



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: Auckland Park
<u>MODULE</u>	: CNEIN 3B Culture and the natural environment for the intermediate phase
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November 2019 - Supplementary

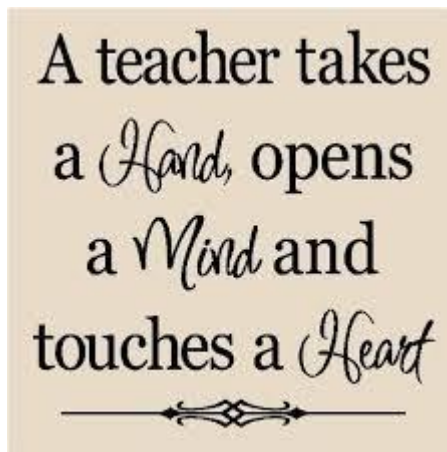
<u>ASSESSOR</u>	Prof Anthony Brown		
<u>MODERATOR</u>	Dr Nonhlanhla Maseko	(UJ)	
<u>DURATION</u>	3 Hour	<u>MARKS</u>	100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

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



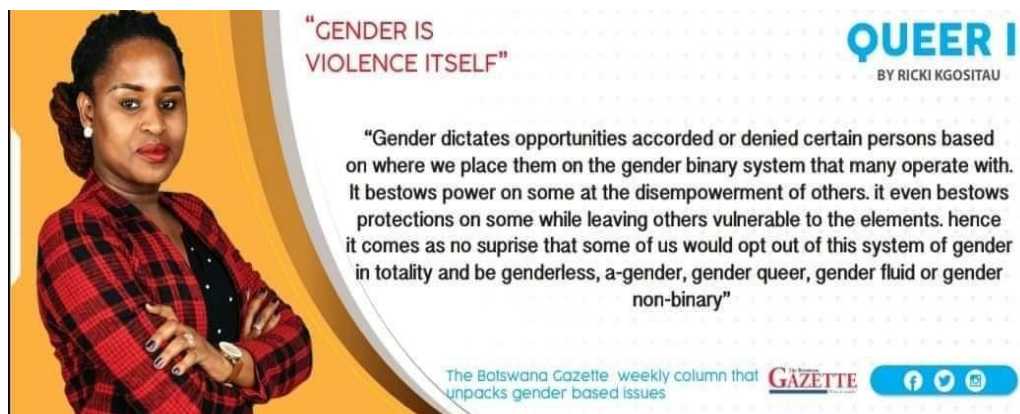
1.1

Explain the general role of teachers. (16)

1.2 Identify any four (4) requirements of teachers' code of conduct as stipulated by SACE. (4)

Question 2

- 2.1 Describe the Bio-ecological model of Bronfenbrenner and explain how the different ecologies influence learning and personal agency. (20)
- 2.2 Gender Based Violence (GBV) has left a dark cloud over the rainbow nation of South Africa. Statistics of women and child murders are causing anxiety and trauma. Ricki Kgositau, a gender activist, in her statement below beliefs that gender constructions is the base for GBV.



"GENDER IS VIOLENCE ITSELF"

QUEER I
BY RICKI KGOSITAU

"Gender dictates opportunities accorded or denied certain persons based on where we place them on the gender binary system that many operate with. It bestows power on some at the disempowerment of others. It even bestows protections on some while leaving others vulnerable to the elements. Hence it comes as no surprise that some of us would opt out of this system of gender in totality and be genderless, a-gender, gender queer, gender fluid or gender non-binary"

The Botswana Gazette weekly column that unpacks gender based issues **GAZETTE**

Reflecting on the Bio-ecological system, what changes could be facilitated to change the way gender is constructed in society. Consider all ecologies. (20)

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 colorful and I had to practice my walking. I had to stand in front of the mirror and practice 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, bi-sexual 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
- f) HIV Stigma

(12)

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

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