



<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>	: Supplementary exam

<b><u>DATE</u></b>	: January 2021	<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: 4 PAGES

INSTRUCTIONS:

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

## **QUESTION 1**

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

(15)

<b>Rubric</b>			
<b>Using knowledge gained in about the importance of 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>			

1.2 Name the five knowledge areas in Life skills.

(5)

**[20]**

## **QUESTION 2**

- 2.1 In a paragraph describe some of the strategies you can use in your class to teach the subject of History in Social Sciences. (8)
- 2.2 Apply your knowledge of aims and objectives to provide an example of one aim and three related objectives for a lesson on “Our Country” (4)
- 2.3 Differentiate between what Peter Stearns (1998) refers to as world history and comparative history. (2)
- 2.4 In his article “***Why study History?***” Peter Stearns (1998) speaks about the skills that students develop while studying History. Briefly discuss these skills. (6)

**[20]**

## **QUESTION 3**

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

Sunali, a girl of South Indian descent, attended Durban Girls High School. Sunali wore a small gold nose stud to school, in compliance with a ‘time-honoured family tradition’ that is also an almost- 5 000-year-old South Indian tradition. In Sunali’s family the tradition involves a nose-piercing and stud insertion when a girl reaches physical maturity, accompanied by a prayer. When Sunali turned 16, this stud would be replaced with a diamond stud, by her grandmother. This, Sunali’s mother said, was all to be done as part of a religious ritual to honour and bless Sunali, and

not for fashion purposes. Sunali challenged the school's decision to disallow her from wearing the nose stud because it conflicted with its Code of Conduct, which prohibits most types of jewellery. The Court criticised the school's Code of Conduct, noting that 'a properly drafted code which sets realistic boundaries and provides a procedure to be followed in applying for and the granting of exemptions, is the proper way to foster a spirit of reasonable accommodation in our schools and to avoid acrimonious disputes such as the present one'. The Court found both the code itself and the school's failure to provide an exemption to Sunali to violate Sunali's rights to freedom of religion, culture, freedom of expression and equality

- 3.1 Despite the outcome of the court some parents think that Sunali wants to create her own code of conduct that suits her religion. In a 1½ page essay, describe the role of the teacher and school in religion education. In addition, discuss the purpose of religion in education. (20)

Rubric			
<b>Using knowledge gained about religion in 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 religion in education to strengthen his/her argument.	The student vaguely draws on what they have learnt about the benefits of religion in education.	A point of view is taken and the student refers to various aspects of various categories of religion 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>Total marks allocated</b>			

[20]

#### **QUESTION 4**

4. 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 and Rieger 2006).

- 4.1 In a 1½ page essay describe the symptoms that a learner presenting with this condition (dyssemic) might display in the classroom. In addition, suggest ways in which you as a teacher can help the learner to overcome this condition and behave appropriately in social settings. (20)

4.2 Compare the terms 'communication' and 'communications'.

(8)

Rubric for 4.1			
Using knowledge gained about religion in education to argue point of view. (10)	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 religion in education to strengthen his/her argument.	The student vaguely draws on what they have learnt about the benefits of religion in education.	A point of view is taken and the student refers to various aspects of various categories of religion in education to strengthen his/her argument.
	0 - 4	4-6	7-10
Level and coherence of overall argumentation and language use (10)	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
Total marks allocated			

[28]

**QUESTION 5**

5.1 Discuss how you would plan to address Maslow's hierarchy of needs in a Foundation phase classroom.

(12)

[12]

**Total: [100]**