higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

2 March 2020

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	I		
	1.1.2	K		
	1.1.3	G		
	1.1.4	M		
	1.1.5	A		
	1.1.6	E		
	1.1.7	B		
	1.1.8	C		
	1.1.9	F		
	1.1.10	D		
			(10 × 1)	(10)
1.2	1.2.1	False		
	1.2.2	False		
	1.2.3	True		
	1.2.4	False		
	1.2.5	False		
	1.2.6	False		
	1.2.7	True		
	1.2.8	True		
	1.2.9	True		
	1.2.10	False		
			(10 × 1)	(10)
1.3	1.3.1	clear-cut attachment		
	1.3.2	ethological theory		
	1.3.3	primary caregiver		
	1.3.4	mental development		
	1.3.5	religion		
	1.3.6	moral sense		
	1.3.7	abstract		
	1.3.8	emotional intelligence		
	1.3.9	multiple intelligence		
	1.3.10	crystallised intelligence		
			(10 × 1)	(10)
1.4	1.4.1	constitution		
	1.4.2	integration		
	1.4.3	remedial intervention		
	1.4.4	learner-centred		
	1.4.5	AIDS		
	1.4.6	qualities		
	1.4.7	chain of causes		
	1.4.8	plagiarism		
	1.4.9	index		
	1.4.10	emotive		
			(10 × 1)	(10)
				[40]

TOTAL SECTION A: 40

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SECTION B

QUESTION 2

2.1

STRENGTHS	WEAKNESSES
Talented Qualified Hardworking Enjoys a challenge Baking skills (Any relevant TWO)	No time management skills/Always late Mood swings (Any relevant TWO)
OPPORTUNITIES	**THREATS**
Affordable prices Premises at low cost Office block employees support her (Any relevant TWO)	Taxi strikes Competition – other bakery High crime rate Debt (Any relevant TWO)

(8)

2.2 2.2.1 Elements in✓ the business that can be controlled.✓ Example – two employees/equipment/baking skills✓

2.2.2 Outside elements✓ that cannot be controlled.✓ Example – the other bakery down the road/taxi strikes/crime rate.✓

(2 marks for explanation, 1 mark for example) (3 × 2) (6)

2.3
- What can I do to improve my profits on a monthly basis?
- How can I overcome the challenges that my business is facing?
- What changes can I make to the business to increase the profit?
- What can I do to be on time?
- How can I manage my mood swings? (Any relevant 2 × 2) (4)

2.4
- To analyse their strengths, weaknesses, opportunities and threats.
- To determine where they need to improve/what habits they should change
- To gain more insight in their own abilities/weaknesses
- To establish how they can improve their situations
- To determine how they can be more effective (Any 3 × 1) (3)

2.5
- Introduction
- Stating key question
- Purpose
- Presenting the argument
- Conclusion
- Recommendations
- List of references (7)

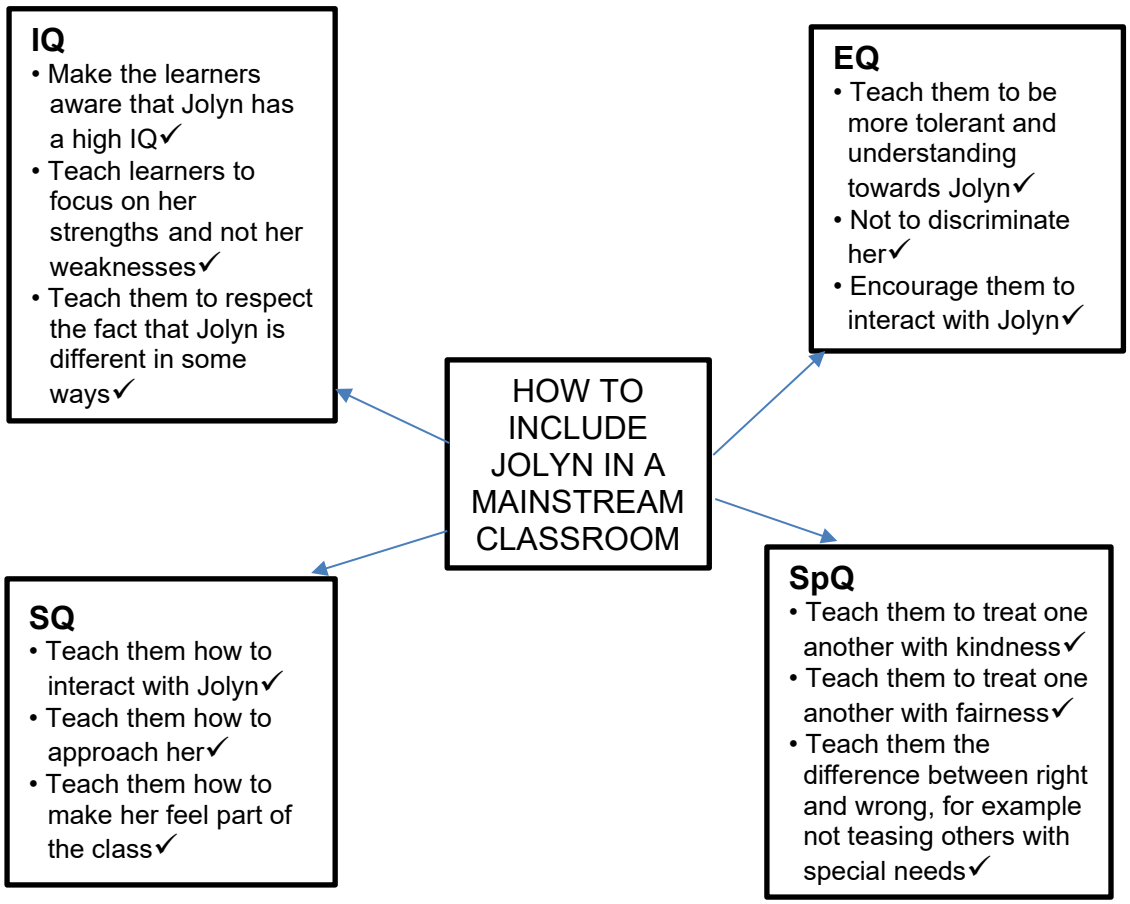
2.6
- Selective attention
- Interpretation
- Classification
- Recognition
- Evaluation
- Deduction
- Perception
- Discrimination (Any 6 × 1) (6)

2.7
- Sitting without support
- Standing with assistance
- Hands-and-knees crawling
- Walking with assistance
- Standing alone
- Walking alone (6)

[40]

QUESTION 3

3.1



(Any 4 × 3) (12)

3.2
- Confident
- Self-assurance
- Awareness of her abilities
- Awareness of her achievements
- Involvement in classroom activities
- Embracing her strengths and weaknesses
- Comfortable with herself
- Socialising with others
- Reducing prejudice/discrimination (Any 3 × 2) (6)

3.3
- Struggles with social interaction
- Struggles with communication
- Struggles with relationships
- Does not like to have contact with other people
- Keeps to herself
- Does not know how to form relationships (Any 2 × 2) (4)

3.4
- Gradually expose her to group work.
- Find tasks that she will be able to do successfully, boosting her self-esteem.
- Find her a good friend.
- Be patient with her.
- Do not force her to do something with which she is not comfortable.

(Any 3 × 2) (6)
- **[28]**

QUESTION 4

4.1 Critical thinking skill (1)

4.2
- Typing a CV
- Typing an application letter
- Budgeting spending his pocket money
- Measuring ingredients when he helps his mom baking
- Assisting his younger sister with maths homework (Any 2 × 2) (4)

4.3
- To enable true learning to take place
- To be able to solve problems independently
- To be able to think out of the box
- To be an autonomous learner
- To be able to think logically
- To apply reasoning skills (Any 3 × 2) (6)

4.4 Approach to teaching (1)
[12]

QUESTION 5

5.1 5.1.1
- Socio-economic deprivation/Poverty/Financial status
- Partially sighted (2)

5.1.2
- Socio-economic deprivation – extrinsic barrier
- Partially sighted – intrinsic barrier (2)

5.1.3
- Socio-economic deprivation – extrinsic barrier – outside of the learner's control
- Partially sighted – intrinsic barrier – internal/unique to the learner and can only be overcome if the learner is helped as an individual (2 × 2) (4)

5.2
- She can provide lunch so that the learner will be able to concentrate.
- Supply the learner with warm clothes.
- Give the learner academic support and motivation which she may lack at home.
- Raise funds to buy the learner spectacles.
- Ask for donations to buy the learner spectacles.
- Classroom activities can be flexible to accommodate the needs of the learner.
- Do activities to involve the learner and not to exclude the learner.

(Any 3 × 2) (6)

5.3
- Give the learner lunch before she writes examinations to help with concentration.
- Make the font size of the question paper bigger.
- Allow the learner to sit individually with an invigilator to enable the invigilator to read questions to the learner.
- Give the learner extra time to complete the question paper successfully.

(Any 3 × 2) (6)

5.4
- Basic education
- Opportunities and facilities to develop physically, mentally, morally, spiritually and socially in a healthy environment
- Health growth and development in special care and protection to be provided
- Special treatment and education according specific physical, mental or social handicap
- To be brought up in a spirit of understanding, tolerance, friendship and peace (Any 3 × 2) (6)

[26]

QUESTION 6

6.1 6.1.1 Motor development
- Holding her rattle
- Shaking her rattle
- Dropping her rattle
- Kicking with her legs in the air
- Moving her fingers
- Building puzzles (Any TWO)

6.1.2
- Distinguishing between her mother's face and that of a stranger
- Recognising the most important people in her life
- Imitating frowns
- Imitating smiles
- Becoming aware of tones, rhythms and sounds that make up language
- Watching rattle move
- Listening to sound of rattle (Any TWO)

6.1.3
- Reading simple stories to her
- Building simple puzzles with her
- Teaching her simple rhymes and songs
- Making her repeat simple words and sounds
- Counting from 1–5 (Any TWO)

(3 × 2) (6)

6.2
- Visual stimuli are things that we can see that encourage us to take action.
- Auditory stimuli are things that we can hear that encourage us to take action. (2 × 2) (4)

6.3
- Preattachment phase
- Attachment in the making phase
- Clear-cut attachment phase
- Formation of a reciprocal relationship phase (4)

[14]

QUESTION 7

7.1 7.1.1 10
7.1.2 4
7.1.3 7
7.1.4 2
7.1.5 1
7.1.6 6

(6 × 1) (6)

7.2 Framework of registered standards and qualifications,✓ agreed to by education and training stakeholders✓ throughout the country.✓ (3)

7.3
- Motivation to become a lifelong learner
- Qualification will be recognised nationally and/or internationally
- Transparency in terms of moving from one level to the next level
- Knowing exactly what to study next to pursue dreams (Any 3 × 2) (6)

7.4
- Social justice, a healthy environment, human rights and inclusivity
- Outcomes-based education
- High level of skills and knowledge for all
- Clarity and accessibility
- Progression and integration (5)

7.5 7.5.1
- Needing less remedial help later on in school
- Less likely to drop out of school
- Less likely to repeat a grade
- More likely to leave the schooling system as an independent, critical, creative and literate citizen
- Putting an end to the cycle of poverty (Any 3 × 2) (6)

7.5.2
- Extent of ECD provision
- Inequality in existing ECD provision
- Inequality of access to ECD services
- Variable quality of ECD services
- Incomplete, fragmented legislative and policy framework for ECD resulting in uncoordinated service delivery (Any 2 × 2) (4)

7.6
- Acknowledging that all children and youth can learn and need support.
- Enabling education to meet the needs of all learners.
- Acknowledging and respecting differences in learners.
- Broader than formal schooling and acknowledging that learning also occurs in the home and community and within formal and informal settings and structures.
- Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curriculum of educational institutions.
- Uncovering and minimising barriers to learning. (Any 5 × 2) (10)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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