



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**JUNE EXAMINATION 2016**

**PROGRAMME:** B Ed  
**MODULE:** School Guidance and Support  
**CODE:** SGS10A1  
**TIME:** 2 hours (120 minutes)  
**MARKS:** 100  
**EXAMINER:** Ms. TD Soni  
**MODERATOR:** Dr. M Sedibe

(This paper consists of 3 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. This question paper has two Sections.
2. You must **answer all questions in all sections.**
3. Clearly number each answer according to the question.
4. Read the questions carefully and think about the answer before you write.

**SECTION A: The South African Constitution: Chapter 2: The Bill of Rights**

**QUESTION 1**

- 1.1 As a school guidance and support teacher and inclusive education practitioner consider the three democratic values enshrined in the Bill of Rights of the Constitution of the Republic of South Africa. List these values. Choose one and explain what the concept means and how it underpins inclusive education for you in the classroom. Provide a reason for your answer. (15)
- 1.2 Clarify which FIVE rights of children per the Bill of Rights of the Constitution of the Republic of South Africa, Section 28 are important for you to know as a school guidance and support teacher. How will your knowledge of children's rights per the legislation influence your practice in the classroom and your

engagement with children and adolescents as a school guidance and support teacher. (20 )

**Subtotal (35)**

### **SECTION B: Elements of Counselling**

Schon, J.; Gower, L. & Kotze, V. (2010) *Elements of Counselling: A Handbook for Counsellors in Southern Africa*. Westhoven. Sophiatown Community Psychological Services

### **QUESTION 2**

**Case Study: Read the case study and answer the questions that follow.**

Tsepo is 16 years old and in Grade 10. He has lost his mother and 2 siblings (a brother and a sister) to AIDS within the last 3 years. Over the Easter weekend this year, Tsepo and his younger brother, Kabelo (14 years old) was involved in a train accident when a truck hit and derailed the train. Many people were injured. Kabelo was injured very badly and died at the scene of the accident. Tsepo now comes to see you, one of his subject teachers, complaining that he cannot concentrate on his work at school. He cannot concentrate on studying for the upcoming June exams at school. He is falling behind with work in many of his subjects. He feels continuously sad. He feels angry. He does not feel like eating. He finds it very difficult to do the chores that his father and step-mother give him to do at home. He is also not taking good care of himself. He says he tries to forget his brother but he misses him as he was very close to him. He has stopped playing soccer. He used to play every afternoon with his brother.

1. Describe the effects of bereavement on Tsepo? (5)
2. You have learnt that the process of bereavement involves holding on and letting go. This holding on and letting go idea comes from 'attachment theory'. Give 2 key points about attachment theory. (4)
3. What are the factors complicating this case and making Tsepo's bereavement process more difficult? (6)
4. Name the stages in the Kubler-Ross model of bereavement and say what she proposed was happening to a person in each stage? (10)
5. At what stage do you think Tsepo is at and why? (5)

6. Consider the 3-stage model of lay counselling that you have been taught, based broadly on Gerard Egan's Book, *The Skilled Helper* (2002).

a. Name the 3 stages in the model and provide a detailed description of each stage. Indicate why you think each stage is critical in the counselling process. (15)

b. Critically reflect on your strengths and challenges as a lay counsellor at this time. Discuss what you need to improve and why. (20)

Subtotal (65)

**TOTAL: 100**

