



FACULTY : Education

DEPARTMENT : Educational Psychology

CAMPUS : Soweto Campus

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

SEMESTER : First

EXAM : June 2020

<u>ASSESSOR</u>	Prof A. Brown Prof B.M. Diale		
<u>MODERATOR</u>	Dr N. Maseko	(UJ)	
<u>DURATION</u>		<u>MARKS</u>	100

NUMBER OF PAGES: 8 PAGES (Including cover page)

INSTRUCTIONS:

1. Answer all questions.
2. Section A & B should be submitted separately and clearly marked
3. Section A consist of questions 1 & 2
4. Section B consist of questions 3 -
5. All take-home examinations must be typed and submitted via Blackboard.
6. The article for question 2.2 is attached as an appendix.

Section A. (Submit separately)

Question 1

- 1.1 Life skills in 2018 experiences a serious thread and uncertainty on the relevance and need to form part of the school curriculum. Reflecting on Bronfenbrenner's ecological model, write a paragraph of no more than 500 words to critically defend the need for Life Skills as a needed subject within the South African school curriculum. **(15)**

Rubric - Assessment Criteria	Beyond expectation (15-10)	Has met sufficient expectation (9-5)	Inadequate (4-1)
Content and structure	Topic inform the reader with detailed facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.	Contains a clear topic and providing relative facts, details and examples. A reader unfamiliar with content will obtain an overview understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the topic. Provide some details and examples attempting to explain the topic. Missing relevance in terms of content.
TOTAL	15		

- 1.2 Studies have shown that having diverse classrooms help develop tolerance and a greater sense of security when in environments with other foreign cultures present. It also helps students learn about other languages and cultures, encouraging them to be intercultural sensitive.

As a life skills teacher, you are allocated 10 minutes to remind your colleagues at your school why discrimination is unethical and a violation of the constitutional rights of learners. Identify any diversity aspect you may find in a school for example, race, class, gender, sexuality, religion and explain to your colleagues using the SACE guidelines why discrimination is prohibited. Develop a handout with 5 discussion points explaining why teachers should refrain with discriminatory behavior towards this particular identity or group. **(10)**

Rubric - Assessment Criteria	Beyond expectation (10-8)	Has met sufficient expectation (7-4)	Inadequate (3-1)
Content and structure	Handout inform the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Clearly provides the significance and or relevance of the topic.	Handout contains some relevant facts, details and examples. A reader unfamiliar with content will obtain an overview understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Handout contains some related details and facts regarding the topic. Provide scanty details and examples attempting to explain the topic. Missing relevance in terms of content.
TOTAL	15		

Question 2

- 2.1 Recent months have seen reports of disquiet and resistance to the ongoing roll out of Comprehensive Sexualities Education in South African schools. This disquiet has been expressed by some parents, and certain civil society organisations which formally oppose CSE.

Prepare a speech of 500 words to explain to parents and other concerned civil societies the rationale and benefit of Comprehensive Sexuality Education.

(15)

Rubric - Assessment Criteria	Beyond expectation (15-10)	Has met sufficient expectation (9-5)	Inadequate (4-1)
Content and structure	Topic inform the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.	Contains a clear topic and providing relevant facts, details and examples. A reader unfamiliar with content will obtain an overview understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the topic. Provide some details and examples attempting to explain the topic. Missing relevance in terms of content.
TOTAL	15		

- 2.2 Read the attached article, Brown, A. (2016). 'How did a white girl get AIDS?' Shifting student perceptions on HIV-stigma and discrimination at a historically white South African University. *South African Journal of Higher Education*, 30(4), 94–11.

Design a two slide powerpoint presentation in which you discuss the concept HIV-stigma and the drivers that generate and spread discrimination towards people living with HIV. **(10)**

Rubric - Assessment Criteria	Beyond expectation (10-8)	Has met sufficient expectation (7-4)	Inadequate (3-1)
Content and structure	Presentation contains detailed facts, concrete examples that sufficiently develops the topic. Enables the audience to clearly understand the issues, problems or the main idea of the topic. Clearly provides	Presentation contains some relevant facts, details and examples. An audience unfamiliar with content will obtain an overview understanding the issues, problems or the	Presentation contains scanty related details and facts regarding the topic. It has limited examples attempting to explain the topic.

	the significance and or relevance of the topic.	main ideas in the topic. Significance and relevance of topic is briefly discussed.	Missing relevance in terms of content.
TOTAL	15		

Section B (Submit separately)

Read the case study below taken from Diale, BM (2015). Bullying of vulnerable children: An increasing form of school violence. In M Magano and U Ramnarain (2015). Including the Excluded: Educating the vulnerable in the 21st century. Cape Town: Pearson Holdings.

Case study

Haunted by bullying

I still have a vivid memory of the first day it happened. I thought it was a joke that would pass, but it has stayed to haunt me and will do so for the rest of my life. My name is Lerato, and I was a victim of bullying in high school. When I passed my Grade 9 at a local township school and was the top learner of the school, I was very happy. The best day of my life was during the December holidays when my mom came back from work telling me that her boss had got me into the best maths and science focus school in one of the Johannesburg suburbs. This meant I would be able to achieve my dream of being a pilot. The first week of my Grade 10 at Thutong Maths and Science Academy was horrible as I didn't know anyone and the other learners had already formed themselves into cliques as they had been some time at the school.

I tried to settle in and to get to know a few girls, although I spent much of the time on my own. Sometimes I would try to join a group but they would walk away and I would find myself alone again, so I got used to being a loner.

It was on a fateful morning in February that I arrived at school and met a group of girls from Grade 12. They stopped me and wouldn't let me go through to my class. They asked me what I wanted there as girls of my socio-economic status didn't fit in that school. I was initially calm but was taken aback when they started making a joke about my physical features. You see, I was born with a bit of deformation, especially in my face. As a toddler I remember adults would ask my mom if I was a boy, even though I had a dress and earrings on. Others would make a joke as they played with me or picked me up while commenting about me being ugly. I had always known and seen that there was something 'funny' about me. At some stage when I was four or five years old I even believed that was the reason I did not have a father, because I was 'ugly'. I remember in Grade 1 when other learners started making a joke of me they were disciplined by my teacher. She helped me to accept and love myself the way I am and this pulled me through my primary school life. I was even able to make friends with the prettiest girls, who always protected me, and I eventually forgot about my looks. Now I prayed

that they would give up their hurtful jokes, so I must just get over it and ignore what they say. This continued even after my mom came to school to report what was going on. The teacher said I was pertinent and wanted some empathy from teachers. The principal did nothing about it, saying they were simply 'playing' with me. School became unbearable and my school marks deteriorated. I hated every morning I had to wake up to go to school, but more than anything I hated myself. The last straw was when I got to school one Monday morning and found 'funny face' cartoons pasted all over the school walls with my name on. As I was trying to remove the cartoons, some learners were already taking videos of me and before I know it, I was all over the social media, on Facebook, YouTube, and who know what else. For some weeks I tried different things that I hoped would help me. I went to join a group of teenagers at school who were smoking dagga hoping they would protect me. I also became very aggressive to my siblings and stopped doing my homework and house chores. I even contemplated running away from home.

I couldn't take it any more; I ran out of the school and took a taxi back home. I was so destroyed I thought the only solution was for me to die. So I started thinking of a plan to commit suicide. I remember that my mom had different kinds of medication and pills in the cupboard. So I took them out, sat down to write a goodbye note to my mother and brother, and told them the reason I was doing this. After that I took a whole handful of pills, I don't even remember how many. I prayed and asked for forgiveness from God but also blamed Him for creating me in this way, and then I took all them. The last thing I remember was taking a bottle of cough mixture to sooth my throat as it was painful. The next time I woke up I was in the hospital with drips and had to undergo a major emergency operation. That was three years ago and I am now a university student. I am still on antidepressants and attending therapy. Adjusting to university was a big challenge for me as I was scared that I would have the same experience as in high school.

Question 3

3.1 Discuss in detail the six main characteristics of bullying identified in this case study. For each characteristic given, give a supporting statement from the case study.

(18)

Rubric - Assessment Criteria	Beyond expectation (18 - 13)	Has met sufficient expectation (12 - 7)	Inadequate (6 - 1)
Discussion of the characteristics and supporting evidence from the case study	Clearly provides the characteristics of bullying with full supporting statements for each characteristic from the case study.	Partially provides the characteristics of bullying with some supporting statements for the characteristic from the case study.	Response contains some related details and facts regarding the topic. Provide scanty details and examples attempting to explain the topic. Missing relevance in terms of content.
TOTAL	(18)		

3.2 In addition to Lerato's schoolmates, which figures of authority directly or indirectly contributed to bullying her? Explain how this was done. **(15)**

Rubric - Assessment Criteria	Beyond expectation (15 - 11)	Has met sufficient expectation (10 - 6)	Inadequate (5 - 1)
Mentioning the figures of authority and how was their behaviour seen as direct or indirect bullying	Clearly mentions the figures of authority and how their behaviour contributed to bullying	Partially mentions the figures of authority and how their behaviour contributed to bullying	Response contains some related behaviour regarding the topic. Provide scanty details and examples attempting to explain the topic. Missing relevance in terms of content.
TOTAL	(15)		

Question 4

As a Life Skills teacher in the intermediate phase, design a poster that focuses on coping and self management skills to help learners who are experiencing bullying in the school environment. This poster must focus on helping learners to understand how to cope and self manage when faced with bullying, either as victims, perpetrators or witnesses. Give your poster a catching title for your learners to be interested in reading it. **(17)**

Rubric - Assessment Criteria	Beyond expectation 3	Has met sufficient expectation 2	Inadequate 1
Catching title	The title is catchy and can highly attract the attention for the age group it is intended for (intermediate phase learners)	The title is somehow catchy but can easily lose the attention of the age group it is intended for (intermediate phase learners)	The title is not catchy and may easily miss the attention of the age group it is intended for (intermediate phase learners)
Rubric - Assessment Criteria	Beyond expectation (10-7)	Has met sufficient expectation (6 -4)	Inadequate (3-1)
Content and structure	Presentation contains detailed facts, concrete examples that sufficiently develops the topic. Enables the audience to clearly understand the issues or the main idea of the topic. Clearly provides the significance and or relevance of the topic.	Presentation contains some relevant facts, details and examples. An audience unfamiliar with content will obtain an overview understanding the issues or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Presentation contains scanty related details and facts regarding the topic. It has limited examples attempting to explain the topic. Missing relevance in terms of content.

Rubric - Assessment Criteria	Beyond expectation (4)	Has met sufficient expectation (3-2)	Inadequate (1)
Creativity	The poster shows high levels of creativity that has the potential to attract intermediate phase learners' attention and interest.	The poster shows medium levels of creativity that has the potential to attract intermediate phase learners' attention and interest.	The poster shows low levels of creativity that has the potential to attract intermediate phase learners' attention and interest.
TOTAL	17		

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