



**FACULTY: Education**

**DEPARTMENT: Educational Psychology**

**CAMPUS: Soweto Campus**

**MODULE: (CNEINA3) Culture and the natural environment for the intermediate phase**

**SEMESTER: First Semester**

**EXAM: June 2021 (Main paper)**

<b>EXAMINERSE:</b>	<b>Prof A. Brown Prof B.M. Diale Ms. AG Mehmedova</b>
<b>MODERATOR:</b>	<b>Mr O. Kagola (NMU)</b>
<b>DURATION:</b>	<b>5 Days to be submitted on the examination date</b>
<b>MARKS:</b>	<b>100</b>

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**NUMBER OF PAGES: 7 PAGES (Including cover page and student declaration)**

**INSTRUCTIONS:**

- 1. Answer all questions.**
  - 2. Section A consists of questions 1 & 2.**
  - 3. Section B consist of question 3.**
  - 5. All take-home examinations must be typed and submitted via Blackboard.**
  - 7. All declarations should be submitted with the answer paper**
  - 6. All questions of this exam paper must be answered.**
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## Section A

### Question 1

*Resilience is the capacity to 'bounce back' from adversity. Protective factors increase resilience, whereas risk factors increase vulnerability. Resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience.*

Read the case study of Amahle and answer the following questions by referring to the rubric below:

Amahle was born in a small, impoverished community among the many poverty-stricken communities in KwaZulu-Natal. Her father separated from her mother when Amahle was three years old. Around the separation time of her parents, her mother gave birth to a baby boy. Amahle and her brother lived with their mother and maternal grandmother in a small house, not far from a farm where her mother worked in the kitchen.

Amahle's memories of her childhood were mostly happy. Although they had limited financial security, Amahle and her family usually had enough food to go round from her mother's pay and extra food given by the farmer's wife. Amahle often went with her mother to the farm-house, where she and the farmer's daughter played and talked together in a mixture of isiZulu and English. The farmer's wife was always kind to her, and encouraged her in her learning of English.

Her mother and grandmother were both warm, loving people, and Amahle and her brother were cared for throughout their childhood. Their mother could also be firm when needed. She taught Amahle to look after herself and keep herself clean while teaching and modelling the importance of honesty and respect for others, especially her elders. Amahle's mother and grandmother were committed members of the local church so she and her younger brother often went along on Sundays to join in with the clapping and signing. The church members loved and appreciated this and helped Amahle and her younger brother to learn the words of the hymns and bible verses.

When Amahle reached the age of seven years she enrolled at the local school. It was a long way for her to walk to the school, and very cold in winter, but she enjoyed school nevertheless. She had a kind and caring teacher who was always encouraging and helpful. Amahle learned to speak and read in English more easily than the rest of her peers in the class, many of whom knew no English at all. Amahle made good friends at her school as she was an outgoing, confident girl, and was good at singing and athletics as well as school work.

Unfortunately, tragedy struck Amahle's family when she was twelve years old. There were frequent summer storms, and one day, while walking back from work, her mother was struck by lightning during a storm. Amahle's grandmother, who was quite old and weak by then, was so grieved by the sudden passing of her daughter that she became ill and also passed away not long afterwards. Amahle and her brother were now left with no-one except their uncle who lived far away in another township. People in the local community were kind to Amahle and her brother, but most were poor to take children in. As a result, Amahle and her brother knew that they needed to pack their essential belongings and leave for their uncle's place.

Their uncle and his wife were not pleased to see them. They already had four children and were financially unstable, but Amahle and her brother were relatives and could not be turned away. Amahle was given a long list of chores including looking after the youngest child of her uncle's family. She and her brother were usually the last to receive food. They wanted to continue with their schooling, but their uncle's wife wouldn't give them money for fees, uniforms, and other essentials such as school books. She had mentioned to Amahle and her brother that her own children come first since they were her main priority. Amahle started washing clothes for people in the community to make enough money while many also assisted Amahle and her brother with much needed food supplies. One of these people was an older woman who had worked all her life as a medical nurse. She was kind and wise. She helped Amahle to talk about her worries and grief at the loss of her mother and grandmother, which she had bottled up. She spoke passionately about her work in helping sick people and Amahle set this as her personal goal for the future ahead of her.

It took Amahle a year to save up enough money to go to school, and then she had to catch up on missed school work, but Amahle was determined. She made good friends, and they helped each other after school. While motivation and agency were generally poor amongst teachers because so many learners dropped out of this secondary school, Amahle's English teacher recognised her skills. Over the next few years, he really encouraged her to get her Senior Certificate, and so she did. Eventually, after further education, she also qualified as a medical nurse as she had wanted to for so long.

1.1 Define ‘*protective factors*’ and discuss all the protective factors in Amahle’s life that helped her eventually rise above her poverty and orphanhood. [10]

Rubric – Assessment Criteria	Beyond expectation (10 – 8)	Has met sufficient expectation (7 – 4)	Inadequate (3 – 0)
Content and structure	Answers inform the reader with the relevant facts and/or concrete examples, that sufficiently answer the question. The reader clearly understands the answer discussed based on the relevance of the question.	The answer to the question is clear with sufficient relevant facts and/or concrete examples that answer the question. A reader unfamiliar with content will obtain an overview understanding of the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the question/topic. Some details and/or examples are evident in an attempt to answer the question. Missing relevance in terms of question/topic.
Total:	<b>10</b>		

1.2 Define ‘*risk factors*’ and discuss all the risk factors that have contributed to Amahle’s vulnerability. [10]

Rubric – Assessment Criteria	Beyond expectation (10 – 8)	Has met sufficient expectation (7 – 4)	Inadequate (3 – 0)
Content and structure	Answers inform the reader with the relevant facts and/or concrete examples, that sufficiently answer the question. The reader clearly understands the answer discussed based on the relevance of the question.	The answer to the question is clear with sufficient relevant facts and/or concrete examples that answer the question. A reader unfamiliar with content will obtain an overview understanding of the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the question/topic. Some details and/or examples are evident in an attempt to answer the question. Missing relevance in terms of question/topic.
Total:	<b>10</b>		

1.3 Schools have a key opportunity to build resilience among learners, and there is a range of ways in which local authorities can support and encourage schools to take action.

With motivation and agency being generally poor amongst teachers due to the high drop-out rate at Amahle’s secondary school, suggest roles and responsibilities for Amahle’s secondary school to undertake in an aim to build resilience in the face of adversities such as the school’s high drop-out rate. [10]

Rubric – Assessment Criteria	Beyond expectation (10 – 8)	Has met sufficient expectation (7 – 4)	Inadequate (3 – 0)
Content and structure	Answers inform the reader with the relevant facts and/or concrete examples, that sufficiently answer the question. The reader clearly understands the answer discussed based on the relevance of the question.	The answer to the question is clear with sufficient relevant facts and/or concrete examples that answer the question. A reader unfamiliar with content will obtain an overview understanding of the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the question/topic. Some details and/or examples are evident in an attempt to answer the question. Missing relevance in terms of question/topic.
Total:	<b>10</b>		

## Question 2

2.1 Comprehensive Sexuality Education is one that appears to have no one agreed upon definition. Relatedly, the theoretical and normative elements that underpin CSE remain vague and at times disputed within many South African schools and their communities.

Prepare a speech of approximately 500 words to explain to parents, caregivers and influential community members the rationale and benefit of Comprehensive Sexuality Education by referring to its core components. [15]

Rubric – Assessment Criteria	Beyond expectation (15 - 10)	Has met sufficient expectation (9 - 5)	Inadequate (4 - 0)
Content and structure	Topic informs the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.	Contains a clear topic with evidence of relevant facts, details and examples. A reader unfamiliar with content will obtain a general understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the topic. Evidence of some details and examples in an attempt to explain the topic. Missing relevance in terms of content.
Total:	15		

2.2 Refer to the following electronic newsfeed article and answer the following questions by referring to the rubric below:

### **Western Cape schools embrace transgender learners- By: Christina Pitt – 7 October 2018**



Western Cape schools are starting to embrace transgender learners and are encouraged to protect members of the LGBTQI community from bullying, thanks to the Department of Basic Education.

Western Cape Education Department spokesperson Bronagh Hammond said that a couple of Cape Town high schools have allowed transgender learners to wear the uniforms that they are more comfortable in.

"Student Governing Bodies (SGB) are dealing with this issue on a case-by-case basis," she said.

"So far, we have only heard from Westerford High School in Rondebosch, where transgender students are allowed to change uniforms."

A booklet published in 2015 entitled Challenging Homophobic Bullying in Schools provides guidelines to teachers, learners and SGB members that promote an inclusive school environment.

The booklet contains definitions for words used when "talking in an affirming way about gender and sexual minorities". These words include "intersex", "transgender" and "coming out".

"Given the linguistic diversity of South Africa, the language used in homophobic bullying may include some of the following terms: st\*bane in isiZulu; m\*ffie in Afrikaans; f\*ggot and queer in English; and the term gay is also sometimes used in a derogatory way," reads the booklet.

According to the booklet, learners who experience homophobic bullying may experience higher rates of anxiety, depression and suicide and they may remain silent about the bullying.

"This silence and invisibility are a distinctive aspect of homophobic bullying. Young people who experience homophobic bullying may:

- Have higher levels of absenteeism and truancy and be less likely to enter higher/further education
- Be more likely to contemplate self-harm/suicide and have low self-esteem
- Show signs of physical ill health
- Underachieve academically or leave school early
- Engage in risk-taking behaviours, such as unprotected sex

"No learner should be discriminated on the basis of race, religion, gender or sexual orientation."

Accessed: <https://www.news24.com/news24>

2.2.1 In an essay of approximately 500 – 800 words, discuss and motivate ten main approaches that teachers and principals can take to eliminate homophobic bullying in their schools. [20]

Rubric – Assessment Criteria	Beyond expectation (20 -16)	Has met sufficient expectation (15 - 10)	Inadequate (9 - 0)
Content and structure	Topic informs the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.	Contains a clear topic with evidence of relevant facts, details and examples. A reader unfamiliar with content will obtain a general understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the topic. Evidence of some details and examples in an attempt to explain the topic. Missing relevance in terms of content.
Total:	20		

2.2.2 Teachers can advise learners who have been victims of homophobic bullying at schools. As a teacher, discuss by recommending five key support strategies when responding to learners as victims of homophobic bullying at school and motivate your recommended support strategies clearly by using relevant examples. [20]

Rubric – Assessment Criteria	Beyond expectation (20 -16)	Has met sufficient expectation (15 - 10)	Inadequate (9 - 0)
Content and structure	Topic informs the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.	Contains a clear topic with evidence of relevant facts, details and examples. A reader unfamiliar with content will obtain a general understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	Contains some related details and facts regarding the topic. Evidence of some details and examples in an attempt to explain the topic. Missing relevance in terms of content.
Total:	20		

## Section B

### Question 3

3.1 Refer to the following electronic newsfeed article and answer the following questions by referring to the rubric below:

#### ***15-year-old learner Lufuno Mavhunga commits suicide after she was bullied and called ugly***

By: Jovaza

MZANSI

April 14, 2021

A child learner named Lufuno Mavhunga in high school committed suicide yesterday after she was beaten and humiliated and called ugly for being black because she is dark-skinned.

This has now led to Deputy Minister Dr Reginah Mhaule appealing to all teachers and pupils to report all acts of bullying and violence in and around schools.

Mhaule said such cases should be reported to the SAPS and pupils who are victims of bullying should contact Childline to talk to someone and report incidents of bullying.

On Monday, a video of the 15-year-old Mbilwi Secondary School pupil being attacked by a fellow pupil while others watched and took videos, went viral and sparked fury among many.

The video shows Lufuno being confronted by a fellow pupil before they are interrupted by another pupil who slaps her several times. The defenceless pupil, does not fight back but tries to reason with the pupil instead. In the background, other pupils are heard mocking or cheering on the perpetrator.

A second video of the same incident shows the two pupils being separated by a male pupil, but not before the pupil landed some more slaps and pulled the 15-year-old's hair.

According to Limpopo police spokesperson Brigadier Motlafela Mojapelo, the child arrived home from school and alleged that she was beaten up by the other pupil.

She thereafter allegedly locked herself up in the room and overdosed on pills.

Mojapelo said Lufuno's mother found her unconscious in her bedroom and rushed her to the hospital where she died on arrival.

Registered counsellor, Cayley Jorgenson from the South African Depression and Anxiety Group (Sadag) said bullying in all forms is a huge problem among South African school-going children, which directly impacts the mental health of all pupils involved (victim, bystander and bullies).

"Over the last couple of months, I have noticed an increase in suicide ideation, suicide attempts by both girls and boys as well as an increase in bullying cases among teenagers. Research shows that 23.6% of teens are struggling with feelings of hopelessness and sadness which begs the question – are we as a community doing enough to support teens?

"It is really important from a community perspective that teens are encouraged to reach out for support if they are struggling. In my experience, teens hold onto their thoughts and emotions as they don't want to burden their parents or teachers, and consequently their friends end up keeping these secrets out of fear of losing the friendship.

Some teachers took to Twitter as well, and are calling for corporal punishment to be reintroduced as teachers are powerless in these incidents and become victims themselves. While some believe the Department of Education has relinquished its responsibility as teachers are burdened with becoming social workers, police, doctors with a lousy salary, and others are saying that they are also victims of bullying having to teach a class of 40 pupils during a pandemic.

Accessed: <https://jovaza.com>

### 3.1.1 Discuss in detail the types of bullying and their characteristics identified in the article above. [10]

Rubric – Assessment Criteria	Beyond expectation (20 -16)	Has met sufficient expectation (15 - 10)	Inadequate (9 - 0)
Identification and discussion of the types of bullying and their characteristics and supporting evidence from the electronic newsfeed article	Identification of and discussion of all types of bullying and their characteristics with full supporting statements.	Partially identification of types of bullying presented in the article and partial evidence of characteristics of bullying with some supporting statements.	Discussion contains some related details and facts regarding the topic. Minimal or missing relevance in terms of content.
Total:	10		

3.1.2 *"Some teachers took to Twitter as well, and are calling for corporal punishment to be reintroduced as teachers are powerless in these incidents and become victims themselves. While some believe the Department of Education has relinquished its responsibility as teachers are burdened with becoming social workers, police, doctors with a lousy salary, and others are saying that they are also victims of bullying having to teach a class of 40 pupils during a pandemic."*

Define corporal punishment and substantiate your definition of corporal punishment with a relevant example. [2]

3.1.3 According to the article above, some teachers have voiced their callings for reintroducing corporal punishment in their schools due to their experiences with bullying incidences and becoming victims as a result. Discuss whether their reasons and views on the reintroduction of corporal punishment are justifiable and why so. [3]

Rubric – Assessment Criteria	Beyond expectation (5 - 4)	Has met sufficient expectation (3 - 2)	Inadequate (1 - 0)
Content and structure	Answers inform the reader with the relevant facts and/or concrete examples, that sufficiently answer the	The answers to the questions are clear with sufficient relevant facts and/or concrete examples that answer the	Contain some related details and facts regarding the questions/topic. Some details and/or examples are evident

	questions. The reader clearly understands the answers discussed based on the relevance of the questions.	questions. A reader unfamiliar with content will obtain an overview understanding of the main ideas in the topic. Significance and relevance of topic is briefly discussed.	in an attempt to answer the questions. Missing relevance in terms of question(s)/topic.
Total:	5		

-----End of Examination-----

## Student Declaration

STUDENT NAME \_\_\_\_\_ Student Number \_\_\_\_\_ Cell Number: \_\_\_\_\_

**Plagiarism declaration:** write in your own words; do not copy verbatim from other sources.

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.
- I did not make use of another student's work and submit it as my own. I did not allow students to copy my work with the intention of presenting it as their own.
- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Signature: \_\_\_\_\_ DATE: \_\_\_\_\_