



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: B ED.

MODULE NAME: EDUCATION 1B

MODULE CODE: OPV1B20

TIME: 2 HOURS

MARKS: 100

EXAMINER: MS. A. MABINA

INTERNAL MODERATOR: DR M.J. MALINDI (UJ)

(THIS PAPER CONSISTS OF 4 PAGES)

INSTRUCTIONS

- This question paper consists of **FIVE** sections
- All questions in section **A**, **B** and **E** are compulsory, however you have choices in Sections **C** and **D**
- Read the questions carefully before you answer
- Give yourself thirty minutes to answer each question. If you have not finished answering a question after thirty minutes, go on to the next question and come back to the unfinished question later if you still have time.
- Please write neatly, legibly and in full sentences.
- Please number your answers accordingly

SECTION A: GENERAL

QUESTION 1

1.1 Define the following concepts

- a) Resilience
- b) Mediation
- c) Assimilation
- d) Internal locus of control
- e) Foetal alcohol spectrum disorders (FASD) (5x2=10)

QUESTION 2

Mach the items under Column A with those under Column B

COLUMN A	COLUMN B
1.3.1 Accommodation	A. Erikson
1.3.2 Zone of proximal development	B. Methamphetamine
1.3.3 Tik	C. Sexuality related
1.3.4 Identity vs role confusion	D. Foetal alcohol spectrum disorders.
1.3.5 HIV/AIDS	E. Bronfenbrenner's model of child development
	F. Piaget
	G. Vygotsky

(5)

SECTION B: ECOSYSTEMIC PERSPECTIVE**QUESTION 3**

Read the following case study and answer the questions that follow.

Noma is 14 years old and is blind. She comes from a family of six which includes her parents, two brothers, and her grandmother. Her family has just moved to a suburban area near Johannesburg. She is currently in Grade 9 at a special school for the blind. Both her parents are employed and the family is happy.

Noma's home language is English and she attends an Afrikaans medium special school. Her father drops her off at school on his way to work every morning, and her mother picks her up on her way from work, every afternoon. Noma's school has all the assistive technology that is needed for blind learners. All the teachers at the school have received training in special education and the teaching of blind learners.

Sometimes Noma feels uncomfortable at school because she does not understand Afrikaans. She feels lonely at school because she does not have friends due to the language barrier, and this, sometimes makes her reluctant to go to school. However, her Afrikaans teacher keeps on encouraging her not to give up. He has volunteered to assist her with reading and spelling after school.

Noma's parents have undergone training on the use of braille, therefore, they are able assist her with homework and reading. Her father has had a high salary increment at work and he managed to buy her a braille machine which she is able to use when she is home. Her brothers assist her with mobility in the house, and she is now familiar with the surrounding. Noma's mother has taught her some basic tasks, such as making up her bed, polishing her shoes and washing the dishes. She does not feel discriminated against at home and in the community.

The community has a recreation centre, where all community members, including the disabled are allowed to take part in different activities. Noma sings in the community youth choir. Her religion is Christianity. She goes to church every Sunday with her family. At church, she is given the opportunity to make announcements for Sunday school. She sings in the Sunday school choir. Her active participation in church makes her feel welcome and comfortable. Generally, Noma is coping well with her disability and her academic performance is adequate.

Please answer the following questions

3.1 Explain the Ecosystemic Perspective with reference to Bronfenbrenner's model of child development (10)

3.2 What are the factors in Noma's **home, school, church** and **community** that contribute to her adequate academic performance and her coping well with her disability? (10)

3.3 What is the negative factor in this case study that you might wish to work with in order to support Noma? What interventions would you implement in order to deal with this negative factor? (5)

SECTION C: CONTEXTUAL DISADVANTAGES

QUESTION 4

Choose either 4.1 and 4.2 or 4.3 and 4.4

4.1 Discuss the contextual disadvantages of poverty to parenting; highlight its direct and indirect effects (15)

4.2 Discuss the principles of intervention on contextual disadvantages (15)

OR

4.3 Discuss the causes of school dropout (15)

4.4 Discuss the effects of second language teaching, with reference to the negative effects of subtractive approach and the positive advantages of additive approach (15)

SECTION D: SOCIAL PROBLEMS

QUESTION 5

Choose either 5.1 or 5.2

5.1 Discuss the basic principles of counselling when dealing with social problems (15)

OR

5.2 Mention and discuss the factors that place youth at risk for becoming involved in violence (15)

SECTION E: DISABILITIES AND LEARNING DIFFICULTIES

QUESTION 6

6.1 Differentiate between a "disability" and a "learning difficulty" (4)

6.2 Write explanatory notes on causes and characteristics of neurological disabilities (12)

