



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

### **HUMAN AND SOCIAL DEVELOPMENT**

#### **NQF Level 4**

April 2008



# **HUMAN AND SOCIAL DEVELOPMENT - LEVEL 4**

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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

- Critically investigate and compare the concept of 'thinking' for application in education development strategies and reflection: the focus is upon the analysis of key terms for investigation and comparison of ideas.
- Critically investigate and compare ideas about human development for reflective application in a variety of contexts: the focus is upon the ideas of the classical development theorists on domain development, with emphasis on issues of inclusion and diversity
- Critically investigate and compare ideas about educational development for reflective application in a variety of contexts: the focus is upon the educational context of human and social development in South Africa

## 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 4 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 4 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 4*.

## 4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Critical Thinking for Education and Development	30%
2 Theories of Human Development	35%
3 Theories of Social Development	35%
<b>TOTAL</b>	<b>100</b>

## 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 4, the student should have covered the following topics:

Topic 1: Critical Thinking for Education and Development

Topic 2: Theories of Human Development

Topic 3: Theories of Social Development

## 7.1 Topic 1: Critical Thinking for Education and Development

### 7.1.1 Subject Outcome 1: Investigate and compare strategies for 'critical thinking'

#### Learning Outcomes:

The student should be able to:

- Define the term 'critical thinking' and explain processes used in 'critical thinking' using local examples
- Investigate and compare methods for asking critical questions using local examples  
*Range: Including 'open' questions and SWOT (Harvard Business School), Four Open Questions (Paulo Freire), "But why?" (David Werner) Method, and the 'Why, when, where, what, who and how' (Rudyard Kipling) method*

### 7.1.2 Subject Outcome 2: Examine and explain ways in which critical thinking is applied to topics and issues

#### Learning Outcomes:

The student should be able to:

- Use writing skills to demonstrate the skill of developing an argument for or against a point
- Link critical thinking to the Critical Cross-Field and Developmental Outcomes in education and development with both children and adults
- Investigate and reflect upon own and others' reactions to the use of critical thinking by adults or by children

## 7.2 Topic 2: Theories of Human Development

### 7.2.1 Subject Outcome 1: Investigate and compare theories of human development

#### Learning Outcomes:

The student should be able to:

- Investigate theoretical aspects of psychomotor development from birth to death, including motor, sensorial, brain development and perceptual development, and compare with observations of human beings in local contexts.
- Investigate theories of socio-affective development, including Erikson (psycho-emotional), Kohlberg (moral), Fowler (spiritual) and Bowlby (attachment theory), through observations of human beings in local contexts.
- Investigate theories of cognitive development, including those of Piaget and Vygotsky (socio-cultural) through observations of human beings in local contexts.

### 7.2.2 Subject Outcome 2: Investigate and compare different theories of intelligence.

*Range: Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Social Quotient*

#### Learning Outcomes:

The student should be able to:

- Investigate the notion of Intelligence Quotient (IQ), its history and relevance to inclusive education, and latest research on the issue.
- Investigate the notion of Emotional Quotient (EQ), its history (e.g. Goleman) and relevance to inclusive education, and latest research on the issue.
- Investigate the notion of Spiritual Quotient (SQ), its history (e.g. Zohar) and relevance to inclusive education, and latest research on the issue.
- Investigate the notion of Social Quotient (SQ), its history (e.g. Goleman) and relevance to inclusive education, and latest research on the issue
- Investigate own Quotients and reflect on personal strengths and challenges as an education and development specialist at Level 4 on the FET Band.

### 7.3 Topic 3: Theories of Social Development

#### 7.3.1 Subject Outcome 1: Investigate and compare ideas about educational development

##### Learning Outcomes:

The student should be able to:

- Explain and reflect upon the transformative nature of the national education curriculum and OBE.
- Investigate and explain the structure of the National Qualification Framework for education in South Africa
- Investigate and explain the Fundamental, Core and Elective learning aspects of the National Qualification Framework in South Africa
- Investigate and explain the ways in which the national education curriculum relates to the South African Constitution and education policies such as White Papers 5 and 6

#### 7.3.2 Subject Outcome 2: Investigate and compare ways in which curriculum statements may be interpreted to define learning activities and assessment methods

##### Learning Outcomes:

The student should be able to:

- Investigate and reflect upon ways of using and assessing outcomes in terms of the underpinning principles and values of the Constitution.
- Investigate ways of overcoming barriers to learning and participation through the curriculum

## 8 RESOURCE NEEDS FOR THE TEACHING OF HUMAN AND SOCIAL DEVELOPMENT - LEVEL 4

### 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. day care 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