higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

(5050104)

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

This question paper consists of 11 pages.

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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 question on a new page.
5. Write only in blue or black ink.
6. Write neatly and legibly.

NSC

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QUESTION 1

1.1 Various options are provided 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 The 'why, when, where, what, who and how' questioning technique was developed by ...

A Rudyard Kipling
B Paulo Freire
C the Harvard Business School
D David Werner

1.1.2 ... theory is based on psycho-emotional development.

A Erikson's
B Fowler's
C Bowlby's
D Vygotsky's

1.1.3 A National Diploma is at NQF Level …

A 4
B 10
C 8
D 6

1.1.4 The THIRD group of questioning using the four open questions to examine own behaviour is called ...

A observation
B prediction
C analysis
D suggestion

1.1.5 The 'T' in SWOT stands for ...

A training
B threats
C teacher
D transformation

1.1.6 To apply critical thinking on a day-to-day basis, you will need to know how to use …

A rote learning
B logic and reasoning
C emphasised words
D logical sentences

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1.1.7 Empathy in the workplace toward others is to … well.

A speak
B listen
C work
D lead

1.1.8 A subject that one may choose is called a/an ... subject.

A core
B fundamental
C elective
D open-ended

1.1.9 During this stage, a child's thoughts are flexible and fluid, so he/she is easily influenced by spiritual concepts being taught:

A Stage 0: Primal faith
B Stage 1: Intuitive projective faith
C Stage 2: Mythic-literal faith
D Stage 3: Synthetic-conventional faith

1.1.10 The central nervous system controls most functions of the ...

A body and muscles
B mind only
C body and mind
D body only

(10 × 1) (10)

1.2 The 'But Why' method developed by David Werner is an essential tool to use in order to think critically.

1.2.1 Briefly explain how to apply the 'But Why' method of critical thinking. (2 × 2) (4)

1.2.2 How does the above method of questioning promote critical thinking? (2 × 1) (2)

1.2.3 Name TWO benefits of being a critical thinker. (2)

1.2.4 Why may some people react negatively to critical questions being asked? (3 × 1) (3)

1.2.5 According to Bloom's taxonomy, justification is a cognitive skill.

List FIVE other types of cognitive skills involved in critical thinking. (5)

1.2.6 Describe FIVE CCFO's that need to be incorporated into learning. (5 × 2) (10)

1.2.7 Motivate the importance of CCFO's in students' learning and participation. (2 × 2) (4)

[40]

QUESTION 2

2.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (2.1.1–2.1.10) in the ANSWER BOOK.

2.1.1 Only stating one's opinion is enough to develop a convincing argument.

2.1.2 Psychomotor development involves learning new skills that require mental and physical action.

2.1.3 Zohar's spiritual quotient assessment makes no reference to religious beliefs or practices.

2.1.4 SAQA ensures that the NQF is properly implemented.

2.1.5 FET has been replaced by TVET.

2.1.6 The SWOT analysis can only be used by people who have a business.

2.1.7 A classification system for levels of cognitive thinking is called the SWOT analysis.

2.1.8 The qualification type for NQF Level 1 is a General Education and Training Certificate.

2.1.9 A reference list is required at the beginning of writing an argument.

2.1.10 White Paper 6 is an educational policy.

(10 × 1) (10)

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2.2 Read the scenario below and answer the questions.

> Samson is 3 years old. He has been attending the same ECD Centre since he was a baby with the same ECD practitioners. Samson happily greets the ECD practitioners on his arrival and says goodbye to his mother. He runs to the carpet area where one of the ECD practitioners is reading a story to the children.
>
> Later in the afternoon, when the mother arrives Samson runs to greet his mother with a smile. He happily waves goodbye to the ECD practitioners.

2.2.1 Name the type of attachment that Samson has formed with his mother and the ECD practitioners. (1)

2.2.2 Describe the type of attachment mentioned in QUESTION 2.2.1. (3 × 1) (3)

2.2.3 Explain what the ECD practitioners do to support the type of attachment Samson is experiencing. (2 × 2) (4)

2.2.4 Name FOUR developmental activities that Samson should be able to do at his age according to Piaget's theory of cognitive development. (4)

2.2.5 Suggest what the ECD practitioners should do to support Samson's cognitive development. (4 × 1) (4)

2.2.6 Briefly explain Kohlberg's theory on pre-conventional morality. (2)

2.2.7 Provide SIX guidelines on how the ECD practitioners can support Samson's moral development at his age. (6)

2.2.8 Give TWO physical activities that Samson should have mastered by the age of three according to the milestones. (2)

2.2.9 How can the ECD practitioners support Samson's physical development? (4 × 1) (4)

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QUESTION 3

3.1 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–K) next to the question number (3.1.1–3.1.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1.1	SWOT analysis	A	theory of spiritual development
3.1.2	Fowler	B	emotional quotient
3.1.3	Goleman	C	a list of sources used in research
3.1.4	Bill of Rights	D	breaking down barriers to participation
3.1.5	Bibliography	E	motor development
3.1.6	Gesell	F	developed by the Harvard Business School
3.1.7	David Werner	G	not treating people as being equal
3.1.8	Erikson	H	forms part of the Constitution of the Republic of South Africa
3.1.9	Inclusion	I	basic trust versus mistrust
3.1.10	Inequality	J	social quotient
		K	chain of Causes

(10 × 1) (10)

3.2 Read the scenario below and answer the questions.

Zanele is six years old and in a wheel chair. Her parents are able to provide in her basic needs such as care, nutrition and love. However, Zanele struggles to get to her classroom in school as her class is on the second floor and there is no lift.

3.2.1 Name and explain the type of extrinsic barrier mentioned in the case study. (2)

3.2.2 Discuss TWO ways in which the teachers at school can overcome extrinsic barriers experienced by Zanele. (2 × 2) (4)

3.2.3 Name ONE way in which the teacher can accommodate Zanele's needs during assessment. (1)

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3.2.4 Name TWO rights that Zanele is entitled to, as set out in the Constitution of the Republic of South Africa. (2)

3.2.5 Explain how White Paper 6 supports children like Zanele. (4 × 1) (4)

3.2.6 Why is it important that Zanele's teacher has a high emotional quotient when dealing with her? (3 × 1) (3)

3.2.7 How can the teacher support Zanele to develop her social quotient? (4 × 1) (4)

3.2.8 'One of the principles of the Constitution is to create an environment that promotes dignity and respect.'

Explain how one can create the type of environment in one's classroom that promotes the above. (5 × 2) (10)

[40]

QUESTION 4

4.1 Give ONE term for each of the following descriptions by choosing it from the list below. Write only the term next to the question number (4.1.1– 4.1.10) in the ANSWER BOOK.

Alfred Binet; pedagogy; curriculum; reflexes; physical; social quotient; suggest; intellectual quotient; four open questions; observe; perception; tolerance; ridicule

4.1.1 A method of asking critical questions developed by Paulo Freire

4.1.2 Developed a test to assess mental abilities

4.1.3 Indicates how well individuals respond to interpersonal relationships

4.1.4 The fourth and final group of questioning using the four open questions to examine one's own behaviour

4.1.5 Refers to the content that we teach

4.1.6 The brain's ability to make sense of information

4.1.7 A cognitive type of human intelligence

4.1.8 First movements that a new born makes that help them to survive

4.1.9 Refers to the approach we use to teach

4.1.10 The willingness to accept people who are different from you

(10 × 1) (10)

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4.2 Read the scenario below and answer the questions.

Ayanda has recently completed her Education and Development Level 4 qualification and has started working at a Primary School as a teaching assistant in Grade R. The teacher uses the traditional approach of teaching rather than the OBE approach.

4.2.1 Compare the OBE approach with the traditional approach. (3 × 2) (6)

4.2.2 Name the fundamental subjects that Ayanda completed for her Level 4 qualification. (3)

4.2.3 Name the core subjects that Ayanda completed for her Level 4 qualification. (3)

4.2.4 Name the elective subject that Ayanda completed for her Level 4 qualification. (1)

4.2.5 Explain how the National Qualification Framework (NQF) benefits employers. (3 × 1) (3)

4.2.6 Name FOUR principles of the Constitution of the Republic of South Africa 1996 that are incorporated into the National Curriculum Statement. (4)

4.2.7 What is the difference between *Critical Cross-field Outcomes* and *Developmental Outcomes*? (2)

4.2.8 Explain FOUR developmental outcomes that must be considered in the personal development of students. (4 × 2) (8)

[40]

QUESTION 5

5.1 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–F) next to the question number (5.1.1–5.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
5.1.1	Baseline assessment	A	to identify students' possible barriers to learning
5.1.2	Formative assessment	B	assessment done at the end of the year
5.1.3	Summative assessment	C	to assess students' interests
5.1.4	Diagnostic assessment	D	to assess students' progress throughout the year
5.1.5	Observation	E	to assess what students already know and can do
		F	to monitor the education system as a whole

(5 × 1) (5)

5.2 Complete the table below by writing the missing word next to the question number (5.2.1–5.2.5) in the ANSWER BOOK.

NQF Level	Band	Qualification type/Grades
7 6 5	(5.2.1) ...	(5.2.2) ...
4 3 2	(5.2.3) ...	(5.2.4) ...
	General Education and Training	(5.2.5) ...

(5 × 1) (5)

5.3 Read the observation below and answer the questions.

Date:	1 November 2018
Time:	13:15
Child:	Pumza
Age of child:	4 years
Adult:	ECD practitioner
Context:	Building blocks on an activity table

Observation

Pumza is placing blocks on top of each other. The ECD practitioner is playing alongside Pumza and is also placing blocks on top of each other. Pumza's tower of blocks collapses and falls down.
The ECD Practitioner says to Pumza: 'I wonder why yours fell down and not mine?'
Pumza explains: 'Because mine is taller than yours'
The ECD practitioner asks Pumza: 'What do you think you should do differently so that it does not fall over?'
Pumza says: 'Put it this side' (Pumza points to the blocks of the ECD practitioner)

5.3.1 What type of questions did the ECD practitioner ask Pumza? (1 × 2) (2)

5.3.2 Why is it important for ECD practitioners to ask children the type of question mentioned in QUESTION 5.3.1? (4 × 1) (4)

5.3.3 Explain Vygotsky's theory on cognitive development by referring to the case study. (5 × 1) (5)

5.3.4 Name FIVE types of experiences that the ECD practitioner should promote to encourage Vygotsky's theory on cognitive development. (5)

5.3.5 Explain THREE aims of White Paper 5 with reference to Early Childhood Development. (3 × 2) (6)

5.3.6 Give FOUR reasons why changes needed to take place in the education system in South Africa after 1994. (4 × 2) (8)

[40]

TOTAL: 200

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