



UNIVERSITY
OF
JOHANNESBURG

<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: METH&PRAC: FET&SEN PHASE LIFE ORIENTATION 3B (MFSPLB3)
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November Main Exam 2020

<u>ASSESSOR(S)</u>	: Dr M Sedibe		
<u>MODERATOR</u>	: Dr N Maseko (UJ)		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	:100

NUMBER OF PAGES: 2 PAGES

INSTRUCTIONS

1. Answer all the Questions.
2. Number your answers clearly.

1. This is a Take Home Examination and you have to submit this paper as per the timetable on BB
2. The examination paper should consist of the required information as indicated in the examination paper. Remember to include a cover page.
3. No collaboration with anyone else in writing an answer to this examination paper is allowed. You may not view another person's written notes about the examination or their preliminary or final versions of an answer to the examination. 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.
4. 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 case study below and answer the questions

CASE STUDY: KHANYI

As a newly-qualified teacher, you teach at a local government school situated in the south of Johannesburg school with a community-based wellness centre for children and adolescents. The multidisciplinary team at the community-based wellness centre consists of a General Medical Practitioner (G.P.), a Paediatric Nurse, Occupational Therapist (O.T.), Physiotherapist, Dietician, and an Educational Psychologist. Khanyi and her family have been referred to the school's community-based wellness centre by Mrs Smith, the employer of Khanyi's mother. Khanyi is the youngest of two of her mother's children. Her eldest sister, Susan, is 22 years old and Khanyi is 11 years 1 month old and is currently in Grade 5 at the school where you are currently teaching. Khanyi lives with her biological parents on the property of Mrs Smith, Khanyi's mother's employer. Khanyi's school fees are sponsored by the mother's employer. Khanyi has been attending the local government school since Grade 1. Before entering formal schooling, Khanyi attended the local nursery school close to home from the age of 3 years.

Khanyi's mother, Lindiwe Tshabalala, is a formally trained domestic worker and child-minder to the Smith family. Lindiwe was regarded as very bright at school, but due to financial constraints and apartheid restrictions was not allowed to follow her dream to become a fashion designer and study at a school of her choice, which was for whites only.

Khanyi's mother is a well-paid domestic worker and her dad contracts for a building company. Due to the economic status of the country he is often out of work. During these times of unemployment, he offers his services at Khanyi's school, maintaining the gardens. Khanyi's father believes in a good education and encourages Khanyi to complete her homework on a daily basis as well as to take part in activities at the school. Khanyi's mother used to have an alcohol addiction before Khanyi was born and there are indications that she consumed alcohol during her pregnancy, but she now attends meetings for recovering alcoholics, accompanied by her employer, who is very supportive. Khanyi's mother, Lindiwe was twice hospitalised for suicide attempts, related to drug overdose, when Khanyi was at primary school.

Both Khanyi's parents are Zulu and have a strong family bond. Her parents speak Zulu to each other but English to her and are concerned that her Zulu is "not where it should be". Khanyi will sometimes spend week-ends with her maternal grandmother in Soweto. Khanyi will visit her paternal grandparents in Kwa Zulu Natal during the school holidays. The family follow the Christian faith and although they do not attend church regularly, Khanyi is raised as a Christian.

Khanyi's mother has previously admitted to using corporal punishment with Khanyi as she was raised in this way and she does not want Khanyi to behave badly, especially living on the property of their employer. Khanyi's father does not agree with this and there is often conflict when Khanyi needs to be disciplined at home. Khanyi appears to have a closer bond with her father than mother, although the family appears to be close.

Khanyi is an attractive little girl who appears to be well cared for. She loves school, especially playing netball in winter and taking part in Athletics in summer. Khanyi also sings in the school choir and has been selected for the lead role in her school's play - something she is very proud of. Her mother is slightly concerned that she spends too much time doing extra things at school and is worried that this may be affecting her scholastic performance at school. Khanyi's teachers have observed that she is well behaved and well-liked by her friends. However, Khanyi's teachers are concerned that she has become slightly withdrawn this year. Khanyi has also been reported to have shown signs of anxiety when writing tests and exams. She appears to fake illness and is often found in the sick bay on Fridays when the class writes cycle tests.

Khanyi is currently in Grade 5. At the request of one of her teachers and in discussion with her mother, it was requested that Khanyi be reassessed by the Educational Psychologist at the community-based wellness centre. Khanyi has been reported to have been previously assessed by an Educational Psychologist when she was in Grade 1. Although her psychoeducational assessment report was not available, the following information was given to the school by Mrs Smith, Khanyi's mother's employer. A summary of the assessment indicated that Khanyi's general cognitive ability fell within the average range of intellectual functioning. It was recommended that she attend Remedial Therapy to support reading and spelling, attend Occupational Therapy (no reason given), have a full eye screening and undergo a speech and language assessment.

Khanyi's eye screening was done and it was recommended that she wear glasses as she was reported to be slightly far sighted in the left eye and the right eye as highly myopic and astigmatic. Apparently, Khanyi has not worn her glasses since they hurt her eyes and give her headaches. The summary of Khanyi's speech and language assessment indicated an auditory processing difficulty, in particular and auditory lag, and phonological awareness difficulties, particularly syllabification, analysis, synthesis and closure. Khanyi was reported

to have received speech therapy from March 2009 to July 2009 to address these problems. In June of last year, the Wide Range Achievement Test was administered by a Remedial Therapist. During sessions with the Remedial Therapist, Khanyi was observed to have expressed a willingness to cooperate but it was apparent that she found reading and spelling difficult and displayed some signs of anxiety, often completing tasks as quickly as possible, without thinking them through. The recommendations were for Khanyi to attend two learning support sessions per week to focus on spelling, comprehension skills and expressive writing. It was also recommended that Khanyi attend extra Maths lessons provided by the school.

Teachers have reported that Khanyi has a good work ethic but that she struggles to read and understand what she has read. She also struggles with creative writing and completing her comprehension tasks - these areas have been noticed since the beginning of her school career. Teachers observe her to be focused on her work across her school subjects but being unable to achieve. This has become more noticeable with Khanyi having to write cycle tests. Khanyi has been observed to interact well with her friends and is a popular member of her peer group. However, one of the teachers commented that Khanyi looks for attention from the boys at her school. Khanyi's teacher has approached Khanyi about her "flirtatious" behaviour and has explained to her that this kind of behaviour was going to get her into trouble. The teacher also requested that the school counsellor intervene because girls of Khanyi's age that flirt and look for attention are often girls that have been sexually abused when young. The school counsellor has explained to the teacher that this was not necessarily true and that she would speak to Khanyi. To date there has been no feedback regarding this situation.

During the psychoeducational assessment process, Khanyi was reported to have presented herself as a willing participant. She communicated well with the assessor, which enabled rapport to be easily established. However, levels of anxiety were apparent when tasks required spelling and reading. It was apparent that she had not mastered letter-sound relations by interpreting words phonetically, not using spelling rules. A qualitative interpretation of the ESSl Reading and Spelling Test also showed a lack of awareness of blending relating to phonemes taught in the Foundation of Learning.

Khanyi struggles to combine sounds and often spells phonetically. Her verbal communication is good and she is able to communicate using age-appropriate vocabulary and sentence structure. Khanyi's reading is slow and effortful and she

has difficulty sounding out words. It is also evident that she does not always understand what she has read. This inability to read is impacting on her Maths as she does not complete problem solving activities correctly. Her Maths activities are often incomplete.

1.1 Critically discuss how socio-political factors have influenced the holistic development of Khanyi. **(20)**

1. 2 Using Bronfenbrenner's Bio-ecological theory systems, indicate the kind of support that Khanyi would need in order to improve her quality of life. **(30)**

[50]

QUESTION 2

DESIGN AND DELIVERY

Plan a lesson for any senior phase Life Orientation class, with fifty learners coming from diverse backgrounds, in which you show how you will solve the use of drugs by learners at your schools. Do not forget to include your media and all the lesson features taught in class. **[50]**

TOTAL: 100