



education

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NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

HUMAN AND SOCIAL DEVELOPMENT NQF Level 2

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HUMAN AND SOCIAL DEVELOPMENT - LEVEL 2

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INTRODUCTION

A. What is Human and Social Development?

Human and Social Development comprises the study of the life stages of human beings and the ways in which groups of human beings function in societies.

Human and Social Development explores the ways in which young children learn, and the ways in which their families and schools educate and teach them. The subject is concerned with the entire lifespan from birth to death, and with social issues that impact on education. This subject is very closely integrated with the two core subjects of the Education and Development programme: Learning Psychology and Art and Science of Teaching.

B. Why is Human and Social Development important in the Education and Development programme?

Education and schooling do not function in isolation but are context bound. Both are influenced by social and human factors and issues. Human beings are affected by the age and stage (psychomotor, socio-affective and cognitive) through which they are passing. Changes which inevitably occur within the family group (the smallest social grouping) and the immediate neighbourhood have profound effects on people. They are also affected by the socio-economic, political, geographic and demographic factors in which they experience their everyday lives. In South Africa, the Constitution, and particularly the principles and values which imbue the social and educational policies of the country, form the background to human and social development and in particular, education.

It is therefore vital that educators have a clear and critical understanding of these issues in order to understand the processes of learning, teaching and education as it occurs within families and the schooling system.

C. The link between the Learning Outcomes for Human and Social Development and the Critical and Developmental Outcomes

Human and Social Development aims to:

- Develop logical thought processes and analytical and critical abilities in both speaking and in writing;
- Identify and propose solutions that display critical and creative thinking to human and social problems;
- Work effectively with others as a member of a team, group, organisation and community and especially regarding learning and teaching.
- Organise and manage oneself and one's activities responsibly and effectively;
- Collect, organise and critically evaluate information within the context of human and social development;
- Develop an understanding of the human and social environments through meaningful interpretation of the knowledge, skills, attitudes and behaviours prevalent in human life and society; Communicate effectively using visual, mathematical and language skills in the modes of oral and written presentations; Use science and technology effectively and critically, showing responsibility towards the environment and the positive development of all others; Be culturally and aesthetically sensitive across a range of human and social contexts; Contribute to the full personal development of each human being and the social and economic development of society at large, by
 - reflecting on and exploring a variety of strategies to learn more effectively;
 - participating as responsible citizens in the life of local, national and global communities;
 - being culturally and aesthetically sensitive across a range of social contexts;
 - exploring education and career opportunities; and
 - developing ethical entrepreneurial opportunities where possible.

D. Factors that contribute to achieving Human and Social Development Learning Outcomes

Candidates with an interest in the functioning of human beings within society and a critical analysis of relevant factors will enjoy and benefit from this subject. Candidates will need to enjoy reading and writing.

1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

There are three topics to be developed during the year. The time frame for each would be approximately 50 contact hours per topic (as a guide only). Topic 1 may be integrated into the second and third topics as desired.

2 SUBJECT LEVEL FOCUS

- Identify and explain the **application of reflection in education and development** in order to facilitate reflection in a variety of contexts. The focus is upon the analysis of key terms for the application of reflection;
- Identify and explain aspects of **human development** in order to facilitate reflective application in a variety of contexts. The focus is upon the notion of being human, and the ages and stages of life (including an introduction to the concepts of human inclusion and diversity through multiple intelligences) within the structure of Maslow's hierarchy of needs;
- Identify and explain aspects of **social development** in order to facilitate reflective application in a variety of contexts. The focus is upon the human being within society using Bronnfenbrenner's model, and the history of South Africa in terms of human-ness. An introduction to education in South Africa through the Constitution.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 50 percent of the internal assessment mark.

Internal assessment of the theoretical component in Human and Social Development Level 2 takes the form of group work activities, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies, reflective writing (journals), critical analysis of theoretical concepts, and tests can be presented within each topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical component

The practical component forms 50 percent of the internal assessment mark.

Practical components include observations in various settings, interviews with various people and case studies citing various social contexts. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Human and Social Development Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated educational environment.

Students should complete practical exercises daily. Practical activities include interviews, observations, simulations and role plays. There should be written evidence of reflection on practice within topics on a weekly basis, including argument, critical thinking, and application to different contexts. Practical examinations can form part of internal practical assessment.

- **Definition of the term “Structured Environment”**

For the purposes of assessment, “Structured Environment” refers to an actual or simulated workplace environment. It is advised that a specific room is available on each campus for practical work.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student’s Portfolio of Evidence. The tools and instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Human and Social Development Level 2*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Reflection in Education Studies	30%
2 Human Development	35%
3 Social Development	35%
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student’s mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student’s mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

A student must obtain at least fifty percent in internal continuous assessment and fifty percent in the examination to achieve a pass in this subject.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Human and Social Development Level 2, the student should have covered the following topics:

Topic 1: Reflection in Education Studies

Topic 2: Human Development

Topic 3: Social Development

7.1 Topic 1: Reflection in Education Studies

7.1.1 Subject Outcome 1: Define different concepts within education studies.

Learning Outcomes:

The student should be able to:

- Describe the concepts of 'education', and 'training' in terms of human and social development and in terms of definitions given within the Further Education and Training Band usage
- Explain the concepts of 'reflection', 'application', and 'reflective application' in the routines and occurrences of daily life and in curriculum terms
- Demonstrate 'reflective application' in writing and speaking

7.1.2 Subject Outcome 2: Explain the processes for application of theory into practice.

Learning Outcomes:

The student should be able to:

- Present the concept of 'competence' in terms of Bloom's Taxonomy of Educational Objectives in the three developmental domains: cognitive, psychomotor and socio-affective, and its relationship with the education system
- Define the term 'practice' in terms of the concept of 'competence', using local and daily life examples
- List and clarify the ethical responsibilities of the reflective practitioner, including citing and referencing own and other voices in speaking and writing.

7.1.3 Subject Outcome 2: Clarify the role of reflection in education studies.

Learning Outcomes:

The student should be able to:

- Describe the uses and processes of reflection in the application of theory to the routines and occurrences of daily life and in education studies.
- Demonstrate both orally and in written form, the use of reflection in the application of theory to the routines and occurrences of daily life.

7.2 Topic 2: Human Development

7.2.1 Subject Outcome 1: Identify and explain aspects of human development.

Learning Outcomes:

The student should be able to:

- Define the concept 'human being' in terms of the biological and genetic basis of human life, human inclusion and diversity
- Present a clear overview of human brain development though the life span focusing upon the development of synapses and learning focal points
- Present, apply and reflect upon the theory of multiple intelligences with practical application to observed behaviours.
- Explain the importance of nutrition and stimulation in human brain development though the life span, focusing upon the development of synapses and brain development

7.2.2 Subject Outcome 2: Identify and explain human developmental ages and stages.

Learning Outcomes:

The student should be able to:

- Define and illustrate the human developmental ages and stages from conception to death, within the areas of physical growth, socio-affective (including spiritual) and cognitive development
- Describe and explain observed human competence at different life stages in terms of Bloom's three development domains.
- Explain, using observed local examples, Maslow's theory of the hierarchy of human needs.
- Identify and reflect upon personal meanings and purposes of life, in terms of own self and through the life span of others at different stages of life.

7.3 Topic 3: Social Development

7.3.1 Subject Outcome 1: Describe social development in terms of the South African context.

Learning Outcomes:

The student should be able to:

- Define with local examples the terms 'society', 'community', 'social' and 'social development'
- Explain why these concepts and their local applications are important for education studies.
- Explain the human being as a social creature in terms of Bronnfenbrenner's Ecological Systems Model
- Explain the underlying beliefs and principles of social development as evidenced in the South African Constitution.
- Identify, describe and reflect upon aspects of White Paper 6 (Inclusion), which are pertinent to education studies with local examples and reasons.
- Describe and explain the concepts of social exclusion, inclusion and diversity within the context of the Bill of Rights in the Constitution.
- Identify, describe and reflect upon local examples of these concepts through observations, interviews and local readings.

7.3.2 Subject Outcome 2: Apply the Bill of Rights and Critical Cross-Field and Developmental Outcomes to aspects of social development.

Learning Outcomes:

The student should be able to:

- Explain the history of social development in South Africa from the time of the first peoples to the present, in terms of the concept of social exclusion and social development
- Describe and explain how the Constitution and Critical Cross-Field and Developmental Outcomes are integrated into educational principle in terms of local examples.
- Apply the Critical Cross-Field and Developmental Outcomes to daily life and living and with particular attention to education studies overall.

8 RESOURCE NEEDS FOR THE TEACHING OF HUMAN AND SOCIAL DEVELOPMENT - LEVEL 2.

8.1 Physical resources

- Micro-teaching environment providing space for education practice including tables and chairs, and educational equipment (see elective);
- Access to local educational and community institutions would be an advantage for practical workplace experience related to all stages of life (e.g. daycare centres; baby carers; crèches; reception year classes; orphanages; HIV hospices; old age homes; classes at the FET College; classes at GET and FET public schools and at local HEIs)
- **The following teaching aids should be made available:**
 - Data projector;
 - Internet connection to data projector;
 - White board with pens and erasers;
 - Flip chart paper with pens and erasers;
 - OHP and writable transparencies;
 - DVD player for TV or data projector.

8.2 Human Resources

- **Lecturer**
 - Applicable subject related qualification on NQF Level 6 at least e.g. B.Ed; PGCE, and a degree in Education, Psychology, or Social Sciences;
 - It would be an advantage if the lecturer has a qualification with Sociology and/or Psychology at least at Level 5;
 - It would be an advantage if the lecturer has experience in teaching in South Africa, preferably at the primary level

- It would be an advantage if the lecturer has already been declared competent as an assessor and/or moderator
- Full time **technology and research centre manager** with knowledge of computers, website browsing, research and reference books

8.3 Other Resources

- Lever arch file for each candidate to serve as Portfolio of Evidence;
- Lever arch file for Practical Assessment Portfolio;
- Subscription fees for internet, subject related magazines, newspapers;
- Library that contains up-to-date references;
- Internet access for research from Level 2;
- DVDs dealing with educational matters