



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: EDUCATION STUDIES 3A (EDUSTA3)
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: SUPP EXAM 2021

**ASSESSOR(S)** : DR L MUNONGI

**MODERATOR** : PROF K BIPATH (University of Pretoria)

**DURATION** : 72 HOURS / SUBMISSION      **MARKS** : 100

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NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer **all the questions** in **essay format** without **bullets**.
2. Number your answers clearly.
3. Include all your details including your cell phone number on the cover page.
4. Use Ariel, **font size 12**.
5. Convert your exam into **PDF** before submission.
6. Submit your **signed anti-plagiarism form** on Blackboard on a separate link.

### The following applies to all your responses

- Your responses should be in **essay format**.
- Draw from a **variety of resources/literature**
- Use practical examples to support your responses.
- Reference in proper **APA 7<sup>th</sup> edition** referencing style.
- Use a minimum of **ten different sources in total**.
- **Duplicating lecture slides** will be considered as plagiarism.
- Consequently, **lecture slides will not be accepted as references**.
- Refer to the rubric for guidelines and mark allocation for different sections.
- Please submit your exam on the Blackboard link provided and your **signed plagiarism form** on a **separate link** provided.
- **Ten marks** will be allocated for referencing, language and other technical issues

### QUESTION 1

Children in South Africa are affected by various social problems which can be barriers to their normal development.

- 1.1 Using any **four** examples of social issues you have studied, **critically analyse** how these social issues can impact on the child's development. **Discuss** the extent that these social issues can be attributed for lack of future success in a child's life. Draw from literature and any relevant theory to support your discussion points. **(20)**
- 1.2 With examples and reference to literature, **discuss** any **five** initiatives that the school and community can implement to support learners who are affected by different social issues so as to promote positive development. **(15)**

### QUESTION 2

You are a newly appointed teacher at a rural school which is very disadvantaged. Additionally, the community is rocked by various social issues. You notice that many learners have behavioural difficulties and many teachers are struggling with classroom management. As a result of the learners' behaviours, the teacher-learner relationships are strained. You decide to enlighten your fellow teachers on the current problem.

- 2.1 With reference to this particular community and to relevant literature, **(20)**

**explain** in detail to the other teachers any **five** possible causes and any **five** signs and symptoms of behavioural difficulties that could be leading to the learners' behavioural difficulties.

- 2.2 With reference to literature, theory and practical examples, make **five** suggestions on how the teachers can handle different situations in their classrooms and in the school as a whole in relation to the different behavioural difficulties they may encounter. **(15)**

### **QUESTION 3**

As a senior teacher at your school, you notice that the school does not have a standing relationship with the surrounding community and the school operates in isolation. You feel a need to address the issue of school-community collaboration with the other staff members in one of your staff meetings.

- 3.1 **Discuss** any **five** issues that you will address in this meeting concerning the school-community collaboration. You need to substantiate your response with literature and examples. **(10)**
- 3.2 Make **five** suggestions to the staff members on how you intent to develop a healthy collaborative relationship between the school and the community. **Elaborate** your suggestions with reference to literature and practical examples. **(10)**

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**TOTAL: 100**

**RUBRIC FOR ASSESSMENT**

<b>CATEGORY</b>	<b>Inadequate</b>	<b>Partial</b>	<b>Satisfactory</b>	<b>Meritorious</b>
<b>Critical discussion of impact of social issues on child development [20]</b>	None or two aspects are given. None or very little integration of theory and literature from various sources.  (0-9)	Discussion of topic is one sided. Some aspects are given but with gaps. Partial integration of theory and literature from various sources.  (10-12)	A fairly balanced critical analysis of the topic is given. Most aspects are clear but with some gaps. Good integration of theory and literature from various sources.  (13-16)	A balanced critical analysis of the topic at hand. All aspects are clearly articulated. Excellent integration of theory and literature from various sources.  (17-20)
<b>Discussion on initiatives to support learners [15]</b>	None or very few ways in which school and community can support learners have been clearly illustrated with none to little practical examples included in the discussion. None or few relevant professionals are included. Little to no integration of literature from various sources. (0-6)	Some ways in which school and community can support learners have been fairly illustrated with some practical examples included in the discussion. A few relevant professionals are included. Fair integration of literature from various sources. (7-9)	Reasonable ways in which school and community can support learners have been clearly illustrated with reasonable practical examples included in the discussion. Most relevant professionals are included. Good integration of literature from various sources. (10-12)	Ways in which school and community can support learners have been clearly illustrated with many practical examples included in the discussion. All relevant professionals are included. Excellent integration of literature from various sources. (13-15)
<b>Explanation of causes and signs of behavioural difficulties [20]</b>	Inadequate explanation with little to no examples and integration of literature from sources. (0-9)	Partial explanation with few examples and partial integration of literature from a few sources. (10-12)	Satisfactory explanation with good examples and integration of literature from various sources. (13-16)	Excellent explanation with clear examples and integration of literature from various sources. (17-20)
<b>Suggestions on how to handle behaviours [15]</b>	None or very few ways in which teachers can handle learner behaviours have been clearly illustrated with none to little practical examples included in the discussion. None or few possible procedures are included. Little to no integration of literature from various sources. (0-6)	Some ways in which teachers can handle learner behaviours have been fairly illustrated with some practical examples included in the discussion. A few possible procedures are included. Fair integration of literature from various sources. (7-9)	Reasonable ways in which teachers can handle learner behaviours have been clearly illustrated with reasonable practical examples included in the discussion. Most possible procedures are included. Good integration of literature from various sources. (10-12)	Ways in which teachers can handle learner behaviours have been clearly illustrated with many practical examples included in the discussion. All possible procedures are included. Excellent integration of literature from various sources. (13-15)
<b>Discussion on school-community collaboration [10]</b>	Inadequate discussion of issues with little to no examples and integration of literature from sources. (0-4)	Partial discussion of issues with few examples and partial integration of literature from a few sources. (5-6)	Satisfactory discussion of issues with good examples and integration of literature from various sources. (7-8)	Excellent discussion of issues with clear examples and integration of literature from various sources. (9-10)
<b>Suggestions on development of collaboration [10]</b>	None or very few ways in which school and community can collaborate have been clearly illustrated with	Some ways in which school and community can collaborate have been fairly illustrated with some practical examples	Reasonable ways in which school and community can collaborate have been clearly illustrated with	Ways in which school and community can collaborate have been clearly illustrated with many practical examples

	none to little practical examples included in the discussion. Little to no integration of literature from various sources. (0-6)	included in the discussion. Fair integration of literature from various sources. (7-9)	reasonable practical examples included in the discussion. Good integration of literature from various sources. (10-12)	included in the discussion. Excellent integration of literature from various sources. (13-15)
<b>Ability to reference correctly both in text and in the reference list [5]</b>	None or one sources are accurately referenced in text and in the reference list both in text and on the list. (0-2)	Two or more sources are accurately referenced, but many are not in the desired APA format both in text and on the list. (3)	All 10 sources are accurately referenced, but one or two are not in the desired APA format both in text and on the list. (4)	All 10 sources are accurately referenced in the desired APA format both in text and on the list. (5)
<b>Language and technicalities [5]</b>	Many grammatical, spelling, or punctuation errors. Work has not been thoroughly revised. Presentation is not neat and there are no paragraphs. Uses bullets and tables. Correct font size and type has not been used throughout (0-2)	A few grammatical, spelling, or punctuation errors. Work has some evidence of revision but with some errors. Presentation is in paragraphs but with some lapses. Correct font size and type has been used. (3)	Almost no grammatical, spelling or punctuation errors. Work has evidence of revision. Presentation is in neat and in reasonable paragraphs with no headings. Correct font size and type has been used throughout (4)	No grammatical, spelling or punctuation errors. Work has evidence of thorough revision. Presentation is in neat and distinct paragraphs with no bullets and sub-headings or tables. Correct font size and type has been used throughout (5)
<b>Total mark</b>				<b>100</b>