



education

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NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

HUMAN AND SOCIAL DEVELOPMENT NQF Level 3

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HUMAN AND SOCIAL DEVELOPMENT - LEVEL 3

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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. It is also closely integrated with the Electives for this programme

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

- investigate and interpret contextual information for education studies: the focus is upon the analysis of key terms for investigation, and interpretation of ideas
- investigate and interpret critical elements of human development to enable reflective application in a variety of contexts: the focus is upon elements of exclusion and inclusion in White Paper 6 using Maslow's Hierarchy of Needs, Bronfenbrenner's Ecology Model and White Paper 6 on Inclusion as structures
- investigate and interpret critical elements of social development to enable reflective application in a variety of contexts: the focus is upon the issue of poverty and its effects upon families and their education

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 3 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 3 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 3*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Contextual Information for Education Studies	30%
2 Critical Elements of Human Development	35%
3 Critical Elements for 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 3, the student should have covered the following topics:

Topic 1: Contextual Information for Education Studies

Topic 2: Critical Elements of Human Development

Topic 3: Critical Elements for Social Development

7.1 Topic 1: Contextual Information for Education Studies

7.1.1 Subject Outcome 1: Clarify the roles of investigation and interpretation in education and development

Learning Outcomes:

The student should be able to:

- Describe the uses and processes of 'investigation' in the routines and occurrences of daily life and in curriculum terms.
- Implement interpretation of theory into practice in assignments within this subject.

7.1.2 Subject Outcome 2: Explain and reflect upon the actions required to investigate and interpret contextual information for education practice

Learning Outcomes:

The student should be able to:

- Explain and demonstrate ethical behaviours required for investigation and interpretation, including the ability to cite and reference the different voices of the investigated and the interpreter, and other voices in spoken and written presentations.
- Describe and interrogate own reaction to the use of investigation and interpretation by adults and by children.

7.2 Topic 2: Critical Elements of Human Development

7.2.1 Subject Outcome 1: Explain and use Maslow's Hierarchy of Needs within the context of poverty in South Africa

Learning Outcomes:

The student should be able to:

- Explain Maslow's Hierarchy of Needs and use it to interpret local and observed human development
- Explain and investigate the terms 'health and hygiene', 'nutrition', 'under-nourished', 'malnutrition' and 'well-being', with examples of written and observed signs and symptoms, outcomes and immediate and systemic causes
- Explain the effects of HIV and AIDS upon people living with the virus, in terms of Maslow's Hierarchy of Needs
- Investigate and explain the impact of intrinsic factors on people living with barriers to learning and participation
- Define and investigate the impact of extrinsic factors such as violence, joblessness, illness and homelessness on psychomotor, socio-affective and cognitive well being, with reference to Maslow's Hierarchy of Needs and the White Paper 6 on Inclusion (South Africa 2001).

7.2.2 Subject Outcome 2: Explain barriers to development and participation as a consequence of special needs

Learning Outcomes:

The student should be able to:

- Explain and interpret the policy on inclusion (South African White Paper 6 of 2001) in terms of the South African Constitution.
- Investigate and reflect upon services and issues of service provision related to extrinsic disability within the local context
- Investigate and reflect upon services and issues of service provision related to intrinsic disability within the local context
- Observe and describe own and others' reactions to adults and children living with intrinsic barriers to development and participation.
- Explain the relationships between Maslow's Hierarchy of Needs, and the White Paper 6 on Inclusion (South Africa 2001).

7.3 Topic 3: Critical Elements for Social Development

7.3.1 Subject Outcome 1: Investigate and explain the international, national and local concept of poverty

Learning Outcomes:

The student should be able to:

- Define and interpret in local terms the concept of poverty within the international (United Nations), national (South African) and local (provincial and local government) contexts in terms of poverty, poverty eradication and poverty alleviation.
- Investigate and interpret South African statistics for poverty in graph and tabular form within the local, national and international contexts.
- Investigate and explain local contexts (e.g. unemployment, housing, nutrition and health, education) that impact negatively and positively upon human development within the three developmental domains: (psychomotor; socio-affective and cognitive)

7.3.2 Subject Outcome 2: Investigate and explain the impact of poverty and poverty alleviation and eradication policies upon human beings living locally

Learning Outcomes:

The student should be able to:

- Investigate and explain various policies for social development and poverty alleviation and eradication that emanate from the Constitution
- Investigate and explain ways in which poverty impacts upon families in terms of Maslow's Hierarchy of Needs
- Explain ways in which the national curriculum and education system can impact upon families living in poverty in terms of Maslow's Hierarchy of Needs

8 RESOURCE NEEDS FOR THE TEACHING OF HUMAN AND SOCIAL DEVELOPMENT - LEVEL 3

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