



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Education Studies 3A. (EDUSTA3)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: Final June 2020

<u>ASSESSOR(S)</u>	: Mrs N. Mabaso		
<u>MODERATOR</u>	: Dr N. Maseko (UJ)		
<u>DURATION</u>	: 72 HOURS (Take Home)	<u>MARKS</u>	: 100

NUMBER OF PAGES: 9 PAGES

INSTRUCTIONS

1. This is a Take Home Examination and you have to submit this paper as per the timetable on the Black Board.
2. The examination paper should consist of the required information as indicated in the examination paper. Remember to include a cover page. Use the Times New Roman font, font size '12' and 1.5 spacing.
3. All questions must be read carefully, answered on one Word document, converted into PDF format and submitted online on the Black Board EDUSTA3 module under the **Take home exam** menu button.
4. Number your questions carefully, using the same numbering system as used in the question paper.
5. No collaboration with anyone else in writing an answer to this examination paper is allowed.
6. You may not view another person's written notes about the examination or their preliminary or final versions of an answer to the examination.
7. You may not permit another student to view your written notes about the examination or your preliminary or final versions of an answer to the examination.
8. Your submission document should contain a declaration that it is your own work. See the example below.

TAKE HOME EXAMINATION CERTIFICATION OF OWN WORK

I,....., hereby certify that the attached Take Home Examination submission is my own work, and has in no way been copied or in any manner reproduced from another source, except any quoted and properly acknowledged material therein.

Signature

.....

Date.....

QUESTION 1

Read the following case study and answer the question that follows:

*Bono (12 years old), came to school late for three consecutive weeks and each time Miss Dube, her Maths teacher punished Bono. On the fourth week, Bono didn't attend school at all and many thought she had *GIVEN UP* on school due to the everyday punishment. However, Bono reported again on the fifth week and this time she came earlier than everybody did. Upon seeing Bono, Miss Dube punished her for not having attended school in the previous week but was also kind enough to commend Bono for coming early that day, stating that the punishments had finally yielded some results. Only then, Bono asked if she could say something and Miss Dube gave her permission to do so.*

So she started:

"I've been raised up by a single mother without a brother or a sister. Five weeks ago, my mother fell ill and was hospitalized. The three weeks I came late, I had to prepare food for her to eat every morning and pass by the hospital to deliver that food to her. Unfortunately, mother passed away last week and that is the reason I did not come to school. We buried her last Friday. I came early today because I did not have to prepare food or even pass by the hospital. Therefore, now that she is gone, I will always be early for school".

As she sat down, no one in the entire class was able to hold their tears; Miss Dube was not spared either.

1.1. Drawing on what you have learned in this module concerning Erik Erikson, write an essay (not exceeding 1½ pages) in which

- You advice Miss Dube about the impact of how she handled Bono's case thus far.
- Advice Miss Dube on what steps to take further to ensure that proper intervention takes place towards supporting Bono.
- Support your recommended steps and mention the professionals that you think must be involved in the process of intervening for the benefit of Bono.

[40 marks]

Rubric for question 1.1.			
Component	Inadequate	Developing novice scholarship	Novice scholarship
Explanation of the impact of how the case was handled on the learner. (10)	The student is not clear as they explain the impact of the way the case was handled and little or no mention of Erik Erikson's theory.	The student explains the impact of the way the case was handled on the learner, mentions Erik Erikson's theory but does not focus on the appropriate stage of development for this particular learner.	The explanation is clear and unambiguous. The student links the impact of the case to a particular stage of psychosocial development by Erik Erikson as guided by the age of the learner.
	0-4	5-7	8-10
Gives a relevant advice for further interventions. (15)	The advice given is vague and does not properly guide the teacher on a way forward.	Adequate pointers are given on a way forward and the student focuses on the professionals to help the learner with the emotional well-being.	The advice is clear and systematic guidelines are given. Moreover, the student recommends all the professionals, including the ones that will reach out to the learner's family.
	0-6	7-11	12-15
Level and coherence of overall discussion and language use (10)	Very vague statements and means of expression are unclear with many grammar errors.	The grammar is acceptable, but sentences, paragraphs, and discussion is still not coherent.	The text is coherent, flows logically and displays an understanding of academic writing
	0-4	5-7	8-10
Technical aspects and editing (5)	Little or no attention paid to language editing, punctuation, font and font size as stipulated on the submission guidelines.	Some attention paid to language editing, punctuation and all other aspects stipulated on the submission guidelines but the write up lacks structure.	All technical aspects of the submission guidelines are adhered to. The write up conforms to academic writing and has an introduction, body and a conclusion. APA References are also included.
	0-1	2-3	4-5
Total marks allocated out of 40 =			

QUESTION 2

Read the statement below and answer the question that follows:

As a newly appointed teacher, you have just realized that most of the Grade 6 learners at your school are using drugs, and that it appears to be a common problem in the surrounding community as well. As an agent of change, you plan to pitch an idea to the School Management Team (SMT) to raise awareness of drug abuse at the various levels of Bronfenbrenner's systems theory.

2.1. Write a proposal (no exceeding 1- 1 ½ pages),

- Describing how exactly you are planning to intervene at each layer of the systems.
- Specify an intended strategy at each layer of the systems.

[20 marks]

Rubric for Question 2.1			
Component	Inadequate	Partially Achieved	Achieved
The ability to draw from the theory and to draft a practical proposal. (15)	The proposal is weak/ simplistic, as it does not cover all the layers of Bronfenbrenner's theory as per instruction.	The student focuses on the possible interventions on the individual learner, and then moves across the layers of Bronfenbrenner's theory. There are gaps on the practicalities of the interventions	The proposal is coherent and specific about the interventions at all layers of Bronfenbrenner's theory. The possible interventions are clear and have no obvious gaps.
	0 - 6	7-11	12-15
Level and coherence of overall discussion and language use (5)	Many grammar, syntax and discourse errors. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points	The grammar is acceptable, but sentences, paragraphs, and discussion are still not coherent.	The text is coherent and the argument flows logically. The write up conforms to academic writing and has an introduction, body and a conclusion.
	0 - 1	2-3	4-5
Total marks allocated out of 20			

QUESTION 3

3.1. Read the following scenario and answer the question that follows:

As a Life Orientation Grade Head at the school, learners find it easier to confide in you. In the recent weeks, more learners have been coming to you to open up about homosexuality. Eventually, you feel a need to have a special assembly in order to address the matter in general.

- Design 5 to 6 PowerPoint slides that you will use to address important homosexuality issues in alignment to the South African Constitution.
- The last slide should contain the references of the documents you would have consulted when putting your presentation together.

[20 marks]

Rubric for Question 3.1			
Component	Inadequate	Partially Achieved	Achieved
Using knowledge gained in the module to address the issue of homosexuality and inclusivity. (15)	The student does not take a clear point of view on the issue of homosexuality and inclusivity. The presentation is weak.	The student draws on the South African Constitution and refers to homosexuality as a human right.	In addition to the South African Constitution, the consults at least three more sources to strengthen their presentation.
	0 - 6	7-11	12-15
Level and coherence of overall discussion and language use (5)	The presentation is not structured and has grammatical errors.	The grammar is acceptable, but the presentation has gaps in coherence and the flow.	The text is coherent and the presentation flows logically. The presentation clearly captures the important aspects of homosexuality in alignment to the South African Constitution. I has an introduction, body, conclusion and APA references
	0 - 1	2-3	4-5
Total marks allocated out of 20			

QUESTION 4

Read the following scenario and answer the question that follows:

Clinton, a 12-year-old boy in your class is forever on your table to make small talk with you about anything and everything. He often leaves his work incomplete just to get a moment to talk to you. Occasionally during break, he has been sent back to the play area by the prefects as he was found looking for you in contravention of the school rules to remain in the play area for the duration of the break. He tells you all the time that he enjoys spending time with you and that he perceives you as his best friend.

Of all the issues that you believe Clinton is faced with, there is one which you believe requires urgent attention. You therefore decide to refer.

4.1. Write a report (1- 1 ½ pages long), to the relevant professional within the school as the school is well-resourced and has a social worker, psychologist, a remedial specialist and an occupational therapist permanently based at the school.

Your report should:

- Clearly state the professional you are addressing the report to.
- Give reasons for the chosen professional.
- Indicate what you have done to intervene and support in that area.
- The information you have gathered before referring to the professional and
- The sources of the information you have gathered. **[20 marks]**

Rubric for Question 4.1			
Component	Inadequate	Partially Achieved	Achieved
Using the referral process knowledge gained in the module When irregular behaviours are observed. (15)	The report is unstructured and the student does not have a clear knowledge of the roles played by various professionals.	The student vaguely describes the observations but the report does not give solid reasons for referring to a particular professional. There is no indication of an intervention done before the referral.	The student displays clear understanding of the appropriate referral process and gives reasons for the referral to a specific professional. The student clearly articulates the intervention done before referral.
	0 - 6	7-11	12-15
Level and coherence of overall discussion and language use (5)	The report has little or no logical progression of the observations, reason for referral and the interventions already done.	The report is structured but only covers two or three instead of all aspects required when writing the referral report.	The report clearly captures all the important aspects of the referral processes. The student supports the decision to refer based on the interventions already done.
	0 - 1	2-3	4-5
Total marks allocated out of 20 =			