higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

(5050104)

3 December 2020 (X-paper)
09:00–12:00

This question paper consists of 16 pages.

265Q1N2003

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TIME: 3 HOURS
MARKS: 200

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 The process involved in critical thinking includes …

A strategising.
B manipulating.
C comprehending.
D securing.

1.2 Generalisation refers to a …

A statement of truth about all members of a group.
B a set of beliefs that guide the behaviour of people.
C set of rules about a certain culture.
D rule of law that governs a community.

1.3 The Four Open Questions were developed by:

A Jean Piaget
B Lev Vygotsky
C John Bowlby
D Paulo Freire

1.4 David Werner used this method to arrive at the root cause of a problem:

A SWOT analysis
B Five Ws and an H
C Four Closed Questions
D 'But Why' method

1.5 Another name for convincing or persuasive language:

A Recommendation
B Rhetoric
C Validation
D Approval

1.6 The central nervous system consists of the …

A senses and spinal cord.
B brain and neurons.
C frontal lobe and brain stem.
D brain and spinal cord.

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1.7 The sense of smell is also known as the … sense.

A gustatory
B olfactory
C tactile
D auditory

1.8 A human being's psychomotor development is controlled by the...

A brain.
B spinal cord.
C central nervous system.
D involuntary muscles.

1.9 Bowlby's clear-cut attachment phase happens during the age of …

A eight months to two years.
B six weeks to eight months.
C four months to one year.
D three years to six years.

1.10 Fowler's last phase of spiritual development is known as …

A globalising.
B universalising.
C nationalising.
D comprehending.

1.11 The National Qualifications Framework is subjected to the authority of …

A CCFOs.
B UMALUSI.
C SAQA.
D Developmental Outcomes.

1.12 … education is not a feature of OBE.

A Holistic
B Needs-based
C Inclusive
D Fragmented

1.13 OBE is intended to ensure that learners achieve their full potential and are equipped for … learning.

A social
B lifelong
C participative
D competitive

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1.14 This qualification is obtained at level 5 on the National Qualifications Framework:

A Honours degree
B Higher certificate
C Postgraduate diploma
D Bachelor's degree

1.15 … learning refers the compulsory essential subjects that must be taken to complete a specific qualification.

A Elective
B Fundamental
C Core
D Conceptual

1.16 If learners with special needs and learners without special needs are placed in the same class they will learn to be more … towards each other.

A tolerant
B emotional
C fearless
D abusive

1.17 Daniel Goleman's Emotional Competence Framework is divided into … and social competence.

A collective
B mutual
C reciprocal
D personal

1.18 Vygotsky believed that … helps parents to transfer knowledge to their children.

A punishment
B reprimanding
C language
D scolding

1.19 Selective … is a cognitive mental activity.

A hearing
B attention
C training
D conditioning

1.20 … intelligence flows, moves and changes.

A Fluid
B Social
C Multiple
D General

(20 × 1) **[20]**

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QUESTION 2

2.1 Choose a stage of Erikson's psycho-emotional development from COLUMN B that matches a description of the conflict in COLUMN A. Write only the letter (A–H) next to the question number (2.1.1–2.1.18) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1.1	Initiative versus guilt	A	early childhood
2.1.2	Intimacy versus isolation	B	adolescence
2.1.3	Generativity versus self-absorption	C	late adulthood
2.1.4	Autonomy versus shame	D	primary school years
2.1.5	Identity versus role confusion	E	middle adulthood
2.1.6	Industry versus inferiority	F	infancy
2.1.7	Integrity versus despair	G	young adulthood
2.1.8	Trust versus mistrust	H	preschool years

(8 × 1) (8)

2.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (2.2.1–2.2.12) in the ANSWER BOOK.

2.2.1 Another word for plagiarise is copy.

2.2.2 The structure of a reasoned argument always starts with an introduction.

2.2.3 Classification is an example of critical thinking.

2.2.4 A student cannot really apply a SWOT analysis in real life.

2.2.5 Bias is a statement of truth about all members of a group.

2.2.6 Paulo Freire's Four Open Questions are grouped under the following headings: observe, analyse, predict and suggest.

2.2.7 The 'But Why' method is also known as the Chain of Results.

2.2.8 Developmental outcomes promote cultural sensitivity.

2.2.9 Critical outcomes deal with the morals and values of a person.

2.2.10 Critical thinking is thinking about things in a way that is open-minded and reflective.

2.2.11 A closed question leads to critical thinking about content.

2.2.12 Strengths and weaknesses are part of the external environment.

(12 × 1) (12)

[20]

QUESTION 3

Choose ONE term from the list below for each of the following descriptions and write it next to the question number (3.1–3.20) in the ANSWER BOOK.

constitution; stimuli; entrepreneur; holistic; SAQA; avoidant; barriers; grade R; relative; inclusive; TVET; reward; nerves; social contract; HET; RNCS; doubting and believing game; mutual contract; SWOT; intrapreneur; infancy; EQ; SpQ; tolerate; exclusive; five Ws and an H; grade RR

3.1 Unwritten contract amongst people to maintain fairness in society

3.2 Peter Elbow's method of asking critical thinking

3.3 Method used by reporters to collect evidence

3.4 A person who starts his/her own business

3.5 Babies that seem to be confident and independent because they do not cling to their mothers but have failed to form an attachment

3.6 Goleman's five domains

3.7 According to Bowlby, learners who have not formed attachment during …, find it difficult to form romantic relationships later in life.

3.8 Morality means different things to different people; therefore morality is …

3.9 In Fowler's second stage of spiritual development, children learn through the system of punishment and …

3.10 Curriculum implemented after Curriculum 2005

3.11 Factors that prevent learners from learning effectively

3.12 This document guarantees every citizen's basic rights

3.13 Prepares learners for Grade 1

3.14 Type of learning that is more important than achieving individual objectives

3.15 Board which identifies the developmental outcomes

3.16 Band under which NCV falls on the NQF structure

3.17 Good social skills mean people must be able to … others.

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3.18 Carry information from the organs to the brain

3.19 Provided by environment controls to guide movement

3.20 Education giving learners with special needs access to the same system of education as children without special needs

(20 × 1) **[20]**

TOTAL SECTION A: 60

SECTION B

QUESTION 4

Intelligence quotient is more important than emotional quotient.

4.1 Do you agree with the given statement? (1)

4.2 Give a reason for the answer to QUESTION 4.1. (2)

Study the following scenario and answer the questions.

Harry is a very intelligent seven-year-old boy who was born paralysed in both legs. At the end of last year, his mother applied for him to start grade 1 at Lelethu Public School. The principal of the school looked at Harry's application form, discovered that he was in a wheelchair, rejected his application and suggested that he attended a school for learners with special needs.

4.3 Does the principal of Lelethu Public School have a right to reject Harry's application because of his disability? (1)

4.4 Motivate your answer to QUESTION 4.3. (2)

4.5 Name FIVE ways in which White Paper 6 supports inclusive education. (5 × 2) (10)

4.6 State FOUR advantages of White Paper 5. (4)

[20]

QUESTION 5

Study the statement and answer the questions.

Jean Piaget was a Swiss psychologist who believed that children go through distinct stages of cognitive development until their thinking becomes that of an adult.

5.1 Name Piaget's FOUR stages of cognitive development. (4)

5.2 Identify Piaget's stages of cognitive development in each of the following scenarios by writing only the stage next to the question number (5.2.1–5.2.6) in the ANSWER BOOK.

5.2.1 Lutho understands that 4 + 2 = 6 but does not understand that 6 – 4 = 2.

5.2.2 Caryn is a six-month-old baby and puts any object into her mouth.

5.2.3 As a 15-year-old grade 9 learner, Jenny knows that she should study for her upcoming exams to avoid unnecessary stress and anxiety.

5.2.4 The learners in Mrs Smith's grade 2 class are very competitive about academic work because they are always comparing whose test marks are the best.

5.2.5 At nine months Kevin can lift a sheet to find a toy hidden underneath.

5.2.6 Benjamin is a grade 4 learner and understands that 8 – 5 = 3.

5.2.7 Kuhle is a high school learner and understands that music distracts her while she studies and therefore, she prefers to study in a quiet environment.

(7 × 1) (7)

5.3 Fowler identified seven stages of spiritual development.

Choose a description from COLUMN B that matches each stage in COLUMN A. Write only the letter (A–G) next to the question number (5.3.1–5.3.7) in the ANSWER BOOK.

COLUMN A		COLUMN B	
5.3.1	Primal or undifferentiated faith stage	A	Gcobani decides to search further into his spirituality to understand the truth behind his religious beliefs.
5.3.2	Intuitive-projective faith stage	B	Mary realises that she cannot only focus on her own beliefs but should start focusing on helping others as well.
5.3.3	Mythical-literal stage	C	Mark is in the adolescence stage and wants to use his religion to strengthen his morals and values.
5.3.4	Synthetic-conventional stage	D	Matthew is born into a home where he is nurtured and cared for and he extends that same trust to the divine.
5.3.5	Individuative-reflective stage	E	People like Mother Teresa reach this stage because they want to give their whole selves to make this world a better place.
5.3.6	Conjunctive faith stage	F	Four-year-old Allen has an active imagination and is easily influenced by spiritual concepts.
5.3.7	Universalising faith stage	G	Candice believes that the divine is a person with physical human attributes.

(7 × 1) (7)

5.4 Define the term *cognitive development*. (2)

[20]

QUESTION 6

6.1 Look at the picture, read the statement and answer the questions.



Social intelligence is defined as being smart about relationships, making friends and interacting with people around you.

[Source: *www.google/images.co.za*]

6.1.1 Does the girl in the picture portray social intelligence? (1)

6.1.2 Substantiate the answer to QUESTION 6.1.1. (2)

6.1.3 Give FOUR examples of social skills children can develop when interacting with peers. (4 × 2) (8)

6.1.4 Give FOUR ways in which an educator can help a child to develop social intelligence in the classroom. (4 × 2) (8)

6.2 Define the term *intelligence*. (1)

[20]

QUESTION 7

SWOT analysis is a tool used to encourage people to ask questions about their strengths, weaknesses, opportunities and threats. When doing a SWOT analysis, the internal and external environment must be considered.

7.1 Explain each of the following terms:

7.1.1 Internal environment

7.1.2 External environment

(2 × 2) (4)

7.2 Copy the following SWOT diagram in the ANSWER BOOK and match each statement (A-L) to the relevant heading. Write only the letter (A-L) below the relevant heading.

STRENGTH	WEAKNESS
(3)	(3)
OPPORTUNITY	**THREAT**
(3)	(3)

A My time-management skills are poor because I always arrive late for work.

B I have the necessary qualifications to apply for a position as a teacher's assistant.

C The college where I obtained my qualifications agreed to pay if ever I would like to further my studies.

D Many people with better qualifications may apply for the same position.

E I left my previous workplace because they had to reduce staff due to a decrease in learners.

F Bribing learners with sweets to behave was always regarded as my negative work habit.

G I am multilingual and able to communicate in three different languages.

H My employer allows me to work extra hours.

I I am willing to do fundraising to buy equipment for the school.

J The school is situated far from my home and therefore I should rely on public transport to go to school.

K I lack confidence to speak in front of large groups of people.

L I am very hardworking and highly motivated. (12)

7.3 From the questions below, identify FOUR open questions and write the relevant letter (A–H) of the open questions in the ANSWER BOOK.

A In which year were you born?

B Why is it important to have good social skills?

C What is the date today?

D Why were you not at school yesterday?

E What is your view on our president's speech last night?

F Do you like going shopping?

G In which country were you born?

H What are your plans for the future?

(4 × 1) (4)
[20]

QUESTION 8

There are seven critical cross-field outcomes (CCFOs) which is so called because it emphasises critical thinking and applies to all students across all study areas.

8.1 Name ONE appropriate CCFO for each of the following activities:

8.1.1 Sam and his teammates deserved to win the trophy because they played a brilliant soccer match today.

8.1.2 The Khanya TVET College decided to begin a recycling project in their community in order to create a cleaner environment during the Covid-19 pandemic.

8.1.3 Brenda's English presentation was outstanding, indicating that she is able to communicate effectively applying language skills.

8.1.4 All Education and Development Level 2 students have to do research about the late president Nelson Mandela and critically evaluate how he has changed the future of South Africa.

8.1.5 Khanyisa has developed a study timetable for herself for the upcoming examinations to spend an equal amount of time on each subject.

8.1.6 Sesethu is able to solve her mathematical problems in a creative way without the help of her educator.

(6 × 2) (12)

8.2 Define each of the following terms:

8.2.1 National Qualifications Framework (NQF)

8.2.2 Diagnostic assessment

8.2.3 Community

8.2.4 Elective learning

(4 × 2) (8)
[20]

QUESTION 9

9.1 The Minister of Higher Education, Science and Innovation has declared that all TVET students should wear uniforms.

Present a written argument in favour of or against the given topic by using each of the following headings:

9.1.1 Introduction (2)

9.1.2 Key question (2)

9.1.3 Purpose (2)

9.1.4 Argument against/in favour of the topic (3)

9.1.5 Conclusion (3)

9.1.6 Recommendations (2)

9.2 The language you use in an argument can help to convince an audience of your point of view. A logical, well-researched and referenced argument might not convince the audience if it does not use persuasive language.

Give a brief description of each of the following types of persuasive language:

9.2.1 Rhetorical question

9.2.2 Emotive language

9.2.3 Exaggeration

(3 × 2) (6)
[20]

QUESTION 10

Study the scenario below and answer the questions.

Mrs Ndzala is an educator at Sunshine Primary School who believes that her learners are empty jugs that must be filled with knowledge. Her learners must sit passively in her class and absorb the information that she passes on to them. Parrot-fashion learning is her favourite teaching method whereby her learners must repeat the information that they receive word-for-word. Assessments are only done once a year in her classroom. Based on the results, learners are promoted to the next level or asked to repeat the grade.

Mrs Khumalo, also an educator at Sunshine Primary School, believes that her learners are the most important part of the teaching and learning process. Learners are actively involved in the classroom and can express their views and opinions. In her class, learners are expected to take responsibility for their own learning by reading and understanding their work. Learners are also equipped with important skills, values and attitudes which they can take with them into life after school. Assessment is a continuous process throughout the year and based on this they are promoted to the next level.

10.1 10.1.1 Which teacher's class will be the least disruptive? (1)

10.1.2 Motivate your answer to QUESTION 10.1.1. (2)

10.1.3 Name the teaching method that Mrs Ndzala is using. (1)

10.1.4 Substantiate the answer to QUESTION 10.1.3 by quoting ONE sentence from the scenario. (2)

10.1.5 Which educator facilitates holistic development in her class? (1)

10.1.6 Substantiate the answer to QUESTION 10.1.5 by quoting ONE sentence from the scenario. (2)

10.2 Name TWO important skills, values or attitudes that learners can take with them into the working world. (2)

10.3 A barrier to learning is anything that stands in the way of a child being able to learn effectively and can be either intrinsic or contextual (extrinsic).

10.3.1 Define the term *intrinsic barrier*. (2)

10.3.2 Define the term *contextual barrier*. (2)

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10.4 Indicate which of the following scenarios are intrinsic or contextual by writing only 'Intrinsic' or 'Contextual' next to the question number (10.4.1–10.4.5) in the ANSWER BOOK.

10.4.1 Students at Langebaan TVET College study in Afrikaans as medium of instruction.

10.4.2 Every day James comes to school hungry because both his parents are unemployed.

10.4.3 Abongile's teacher is very concerned about his constant absenteeism, especially when she discovers that he is being physically abused by his stepfather.

10.4.4 Sashen is a grade 7 learner in a wheelchair who finds it difficult to cope with her situation.

10.4.5 Parkside TVET College constantly suffers from student strikes which affect student progress.

(5 × 1) (5)
[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

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