higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

HUMAN AND SOCIAL DEVELOPMENT
NQF LEVEL 4

(5050104)

13 November 2019 (X-Paper)
09:00–12:00

This question paper consists of 14 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 neatly and legibly.

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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 ... influenced Erikson's Theory of Psycho-emotional Development.

A Vygotsky
B Freud
C Bowlby
D Kipling

1.1.2 The rules of behaviour shared by people who share a set of values:

A Conduct
B Network
C Norms
D Performance

1.1.3 The South African Schools Act of 1996 legally enforces the right to the following:

A Adult basic and further education only
B Secondary education for all
C Separate education for all
D Education without discrimination

1.1.4 The aim of White Paper 5 is to ensure that learners become … citizens of South Africa.

A popular, smart and daring
B critical, creative and literate
C discouraged, serious and sombre
D accommodating, assimilating and irresponsible

1.1.5 According to Bowlby …babies appear to be confident and independent, because they do not cry about their caregivers.

A avoidant
B secure
C anxious
D ambivalent

1.1.6 Parents and educators should keep the following in mind when encouraging children to become critical thinkers:

A Teach children to read before the age of five.
B Ask children closed questions and questions with short answers.
C Use different questioning skills and techniques in a conversation.
D Encourage children to remember information through rote learning.

1.1.7 An example of a closed question:

A Why do you like soccer so much?
B What subject do you enjoy most in school and why?
C How old are you?
D What is your view about the teachers at your school?

1.1.8 … is the ability to make accurate judgements.

A Doubting
B Exaggeration
C Argument
D Reasoning

1.1.9 … use the FIVE Ws and one H method to find out everything in order to complete a newspaper report.

A Accountants
B Doctors
C Journalists
D Lawyers

1.1.10 The Brazilian theorist who developed the 'Four Open Questions'.

A Gilligan
B Kohlberg
C Freire
D Vygotsky

(10 × 1) (10)

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1.2 Give ONE word or term for each of the following descriptions by choosing a word or term from the list below. Write only the word or term next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

critical consciousness; progress; criticism; external environment; argument; critical dross-field outcomes; inclusive; neuron; internal; reasoning; counterargument; bias; network; introduction; classical cross-field outcomes

1.2.1 Meals-on-Wheels is an example of a community …

1.2.2 One of the purposes of assessment is to monitor the … of learners.

1.2.3 White Paper 6 focuses on … education and training.

1.2.4 CCFO is the abbreviation for …

1.2.5 A nerve cell/brain cell is also referred to as a …

1.2.6 Elements the business cannot control, such as competitors or a change in the economy of the country where the business is based.

1.2.7 The structure of a reasoned argument always begins with a/an … to inform the audience what the argument is about.

1.2.8 … means giving reasons for your point of view, understanding a contrasting point of view, and convincing your listeners that your point of view is correct.

1.2.9 In a SWOT analysis, the strengths and weaknesses are part of the … environment.

1.2.10 A way of thinking critically, carefully and deeply about education and life.

(10 × 1) (10)

1.3 Choose the correct word from those given in brackets. Write only the word next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.

1.3.1 To give others advice, ideas or new ways to conduct an activity, or to build on what they have learnt is referred to as (suggestion/interrogation).

1.3.2 For a student to truly learn and understand a lesson they are taught in class, they must be able to (apply/analyse) the knowledge.

1.3.3 The ability to think abstractly is referred to as (intelligence/memory).

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1.3.4 The ratio between a child's chronological age and his/her mental age is referred to as his or her (IQ/EQ).

1.3.5 The sense of smell is also referred to as (olfactory/gustatory).

(5 × 1) (5)

1.4 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.4.1–1.4.15) in the ANSWER BOOK.

1.4.1 Crystallised intelligence moves, changes and flows.

1.4.2 Freire developed the Theory of Multiple Intelligence.

1.4.3 Fluid intelligence includes abilities such as reasoning, understanding, problem solving and memory.

1.4.4 Goleman defines social intelligence as being smart about relationships.

1.4.5 Gilligan's three stages of moral development are not age-specific.

1.4.6 A baby's sucking may be defined as fine motor skills.

1.4.7 Nurturing is a quality children inherit from their parents.

1.4.8 All human beings develop at the same pace.

1.4.9 Placebo drugs have no real effect.

1.4.10 Language plays an important role in Vygotsky's theory.

1.4.11 Intelligence is the ability to reason, judge and understand.

1.4.12 Fowler developed the Emotional Competence Framework.

1.4.13 Children with learning disabilities often have higher EQs than their peers.

1.4.14 Zohar's Spiritual Quotient Assessment makes no reference to religious beliefs.

1.4.15 Howard Gardner's interpersonal intelligence is very closely linked to emotional intelligence.

(15 × 1) (15)
[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

According to Piaget, children progress through four identifiable, distinct stages of development. Passing through these stages depends on the child's interaction with objects in their environment.

2.1 2.1.1 Name Piaget's FOUR stages of cognitive development. (4)

2.1.2 Describe ONE activity for each of these stages respectively. (4 × 2) (8)

2.2 Briefly discuss TWO differences between Piaget's *Theory of Cognitive Development* and Vygotsky's *Zone of Proximal Development*. (2 × 2) (4)

2.3 According to White Paper 6, children with diverse learning needs should be placed in the same classroom. In schools, a high Emotional Quotient (EQ) will enable us not to discriminate against learners with special needs. An educator who has a high EQ can help learners with special needs by encouraging them to embrace their strengths and weaknesses.

List FIVE ways in which inclusion and encouragement can benefit learners with special needs. (5)

2.4 Name FIVE domains of EQ as identified by Daniel Goleman. (5)

2.5 Daniel Goleman wrote a book called 'Emotional Intelligence. Why it matters more than IQ'.

2.5.1 Do you agree that EQ is more important than IQ? (1)

2.5.2 Substantiate your answer in QUESTION 2.5.1. (2)

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2.6 The language one uses in an argument can help to bring one's audience round to one's point of view.

Study the list of convincing language below and answer the questions.

- Do children living in shacks in the Bridgefield Township walk to school barefoot?
- How is eating too much chocolate good for a child's behaviour?
- Amy almost ate herself to death!
- Mineworkers labour in terrible conditions, but they are desperate to earn even a dismal salary to care for their families.
- How will children eat healthy food if their parents are eating unhealthy food?
- Chloe tried to phone Tim a million times.
- Who is the author of this poem?
- Sanele's speech was so boring, I couldn't wait for it to end.
- Children who have lost both parents to the AIDS pandemic have to fend for themselves in this unfair world.

2.6.1 Explain the term *exaggeration.* (2)

2.6.2 Quote ONE example of exaggeration from the list above. (1)

2.6.3 Explain what a rhetorical question is. (2)

2.6.4 Quote ONE example of a rhetorical question from the list above. (1)

2.6.5 Explain *emotive language*. (2)

2.6.6 Quote ONE example of emotive language from the list above. (1)

2.7 Explain *gross motor skills*. (2)

[40]

QUESTION 3

3.1 There are seven critical cross-field outcomes (CCFOs) as defined by SAQA. Read the scenarios below and name the CCFO each scenario is linked to.

3.1.1 Susan, Helen, Nandipha and Siphokazi have played netball together in the college's first team for the past year.

3.1.2 English, as a learning area, is integrated with all the other learning areas to form one curriculum at the Steenkamp TVET College.

3.1.3 Mrs Ndzala uses puzzles in her Grade R classroom to teach her learners problem-solving and critical thinking skills.

3.1.4 Before integrating information in his research, he first had to choose what content was relevant to the research topic.

3.1.5 Mr Kearney motivates his students to do oral presentations, thereby teaching them to communicate effectively.

(5 × 2) (10)

3.2 Study the following pictures depicting Erik Erikson's EIGHT stages of psycho-emotional development. Identify the specific stage linked to each age group as illustrated in each picture below. Write only the answer next to the correct number (3.2.1–3.2.8) in the ANSWER BOOK.

3.2.1 Elderly lady reflecting on her life



[www.google.com]

3.2.2 Primary school child comparing his abilities to those of his peers



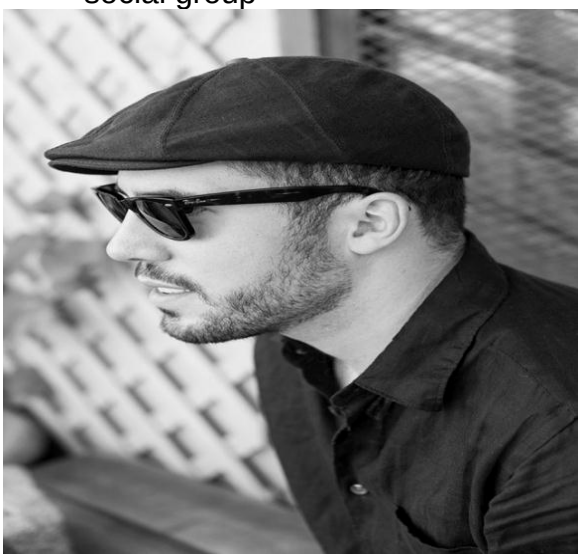
[www.essence.com]

3.2.3 Infant's nurturing environment teaches trust



[www.google.co]

3.2.4 Adolescent expressing fidelity to a social group



[www.google.com]

3.2.5 Adults work on their careers as their influence at home declines



[www.google.com]

3.2.6 Toddler asserting her will



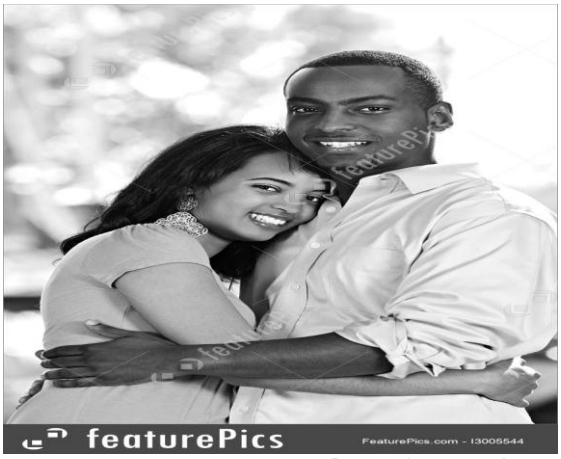
[www.google.com]

3.2.7 Pre-school child showing initiative by acting out adult scenarios



[www.dreamstime.com]

3.2.8 Young adults forming a bond



[www.featurepics.com]

(8 × 1) (8)

3.3 Structuring your argument is very important so that it logically flows from one point to the next. Activities offered during holidays can be beneficial or detrimental for children. Discuss the following topic: 'Organised community/church holiday activities are good for children', using the following headings:

3.3.1	Introduction	(2)
3.3.2	State the key question asked	(2)
3.3.3	Present your argument	(4)
3.3.4	Conclusion	(2)
3.3.5	Recommendations	(2)

3.4 Lawrence Kohlberg developed the Theory of Moral Development. He believed that people developed their morality in stages that pass through three levels. The first level is the pre-conventional moral reasoning stage, during which children know that they are being punished for certain behaviours and rewarded for others. The second level is the conventional moral reasoning stage and the third is the post-conventional reasoning stage.

3.4.1	Define the term *morality* as mentioned in the scenario above.	(1)
3.4.2	Briefly explain the conventional moral reasoning stage.	(2)
3.4.3	Briefly explain the post-conventional moral reasoning stage.	(2)
3.4.4	Give THREE examples of your own of behaviour that children can display to secure a reward from an adult during the pre-conventional moral reasoning stage.	(3)

3.5 The central nervous system controls movement in the human body.

Name TWO examples of voluntary actions controlled by the central nervous system. (2)

[40]

QUESTION 4

Read the scenario below and answer the questions.

4.1 Mrs Jones is a Grade 8 educator. It is her first year of teaching and, therefore, she does not fully realise that proper assessment is an important part of teaching and learning.

During the final examination, she allows the learners to use their cell phones as calculators. When her cell phone rings, she leaves the learners unattended in the examination venue to answer the call. When she is bored, Mrs Jones sits behind her desk and plays games on her laptop. She does not realise that the posters on the walls can assist the learners with answers.

4.1 Based on the scenario above, identify FIVE weaknesses in Mrs Jones's behaviour while assessing the learners. (5)

4.2 Which type of assessment is mentioned in the scenario above? Substantiate your answer. (2)

4.3 Name FIVE different types of assessment. (5)

4.4 Give THREE purposes of assessment according to the Revised National Curriculum Statement. (3)

4.5 Name FIVE reasons why the South African education system needed transformation. (5 × 2) (10)

4.6 List FIVE qualities a learner should have gained on completion of his/her school career to enter the working world. (5)

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4.7 Complete the following table comparing the educational aspects of the respective teaching methods. Write only the correct answer next to the question number (4.7.1–4.7.5) in the ANSWER BOOK.

EDUCATIONAL ASPECT:	TRADITIONAL TEACHING METHOD	OUTCOMES BASED EDUCATION
Teacher-learner relationship	4.7.1	The learner is the centre of the educational process.
Relevance of knowledge and skills acquired	Learners are taught to learn parrot-fashion to repeat word-for-word what the teacher says.	4.7.2
Empowerment of learners	Learners do not have to learn with understanding; they only study to pass the grade.	4.7.3
Methods of assessment	4.7.4	Learners are assessed on a continuous basis throughout the year to give them more opportunities to succeed and the outcome allows them to proceed to the next grade.
Ways in which learners are prepared for assessments	Learners do not receive clearly defined outcomes, and therefore they do not know what they have to demonstrate in assessments, having fewer opportunities at succeeding.	4.7.5

(5 × 2) (10)
[40]

QUESTION 5

5.1 What is the main function of the *National Qualification Framework* (NQF) according to the South African Qualifications Authority (SAQA)? (3)

5.2 Give ONE example of a qualification a student can achieve at the following NQF levels:

5.2.1 4

5.2.2 1

(2 × 1) (2)

5.3 How does the NQF benefit employers? (2)

5.4 Define each of the following types of learning:

5.4.1 Core

5.4.2 Fundamental

5.4.3 Elective

(3 × 2) (6)

5.5 Draw a mind map illustrating the subjects for a Level 4 Education and Development qualification. (10)

5.6 Name THREE aims of SAQA. (3 × 2) (6)

5.7 Define *critical thinking.* (3)

5.8 List EIGHT critical thinking skills. (8)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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