsic' or 'Intrinsic' next to the question number (4 2.1–4.2.6) in the ANSWER BOOK.

4.2.1 Mark has been unemployed since the beginning of the year due to ill health and has lost his house.

4.2.2 Bopeni was born blind and cannot read or watch television like other children.

4.2.3 Benjamin suffers from neuromuscular dystrophy that caused complete paralysis.

4.2.4 Sivenathi and her family live in a one-room home with no electricity and this affects her progress at school.

4.2.5 Sarah has an intellectual disability and struggles to learn and participate in the learning process.

4.2.6 Amazulu Primary school does not have any facilities to accommodate learners with disabilities therefore Zuzi struggles to move around in her wheelchair.

(6 × 2) (12)

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4.3 What can schools do to assist learners in each of the following extrinsic situations?

4.3.1 Children who cannot concentrate in class due to hunger

4.3.2 A learner being sexually abused by her stepfather

4.3.3 Child-headed households

4.3.4 Street children

(4 × 2) (8)

Read the scenario below and answer the questions.

The principal of Sinesipho Primary School has decided to accept learners with special needs at his school this year. This was to ensure that the school complies with the rules and regulations of the Department of Basic Education. This was something new to the learners without special needs and they stared at, made nasty remarks about and teased these learners. In the classroom the differently abled learners were ignored and treated as if they do not exist. The learners with special needs found it extremely difficult to adapt to the school due to the ignorance of the other learners.

4.4 Define the term *inclusive education*. (2)

4.5 Identify FOUR examples from the given scenario where learners with special needs were ill-treated by learners without special needs. (4)

[30]

QUESTION 5

Read the scenario below and answer the questions.

Tutani Primary School is situated in a poverty-stricken environment. The academic results of the school are very poor. Learners cannot concentrate due to hunger and they cannot do homework and study because they have to take care of younger siblings. Children loose both parents at a young age due to HIV/AIDS and they do not eat a balanced meal resulting in malnutrition. This also affects their school work.

5.1 Define each of the following terms:

5.1.1 Poverty

5.1.2 Poverty line

5.1.3 Malnutrition

(3 × 2) (6)

5.2 Give THREE reasons for the poor academic performance of the learners at Tutani Primary School. (3 × 2) (6)

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Study the table below and answer the questions.

TOWNSHIP	HOUSEHOLDS	PERCENTAGE OF HOUSEHOLDS IN POVERTY	PEOPLE IN POVERTY BASED ON HOUSEHOLDS
Peddie	2 663 494	12,5%	767 363
Gugulethu	746 539	5,5%	256 198
Bisho	3 962 246	4,6%	514 824
Komga	2 675 654	7,7%	641 366
Walmer	1 553 085	12,5%	581 377
Veeplaas	1 957 861	7,8%	156 209
Mooiplaas	454 868	8,8%	205 830
Kleinskool	1 256 322	6,6%	368 567
Alex	1 633 875	2,7%	176 076

5.3 Calculate:

5.3.1 The mean of people in poverty based on households. (3)

5.3.2 The mode of the percentage of households in poverty. (2)

5.3.3 The median of the percentage of households in poverty. (2)

5.3.4 The range of people in poverty based on the number of households. (3)

Read the scenario below and answer the questions.

Today Mrs Van Wyk decided to utilise cooperative learning in her class as a teaching method. She divided the class into groups of six. She had to correct the one team who said that they do not want boys in their group and discovered that the learners in another group disregarded the ideas of the quiet learners and also refused to be controlled by the group leader. She had to address them and explained how to treat each other. The one group did not complete the task they were given and Mrs van Wyk asked them to take responsibility for their actions. The stronger groups were asked to assist and support the weaker groups. Mrs Van Wyk taught these learners to view their thoughts and raise their opinions.

5.4 Identify FIVE fundamental values of the constitution according to the manifesto of values that appears in the given scenario. (5)

5.5 Name the THREE levels that formal education in South Africa is divided into. (3)

[30]

QUESTION 6

6.1 Explain each of the following terms:

6.1.1 Social development

6.1.2 Grant

(2 × 2) (4)

6.2 Identify the type of grants given to the individuals below by writing only the answer next to the question number (6.2.1–6.2.5) in the ANSWER BOOK.

6.2.1 Lelethu suffers from cerebral palsy and his mother had to leave her work because he needs full-time care.

6.2.2 Ronald was in a car accident and was left disabled a few months ago at the age of twenty five. His condition is permanent and he now relies on a grant to survive.

6.2.3 Ben lost both his parents to the HIV/AIDS pandemic and is now an orphan. He has been placed in the custody of his grandmother.

6.2.4 Fakhu has been working as a handyman for all his life and has reached the age of 65. He now depends on the government grant to survive.

6.2.5 Siyamthanda fell pregnant while she was in Grade 9. Her boyfriend deserted her when he discovered that she is pregnant. She is struggling to find a job because she does not have any qualifications and nobody wants to help her look after the baby.

(5 × 2) (10)

Read the excerpt below and answer the questions.

Poverty impacts on families in different ways. It is a cycle which means if a person grew up in poverty there is a very good chance that the person will remain in poverty.

6.3 Give ONE example of how poverty will impact on families at each level of Maslow's hierarchy of needs:

6.3.1 Physiological needs

6.3.2 Safety and security needs

6.3.3 Social needs

6.3.4 Ego needs

6.3.5 Self-actualisation needs

(5 × 2) (10)

6.4 Give ONE example of the impact poverty has on each of the following:

6.4.1 Cognitive

6.4.2 Psychomotor

6.4.3 Socio-affective

(3 × 2) (6)

[30]

QUESTION 7

The HIV/AIDS pandemic is claiming many lives in South Africa. Old people are dying because of unfaithfulness in marriage. Teenagers are losing their lives because of unprotected sexual activities. Children are becoming orphans at a very young and vulnerable age and older brothers and sisters have to take care of younger siblings. The epidemic is growing in poor communities due to a lack of knowledge.

7.1 Give FIVE variables from the given scenario to measure if a research project is to be conducted. (5)

Read the scenario below and answer the questions.

You have selected a sample group from the child-headed households in your research project. You want to establish their living conditions and survival strategies.

7.2 Design a questionnaire with the following criteria:

- TWO closed questions
- TWO open questions
- TWO statement questions (3 × 4) (12)

Read the scenario below and answer the questions.

Helen is a thirty-year-old housewife who is married, has two children and loves cooking for her family. She has the same routine every day, but does not realise how important it is to maintain good hygiene. She does not wash her hands after using the toilet or before cooking. She uses the same knife to cut meat and prepare a salad. There is not enough cutlery for the whole family and therefore they share the same cutlery. When everybody is done eating, she covers the leftover food under a cloth for the next day. While doing the dishes she scoops the bones and crumbs left in the plates out the back door for the dogs. She uses the same cloth to clean the kitchen sink and the bathroom.

7.3 List FIVE unhealthy habits that Helen is practising in the given scenario. (5)

7.4 Give FOUR examples of maintaining a healthy lifestyle. (4 × 2) (8)

[30]

TOTAL SECTION B: 120
GRAND TOTAL: 180

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