



<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>	: Supplementary 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: 3 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

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Date.....

QUESTION 1

Read the case study below and answer the questions that follow:

(Donald, Lazarus & Lolwana, 2010:213)

Cathy is 16 years old. She lives in a children's home in Durban and attends the local high school where she is currently repeating grade 9. Although she is of above average intelligence, she has never achieved well at school. In the past year or so this has got progressively worse. Since the school is very academically oriented, Cathy is now being seen as quite a 'misfit'.

Her teacher says that she is 'cheeky disobedient, and a nuisance in the class: she is always making eyes at the boys.' She says that the school would be much better off without Cathy and other students from the children's home. Recently, Cathy has lost the few friends she did have amongst the girls. Her attendance has become erratic, with periods when she attends regularly and others when she is absent. Her teachers have noticed that her work and behaviour is always worse after her absences, and have reported this to the principal. But she maintains that Cathy's absences are the responsibility of the children's home. When asked about the possibility that Cathy may be using drugs, she said it didn't look like it to her. 'Anyway, this is a good school in a good neighbourhood, and I don't believe drug abuse is a problem here', she said. Both the principal and the teachers have, therefore, done nothing further about the issue.

A social worker from the children's home says Cathy has a very disturbed family background. After being sexually brutalized by her husband, her mother left him when Cathy was six. Her mother then had a series of short sexual relationships with different men over the next seven years. Alcohol abuse was common in these relationships, and Cathy was often neglected and repeatedly beaten. Finally, after a visit to the hospital, it came out that she was being sexually abused by her mother's current partner. At this stage, following a children's court hearing, she was placed in care at the children's home where she has since remained.

The social worker adds that Cathy has not been easy since she came to the children's home. A period of individual counseling after she first arrived did seem to help. But in the past year it had become progressively more difficult to get through to her as she had become moody, irritable and quite aggressive. The social worker had only recently become aware of Cathy's truancy, as this happened between the home and school and had been well concealed. Cathy has been involved in several incidents of stealing money. The social worker suspects that she has, in the past year or so, become involved in teenage group in the local community who are into 'more than dagga'. She is very concerned about this. She has tried talking to Cathy, who simply denies that anything is going on.

She is also concerned about Cathy's behaviour with boys which is 'very forward and provocative.' Again, she has tried talking to her, and the home has had speakers in to talk about HIV and AIDS, but the message, she feels, is not getting through. She feels that the children's home has not addressed the general problem of sexuality seriously enough. At the moment, she is investigating the involvement of an organization with a more participative approach to sexuality education. Although ideally she would like to ask the school to collaborate on this, she feels that the principal would not be co-operative: 'She is only concerned with exam results, and anyway there is considerable tension between the school and the children's home.'

Now, answer the following questions:

- 1.1 Analyze Cathy's life in view of the Eco-Systemic framework **(30)**
- 1.2 Discuss the kind of support that Cathy would need, for the quality of her life to improve **(20)**

QUESTION 2

Plan a Life Orientation lesson for grade 10 class of 50 diverse learners. The lesson should focus on the types of problems that Cathy and her class-mates experience. These learners come from diverse backgrounds. You can formulate your own topic. Use six lesson design questions and the big ideas taught in class. Show also how teaching strategies will be used throughout your three lesson phases. **(50)**

TOTAL: 100

