



FACULTY : Education

DEPARTMENT : Educational Psychology

CAMPUS : Auckland Park

MODULE : CNEIN 3B
Culture and the natural environment for the intermediate phase

SEMESTER : Second

EXAM : November 2019 - **First Opportunity**

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<u>MODERATOR</u>	Dr Veronica Dwarika	(UJ)	
<u>DURATION</u>	3 Hour	<u>MARKS</u>	100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer all questions.
 2. Write legibly.
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Question 1

- 1.1 There is a constant outcry that life skills as a subject is irrelevant and that it should be removed from the school curriculum. Discuss the need for life skills to convince the various stakeholders that this subject is still relevant.

(12)

- 1.2 School is a microcosm of society. Describe the Bio-ecological model of Bronfenbrenner and explain how the different ecologies influence learning and personal agency.

(20)

Question 2

- 2.1 *“A massive public outcry has erupted following reports that 30 pupils at one school in the Northern Cape have been impregnated by teachers, after they were allegedly given stipends for unprotected sex”.* IOL, 1 September 2017

The above newspaper extract depicts the horror realities of teacher conduct in some of the South African schools.

Explain teacher conduct as stipulated by SACE.

(20)

- 2.2 With the advent of electronic devices and social media, we witnessed how behaviour in many schools has become more challenging. This does not exclude primary schools. One of the reasons given is that learners lack communication skills.

Identify five (5) critical interpersonal skills and outline why it is important to reinforce such learning in schools.

(10)

Question 3

- 3.1 *“In my first year, I was acting very straight. I was in the deepest closet. I used to go to a strong church where they wear the hat and the badge. Going to WIL was an anxious moment. I had to watch how I talk. When I get excited about my teaching my hands start to move, and my voice would pitch in a certain way, and I would laugh in a particular way. I had to be careful with my outfits. I had to make sure that there was nothing colourful and I had to practise my walking. I had to stand in front of the mirror and practise my talk and how I will introduce myself ... I lived in*

fear. I had to constantly check that none of the school kids know me and could be on my Facebook and know the real me. (Gay student 1)" Brown, A., & Diale, B.M. (2017) 'You should wear to show what you are': Queer student teachers troubling the heteronormative professional identity. *Gender Questions*, 5(1), 1-19.

Above is an excerpt of a young person who had difficulties to accept his same-sex sexual orientation. Discuss the challenges that lesbian, gay, bisexual and transgender (LGBT) individuals could experience as they come to terms with the authentic self. **(14)**

- 3.2 Name four (4) ways or tools that young people could use to disclose their sexual orientation to their parents. **(4)**

Question 4

- 4.1 Define the following terminology:

- a) Stereotype
- b) Prejudice
- c) Discrimination
- d) Sexism
- e) Stigma

(10)

- 4.2 HIV stigma occurs at two level. Explain how the individual level of HIV stigma could impact a person's life. Provide appropriate examples. **(10)**

-----End of Examination-----