



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Childhood Education
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: CNE20B2
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: November examination

<b><u>DATE</u></b>	: November 2020	<b><u>SESSION</u></b>	:
<b><u>ASSESSOR(S)</u></b>	: Miss Ndabezitha		
<b><u>MODERATOR</u></b>	: Mr Van der Merwe		
<b><u>DURATION</u></b>	:	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Number your answers clearly

**QUESTION 1****[15]**

- 1.1 Write a 1½-page essay discussing the importance of teaching life skills in the foundation phase.

<b>Rubric</b>			
<b>Using knowledge gained in about the importance teaching life skills to argue point of view. (10)</b>	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of benefits of teaching life skills to strengthen his/her argument.	The student vaguely draws on what they have learnt about the benefits of teaching life skills.	A point of view is taken and the student refers to various aspects of various categories of teaching life skills to strengthen his/her argument.
	0 - 4	4-6	7-10
<b>Level and coherence of overall argumentation and language use (5)</b>	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 and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 1	2-3	4-5
<b>Total marks allocated</b>			

## **QUESTION 2**

**[22]**

2. Read the following passage and answer the following question.

Dyssemic “is the condition of having difficulties in understanding or sending nonverbal information.” (Nowick and Duke 2002, cited in Eunson 2012:275). Eunson (2012) further explains that dyssemic people behave inappropriately in social situations.

In the classroom you might find children who might behave inappropriately towards you as the teacher or towards their fellow classmates. Experts believe if ‘dyssemic’ people are taught about nonverbal communication and they apply this knowledge they will experience less communication breakdowns and conflicts. They will behave appropriately in social settings. (Wacadlo & Rieger 2006). As the teacher in the class it would be jointly (with the parent), your responsibility to teach the learners how to behave appropriately towards the other learners in the class.

2.1 In a 1½ page essay describe the symptoms that a dyssemic learner might display in the classroom. In addition, suggest ways in which you as a teacher can help the learner overcome this condition. (22)

Rubric			
<b>Using knowledge gained in about communication to argue point of view. (10)</b>	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of benefits of communication to strengthen his/her argument.	The student vaguely draws on what they have learnt about the benefits of communication skills.	A point of view is taken and the student refers to various aspects of various categories of communication to strengthen his/her argument.
	0 - 4	4-6	7-10
<b>Level and coherence of overall argumentation and language use (10)</b>	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 and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 4	4-6	7-10
<b>Technical aspects and editing (2)</b>	Little/no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects	Some attention paid to academic conventions and document appear to have been edited for language or technical aspects although some errors persist	Clear attention paid to academic conventions and document is edited for language or technical aspects

	0-0	0-1	1-2
<b>Total marks allocated</b>			

### **QUESTION 3**

**[42]**

- 3.1 Explain the difference between sexuality and sexuality education. (2)
- 3.2 Discuss common myths about sexuality education. (14)
- 3.3 Parents in the foundation phase have been complaining that their children are being taught about sex. You have been asked by your Head of Department to prepare a talk for a parents meeting to address the issue. The main aim of the meeting is to make parents aware about the aims of sexuality education. In a 1½ page essay discuss the aims of sexuality education. (26)

Rubric			
<b>Using knowledge gained in sexuality education to argue point of view. (10)</b>	The student does not take a clear point of view or the argument is weak/ simplistic because the student does not refer to the various aspects of benefits of sexuality in education to strengthen his/her argument.	The student vaguely draws on what they have learnt about the benefits of sexuality in education.	A point of view is taken and the student refers to various aspects of various categories of sexuality in education to strengthen his/her argument.
	0 - 4	4-6	7-10
<b>Level and coherence of overall argumentation and language use (10)</b>	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 and paragraphs and argument are still not coherent and cohesive	The text is coherent and the argument flows logically. The discourse clearly illustrates an understanding of the conventions of academic writing
	0 - 4	4-6	7-10
<b>Technical aspects and editing (2)</b>	Little/no attention paid to academic conventions and document does not appear to have been edited for language or technical aspects	Some attention paid to academic conventions and document appear to have been edited for language or technical aspects although some errors persist	Clear attention paid to academic conventions and document is edited for language or technical aspects

	0-5	6-7	8-9
<b>Total marks allocated</b>			

#### **QUESTION 4**

**[10]**

- 4.1 Apply your knowledge of aims and objectives to provide an example of one aim and three objectives related to a lesson on “Our Country”. (4)
- 4.2 Describe the three domains of knowledge that you would use when formulating objectives in a Life Skills lesson. (6)

#### **QUESTION 5**

**[11]**

- 5.1 In table format, list the levels of Bronfenbrenner’s Bio-Ecological systems theory and provide an example in each level of a direct or indirect element linked to the beginning knowledge of social science concepts. (11)

**[Total: 100]**