



Tutorial letter 101/3/2018

**GUIDANCE, COUNSELLING, AND LIFE
SKILLS EDUCATION FOR THE SUBJECT
TEACHER**

EDA3013

Semesters 1 & 2

Department of Psychology of Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BARCODE

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Dear Student

1. INTRODUCTION

We welcome you to the Guidance, Counselling and Life Skills Education for the Subject Teacher module, which forms part of the B.Ed. (Senior Phase and FET) programme.

You will be well on your way to success if you start studying early in the semester and prepare your assignments with the necessary care. Please read *my Choice, my Registration and my Modules @ Unisa as well as the general tutorial letter (Tutorial Letter 301)* in combination with this letter (Tutorial Letter 101) since they contain valuable information and guidelines for distance learning.

Please **read all the tutorial letters** you receive during the course of the year **immediately and carefully**, as they always contain important, and sometimes urgent, information.

Some of the tutorial matter may not be available when you register. Tutorial material that is not available when you register will be posted and uploaded on myUnisa as soon as it becomes available. Official study material is available and may be downloaded from myUnisa once you are registered. Please contact your regional office to assist you if you have trouble downloading your official study material. The late delivery of study material will not be accepted as an excuse, because the study material is available on myUnisa.

A computer that is linked to the internet will give you immediate access to resources and information at the university. The myUnisa learning management system is UNISA's online campus that will help you communicate with your lecturers, fellow students and the administrative departments of UNISA – all through the computer (or a similar device) and internet. It is of utmost importance to get access to the internet and to consult myUnisa on a regular basis. Please note that students who are registered with myUnisa are able to submit assignments online, access library resources, download study material and so forth. You will also be able to keep a record of assignments submitted and access your marks, previous examination papers and examination dates.

To get to the myUnisa website, start at the main UNISA website <http://unisa.ac.za>, then click on "myUnisa at the top of the screen. This should take you to the myUnisa website. You can go there directly by typing in <http://my.unisa.ac.za>

Please consult the publication *Study @ Unisa* for information on myUnisa.

In this tutorial letter (101), you will find the assignments, assessment criteria and instructions for preparing and submitting assignments. Some general and administrative information about this module is also included. Please study this tutorial letter carefully.

EDA3013 is a semester module, which means that it is offered twice a year:

First semester: from January to June

Second semester: from July to November

You are registered for either semester one (1) or semester two (2). Please make sure you know for which semester you are registered. If in doubt, contact the Department of Student Administration for clarification.

We trust that you will find this module in Guidance, Counselling and Life Skills Education interesting and informative, and that your studies will be enriching and successful.

2. PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The aim and purpose of this module are to equip you to enhance the learner's educational experience by means of guidance, counselling and life skills development.

2.2 Outcomes

After you have completed the module, you should be able to

- provide guidance to learners in their personal and social development and prepare them for the workplace.
- use assessment and observation skills in individual and group interviewing.
- implement life skills as part of classroom teaching to empower learners with skills to cope with the demands of life.

3. LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

You are most welcome to contact your lecturer if you **have any academic problems** with your studies or assignments. You may write to them as per letter or email, phone them or visit them in their offices. If you plan to visit your lecturers, make an appointment beforehand. Always mention your **module code** and **student number** in all correspondence. Take note that the

use of social media language is not acceptable in an academic environment. You have to show the necessary respect when communicating with your lecturer(s).

Primary lecturer
Dr CP Haasbroek
haasbcp@unisa.ac.za

Secondary lecturer
Dr CL Weber
webercl1@unisa.ac.za

Letters can be addressed to:
Department of Psychology of Education
PO Box 392
UNISA
0003

Use the above address if you want to write to us. Note that letters to lecturers may not be enclosed with assignments.

3.2 Department

The departmental secretary's phone number is (012) 429-4900.

3.3 University

If you need to contact the university about matters not related to the content of this module, consult the publication *Study @ Unisa* which you received with your study material. This booklet contains information on how to contact the university (e.g. whom you may direct different queries, important telephone and fax numbers, addresses, and details of the times certain facilities are available). Direct any administrative enquiries to the relevant departments (refer to the brochure).

Always have your student number at hand when contacting the university.

Note that **all administrative enquiries** should be directed to the **university**, and not to your lecturer. Use this e-mail address: study-info@unisa.ac.za

4. MODULE-RELATED RESOURCES

EDA3013 is a practice-orientated module. Relevant theory has been incorporated into the module. In order to be successful in this module and pass your assignments and examination, you should work from the prescribed study guide, which is your primary source. The internet, previous years' assignments and examination papers cannot replace the prescribed study guide. If you do not use your study guide when preparing for your assignments and examination, you will not pass. Students who have failed this module in the past did not study from the prescribed study guide and/or did not give detailed answers to the questions.

The Dispatch Department should provide you with the following study material for this module:

- Study guide for EDA3013.
- Tutorial Letter 101/3/2018 (in which you will find the assignments you are required to do).
- Additional tutorial letters which you will receive during the course of the semester. These tutorial letters will not be available at registration, but will be sent to you during the course of the semester. **Feedback on the assignments and examination guidelines will, for example, be provided in these follow-up tutorial letters. A tutorial letter is our way of communicating with you about teaching, learning and assessment.** You should therefore study the tutorial letters carefully.

Remember that you can view the study guides and tutorial letters for the modules for which you are registered for on the university's online campus, myUnisa, at <http://my.unisa.ac.za> .

4.1 Prescribed books

There are no prescribed books or compulsory reading for this module, but we recommend that you keep up with the latest developments by undertaking your own research that is relevant to this module. You need to study only the prescribed study material for the examination.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist with research – http://libguides.unisa.ac.za/Research_Skills

- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5. STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at UNISA (e.g. student counselling, e-tutors, language support), please consult the publication *Study @ Unisa*, which you received with your study material. If you have any special needs, please inform before your first assignment is due for submission.

UNISA has entered into a partnership with establishments (referred to as **Telecentres**) in various locations across South Africa in order to enable UNISA students to have access to computers and the internet, free of charge. This access allows you to conduct the following (only study related activities): registration, online submission of assignments, engaging in e-tutoring activities and signature courses.

Please note that any activity outside of those indicated above, are for your account e.g. printing, scanning, photocopying, and non-academic internet use. For more information on the Telecentre closest to you, visit www.unisa.ac.za/telecentres.

Students who have barriers to learning or need special assistance should contact ARCSWiD for assistance at the numbers listed below:

012 429 6923

012 429 6924

012 429 3829

5.1 Contact with fellow students and forming study groups

It is advisable to have contact with your e-tutor and fellow students, for example, through e-tutor discussion groups and study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student admission and registration

PO Box 392

UNISA

0003

5.2 Information on tutorial offerings at UNISA

Since 2013, UNISA has offered online tutorials (e-tutoring) to students registered for undergraduate modules. This module makes use of e-tutors.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period and an e-tutor who will be your tutorial facilitator. You will then receive an SMS informing you about your group, the name of your e-tutor and how to log onto myUnisa to receive further information on the e-tutoring process.

Online tutorials are offered free of charge and are conducted by qualified e-tutors who are appointed by UNISA. To participate in e-tutoring, a computer with an internet connection is required. If you live close to a UNISA regional centre or a telecentre contracted with UNISA, please feel free to visit any of these to access the internet. E-tutoring takes place on myUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. In order to get the most from online tutoring, you need to participate in the online discussions facilitated by the e-tutor.

There are certain modules which students repeatedly fail. These modules are allocated face-to-face tutors, and tutorials for these modules take place, free of charge, at UNISA regional centres. Students are advised to contact the regional offices for a list of these modules. However, it is important for you to register at your nearest UNISA regional centre to secure attendance at these classes.

6. MODULE-SPECIFIC STUDY PLAN

Use your *Study @ Unisa* brochure for general time management and planning skills.

This module is offered in a semester period of 15 weeks, which means that if you are registered for the first semester, you will write the examination in May/June and the supplementary examination, if required, in October/November. If you are registered for the second semester, you will write the examination in October/November and the supplementary examination, if required, in May/June the following year.

We suggest that you note down the due dates for all the assignments that you have to submit this semester and compile a study plan by taking these dates into consideration. Time management is important if you want to succeed in your studies. Please do not procrastinate!

Use the following as a guideline for planning your studies:

PERIOD	ACTIVITY
Semester 1 January/February	Familiarise yourself with the study material by scanning through the study guide.
Semester 2 July/August	Introduce yourself to us and your fellow students on myUnisa.
Semester 1 February/March	Study the prescribed reading for Assignment 01. The purpose of this assignment is to take you systematically through the study guide. Read the whole study guide – don't just look for the answers to the questions.
Semester 2 August/September	Do and submit Assignment 01. Make sure that you complete the assignment for the semester for which you are registered.
Semester 1 March/April	Start working on Assignment 02. Do and submit Assignment 02. Contact your fellow students via myUnisa and compare and discuss your answers. Make sure you complete the assignment for the semester for which you are registered. Study your second tutorial letter and the feedback you received on your assignments as examination guidance.
Semester 2 September/October	Assess your understanding of the work by working through previous examination papers.
Semester 1 May/June	Ensure that you follow the guidelines in the second tutorial letter (Tutorial Letter 201) when preparing for the examination. Contact your lecturers and e-tutors if you need any assistance.
Semester 2 October/November	Write the examination.

7. MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical teaching for this module.

8. ASSESSMENT

8.1 Assessment criteria

For general information and requirements for assignments, see the brochure *Study @ Unisa* which you received with your study material.

Assessment criteria for Assignment 01 are as follows:

- Understand and define concepts and characteristics of guidance and life skills education for the subject teacher.
- Give the subject teacher guidance skills.
- Equip the guidance teacher so that he/she can prepare his/her learners for the workplace.

Assessment criteria for Assignment 02 are as follows:

- Equip the subject teacher with a knowledge of different interview types.
- Use assessment and observation skills for individual and group interviewing.
- Equip the subject teacher to teach life skills as part of classroom teaching.

8.2 Assessment plan

Two assignments are numbered consecutively per semester, starting with 01.

SEMESTER 1

ASSIGNMENTS	UNIQUE NUMBER	DUE DATES	ONLINE SUBMISSION PERIOD
Assignment 01	621613	14/03/2018	7/03/2018 – 14/03/2018
Assignment 02	899425	11/04/2018	4/04/2018 – 11/04/2018

SEMESTER 2

ASSIGNMENTS	UNIQUE NUMBER	DUE DATES	ONLINE SUBMISSION PERIOD
Assignment 01	535614	15/08/2018	8/08/2018 – 15/08/2018
Assignment 02	685330	12/09/2018	5/09/2018 – 12/09/2018

8.3 Assignment numbers

See above table.

8.3.1 General assignment numbers

See above table.

8.3.2 Unique assignment numbers

See above table.

8.4 Assignment due dates

See above table.

8.5 Submission of assignments

You may submit written assignments either by post or electronically via myUnisa. We prefer electronic **online submissions** as assignments and feedback on your assignments cannot get lost. Assignments may **not** be submitted by fax or e-mail. Please remember to allocate the exact assignment number provided in the tutorial letter to the actual assignment. Ensure that the correct assignment(s) is/are submitted for each semester!

Assignments submitted by post should be addressed to:

Assignments

PO Box 392

UNISA

0003

To submit an assignment via myUnisa, do the following:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on **Assignments** in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

PLEASE NOTE: When the Assignments Section at UNISA receives your assignment, it is recorded on the assignment system and an SMS is automatically sent to the cell phone number you provided at registration. If you do not receive a SMS, you must contact the Assignments Section immediately to determine what has happened. Please do not contact the lecturer in this regard.

8.6 The assignments

Assignments are regarded as part of the learning material for this module. As you do the assignments, you are actively engaged in learning. Looking at the assessment criteria and the mark allocation rubrics given for each assignment will help you to gain a clear understanding of what is required of you. Assignments change from semester to semester; do not submit a previous semester's assignment.

We prefer typed assignments that **are submitted online**. Handwritten assignments should be legible and written in a black ink. Assignments submitted in pencil will not be marked. It is important that the correct question number appears next to each answer. Ensure that the correct module code, unique number as well as the assignment number appears on the front cover.

It is best practice to include a table of contents, do a spell check and proofread your assignments before submitting them. Students lose many marks through the submission of incomplete answers. We expect assignments to be completed in a professional academic writing style.

Do show respect when contacting your lecturers: the use of social media language is not acceptable in an academic environment.

Feedback on the assignments will be provided in different ways. Markers will comment constructively on assignments. However, feedback on compulsory assignments **will be sent** in a follow-up tutorial letter **to all students registered for this module**, and not only to those students who submitted the assignments.

As soon as you have received the feedback, please check your answers. The assignments and feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

When you make inquiries about an assignment, provide the module code (EDA3013), the number of the assignment and your student number.

No extension can be granted for assignments.

It will take you quite a while to complete your assignments, so start well in advance. The greater part of the examination paper is based on the assignments. You will undoubtedly benefit from spending time on your assignments.

8.6.1 Plagiarism

It is unethical (and unacceptable) to hand in assignments that are not your own work. Whenever the university becomes aware of such malpractices, it will take stern measures against the student concerned. Students may work together when preparing for assignments, but each student must write and submit his/her own, individual, unique assignment.

8.6.2 The role of assignments

Assignments are regarded as part of the learning material for this module. While doing the assignments, studying the reading texts, consulting other resources, discussing the work with fellow students or tutors or doing research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you understand more clearly what is required of you.

8.7 Other assessment methods

None.

8.8 The examination

DEMARCATION OR “SCOPING” FOR EXAMINATIONS AND ASSESSMENTS

NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the lecturer will clearly spell out the various methods of assessment in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

Plagiarism and cheating (copying) using aids such as crib notes are regarded as a serious misconduct and will receive harsh punishment.

Please study the brochure, *Study @ Unisa*, for general examination guidelines and examination preparation guidelines.

8.8.1 Examination admission and the format of the examination paper

In order to prepare for the examination you should submit both assignments, which will **contribute equally** to your year mark. You will, however, be admitted to the examination by completing and submitting Assignment 01 and 02 on the **due** date.

The examination consists of a closed book, written examination of two hours. For the examination, you have to study the study guide, tutorial letters and the assignments. You will receive a tutorial letter that will explain the answers to the assignments and the format of the examination paper. Take note that the examination questions will cover the whole study guide.

8.8.2 Semester mark

The marks obtained for Assignments 01 and 02 count 20% of your final mark for this module.

8.8.3 Subminimum in the examination

The examination counts 80% of your final mark for this module. In the examination, you have to obtain a subminimum of 40%, before the semester (year) mark counting 20% of the final mark is added. In other words, if you have a year mark of 90%, but you obtain less than 40% in the examination, you will not pass. If you do not obtain 40% in the examination, your semester (year) mark will not be taken into consideration. In other words, if you get 38% in the examination, your final mark will be 38% even if you had a semester mark of 100%. You have to obtain at least 50% as your final mark to pass this module.

8.8.4 Examination period

This module is a semester module. This means that students enrolled for the first semester will write the examination in May/June and students enrolled for the second semester will write the examination in October/November. During the course of the year you will receive information on the examination in general, examination dates, times and venues.

8.8.5 Previous examination papers

Previous examination papers are available on myUnisa. Do not focus on old papers, because a new paper is set every year. Old papers are not study material; these are assessment tools for self-evaluation purposes.

9. FREQUENTLY ASKED QUESTIONS

The brochure *Study @ Unisa*, contains an A-Z guide of the most relevant information.

Frequently asked questions in this module (EDA3013) are the following:

Question: I need extension for my assignment.

Answer: It is not possible to give an extension.

Question: I do not have internet access.

Answer: You can access the internet at all UNISA regional offices and at any of the computer laboratories.

Question: I am not sure if my assignment has been received by UNISA.

Answer: Please consult the brochure *Study @ Unisa*.

10. SOURCES CONSULTED

None.

11. IN CLOSING

Do contact the lecturer if you encounter any academic problems.

Good luck with your studies!

12. ADDENDUM

ASSESSMENT CRITERIA

Assessment criteria for Assignment 01 are as follows:

- Understand and define concepts and characteristics of guidance and life skills education for the subject teacher.
- Give the subject teacher guidance skills.
- Equip the guidance teacher so that he/she can prepare his/her learners for the workplace.

Assessment criteria for Assignment 02 are as follows:

- Equip the subject teacher with a knowledge of different interview types.
- Use assessment and observation skills for individual and group interviewing.
- Equip the subject teacher to teach life skills as part of classroom teaching.

ASSESSMENT NUMBERS, UNIQUE NUMBERS, DUE DATES AND ONLINE SUBMISSION PERIODS

SEMESTER 1

ASSIGNMENTS	UNIQUE NUMBER	DUE DATES	ONLINE SUBMISSION PERIOD
Assignment 01	621613	14/03/2018	7/03/2018 – 14/03/2018
Assignment 02	899425	11/04/2018	4/04/2018 – 11/04/2018

SEMESTER 2

ASSIGNMENTS	UNIQUE NUMBER	DUE DATES	ONLINE SUBMISSION PERIOD
Assignment 01	535614	15/08/2018	8/08/2018 - 15/08/2018
Assignment 02	685330	12/09/2018	5/09/2018 - 12/09/2018

ASSIGNMENT 01 FOR SEMESTER 1

This assignment consists of FOUR (4) compulsory questions and/or activities that add up to 100 marks.

QUESTION 1: TRUE/FALSE

5 x 4 = 20 MARKS

- 1.1 Copy the format of the table below and answer question 1.
- 1.2 In the second column, write “True” if you agree with the statement or “False” if you do not agree with the statement.
- 1.3 In the third column, motivate your answer.
- 1.4 In the fourth column, provide the reference from *Study guide for EDA3013* supporting your choice and motivation (include the heading number and the page number to earn the mark).

Example:

STATEMENT	TRUE/FALSE (1 MARK)	MOTIVATION (2 MARKS)	REFERENCE (1 MARK)
Absence of sensory defects is regarded as a learning restraint.	True	Lessing (1994:4-5) recognises the absence of sensory defects as a common feature of a learning disability,	Point 2.10 p 49

STATEMENT	TRUE/FALSE (1 MARK)	MOTIVATION (2 MARKS)	REFERENCE (1 MARK)
1.1 Perception is not one of the cognitive faculties used by learners to orient themselves in the environment.			
1.2 School guidance, counselling and teaching life skills as a school subject is not objective specific.			
1.3 Cheating is an antisocial act.			

1.4 The reflective cognitive style is typical of learners in the senior secondary phase.			
1.5 A counsellor should always prescribe to learners how to grow to assist learners to help themselves.			

QUESTION 2: CONCEPT CLARIFICATION**5 x 3 = 15 MARKS**

Explain the following concepts in your own words and include the heading and page reference from *Study guide for EDA3013*.

Marks will not be awarded if you cut/copy and paste from your study guide and/or any source or use direct quotations.

- 2.1 Educational guidance
- 2.2 Working conditions
- 2.3 Learning disabilities
- 2.4 External frame of reference
- 2.5 Creativity

RUBRIC FOR MARK ALLOCATION FOR CONCEPT CLARIFICATION**ONE FACT = ONE MARK**

CRITERIA	MARK ALLOCATION
Explanation of the concept in own words (0 marks for cutting/copying and pasting from the study guide or any other source)	2 marks
Study guide reference	1 mark
TOTAL	3 MARKS x 5 = 15

QUESTION 3

Lina is a 12-year-old girl who always asks questions, as she wants to know more. Sometimes the teachers get upset with her as she questions their ways and shows them other ways of solving mathematic problems. She is the school's top achiever, scoring 80% to 100% for most of her subjects. However, she seems to struggle with languages as her marks are more average (50% to 55%). She seems to have many friends and likes to take the lead. She is good at athletics and loves to sing in the school choir. She seems to dislike ball sports. Her mother is a school principal at a local secondary school and her father practices as orthopaedic surgeon at the nearby hospital. *Study guide for EDA3013* discusses the multifaceted concept of giftedness and provides guidelines for the identification of a gifted learner.

- 3.1 In your own words, identify and briefly explain the **EIGHT (8)** guidelines, which should be used to identify the gifted learner in the classroom as discussed in *Study guide for EDA3013*.
- 3.2 Explain how you will apply each of these guidelines in 3.1 to identify whether or not Lina is a gifted learner.
- 3.3 Is Lina a gifted learner or not? Substantiate your answer.

Refer to Study guide for EDA3013 for answering this question.

No marks will be allocated for copying/cutting and pasting from the study guide and/or any other source.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

	MARK ALLOCATION	TOTAL MARK ALLOCATION
Identification of guidelines	1 mark for naming each guideline	08
Explanation	2 marks for explaining each guideline	16
Implementation by applying guidelines to the case study of Lina	8 marks for each explanation of each guidelines how a guideline is followed to identify Lina as a gifted learner	16
Answer to Question 3.3	Yes/No	01
Motivation of answer		02
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
TOTAL		45

QUESTION 4: CAREER EDUCATION PROGRAMME**20 MARKS**

The study guide explains **THREE (3)** main considerations governing a career choice.

- 4.1 Name the **THREE (3)** main considerations governing a career choice
- 4.2 Explain these **THREE (3)** main considerations governing a career choice.
- 4.3 Explain how you are going to apply these **THREE (3)** main considerations governing a career choice as part of career education for Grade 12 learners by using the career of a web (digital) marketing manager as an example. Research the career, keeping the considerations in mind. Give at least **TWO (2)** references for your research. Answer the question in table format as explain here below.

Consideration 1	Write about how this career reflects consideration 1, according to your research.
Consideration 2	Write about how this career reflects consideration 2, according to your research.
Consideration 3	Write about how this career reflects consideration 3, according to your research.

No marks will be allocated for copying/cutting and pasting from the study guide and/or any other source.

RUBRIC FOR MARK ALLOCATION**ONE FACT = ONE MARK**

	MARK ALLOCATION	TOTAL MARK ALLOCATION
Identification of considerations	1 mark for naming consideration	03
Explanation	2 marks for explaining each of the 3 considerations	06
Implementation using the career of a web (digital) marketing manager as an example	3 marks for implementing each of the 3 considerations	09
References	1 mark for each reference	02
TOTAL		20

ASSIGNMENT 02 FOR SEMESTER 1

This assignment consists of **FOUR (4)** compulsory questions and/or activities that add up to **100** marks.

QUESTION 1

20 MARKS

Study guide for EDA3013 discusses **FOUR (4)** factors that you may encounter as responses to the counselling process. Name and explain these factors in your own words.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

CRITERIA	MARK ALLOCATION	TOTAL MARK
Naming and explaining the 4 factors in own words (0 marks for cutting/copying and pasting from the study guide and/or any other source)	1 mark each for each factor identification = 4 3 marks for each factor's explanation = 12	16
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
Study guide reference (heading/paragraph number and page number)	1 mark for heading/paragraph number 1 mark for page number	02
TOTAL		20

QUESTION 2**24 MARKS**

Study guide for EDA3013 discusses Gillis' short term counselling model. Name and discuss the short term counselling model's stages in your own words.

CRITERIA	MARK ALLOCATION	TOTAL MARK
Identification of each stage	5 stages x 1 mark each	05
Explanation of stages in own words (0 marks for cutting/copying and pasting from the study guide and/or any other source)	5 stages x 3 marks each	15
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
Study guide reference (heading/paragraph number and page number)	1 mark for heading/paragraph number 1 mark for page number	02
TOTAL		24

QUESTION 3**40 MARKS**

Exercise 13 in your study guide is about developing efficient listening skills. Answer the following questions with reference to Exercise 13 in *Study guide for EDA3013*:

- 3.1 Conduct and record a ten minute interview with a friend on religious education in schools.
- 3.2 Submit the transcribed interview.
- 3.3 Complete and submit the questions on how well you listen. Substantiate your answers with three examples from the interview.
- 3.4 Complete and submit the questions on how accurately you listen. Substantiate your answers with three examples from the interview.
- 3.5 Complete and submit the questions under the heading "GENERAL LISTENING SKILLS". Substantiate the answers with examples.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

CRITERIA	MARK ALLOCATION	TOTAL MARK
Submission of a transcribed interview	10	10
Submission of Exercise 13 (completed) on how well you listen	4 marks for completing the exercise by answering the questions 2 marks for each reason given with reference to the interview (2 x 3 = 6)	10
Submission of Exercise 13 (completed) on how accurate your listening is	4 marks for completing the exercise by answering the questions 2 marks for each reason given with reference to the interview (2 x 3 = 6)	10
Question 3.5 Evaluation of own listening skills by giving reasons (no marks will be allocated to unmotivated answers)	10 x 1 = 10	10
TOTAL		40

QUESTION 4: LIFE SKILLS

16 MARKS

- 4.1 Explain in your own words what is meant by survival skills.
- 4.2 Discuss how you would teach Grade 10 learners in a rural area how to write a curriculum vitae by following the life skills approach. Draw on at least **three** different teaching methods that would be useful in educating life skills. Use the study guide as primary reference.

RUBRIC FOR MARK ALLOCATION**ONE FACT = ONE MARK**

CRITERIA	MARK ALLOCATION	TOTAL MARK
Explanation of skills in own words	3	03
Identification and explanation of teaching methods(0 marks for cutting/copying and pasting from the study guide and/or any other source)	1 mark each per teaching method = 3 2 marks each per discussion of teaching method = 6	09
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
Study guide referencing (heading/paragraph number and page number)	1 mark for heading/paragraph number 1 mark for page number	02
TOTAL		16

ASSIGNMENT 01 FOR SEMESTER 2

This assignment consists of FOUR (4) compulsory questions and/or activities that add up to 100 marks.

QUESTION 1: TRUE/FALSE

5 x 4 = 20 MARKS

- 1.1 Copy the format of the table below and answer question 1.
- 1.2 In the second column, write "True" if you agree with the statement or "False" if you do not agree with the statement.
- 1.3 In the third column, motivate your answer.
- 1.4 In the fourth column, provide the reference from *Study guide for EDA3013* supporting your choice and motivation (include the heading number and the page number to earn the mark).

Example:

STATEMENT	TRUE/FALSE (1 MARK)	MOTIVATION (2 MARKS)	REFERENCE (1 MARK)
Absence of sensory defects is regarded as a learning restraint.	True	Lessing (1994:4-5) recognises the absence of sensory defects as a common feature of a learning disability.	Point 2.10 p 49

STATEMENT	TRUE/FALSE (1 MARK)	MOTIVATION (2 MARKS)	REFERENCE (1 MARK)
1.1 Self-understanding is the result of insensitive confrontation.			
1.2 The school guidance teacher should only assist the learner in his/her educational situation.			

1.3 Name-calling is a kind of behavioural disorder that needs social guidance.			
1.4 Learners with a preference for the executive function of Sternberg's theory dislike following rules or guidelines.			
1.5 Empathy and sympathy are the same.			

QUESTION 2: CONCEPT CLARIFICATION**5 x 3 = 15 MARKS**

Explain the following concepts in your own words and include the heading and page reference from *Study guide for EDA3013*.

Marks will not be awarded if you cut/copy and paste from your study guide and/or any source or use direct quotations.

- 2.1 "A special helping relationship"
- 2.2 Job opportunities
- 2.3 Assessment
- 2.4 Giftedness
- 2.5 Frankness

RUBRIC FOR MARK ALLOCATION FOR CONCEPT CLARIFICATION**ONE FACT = ONE MARK**

CRITERIA	MARK ALLOCATION
Explanation of concept in own words (0 marks for cutting/copying and pasting from study guide or any other source)	2 marks
Study guide reference	1 mark
TOTAL	3 MARKS x 5 = 15

QUESTION 3: CASE STUDY

45 MARKS

Sipho is a healthy and active ten-year-old boy. He cannot sit still for more than five minutes and is very talkative. His teacher gets upset with him as he is disruptive in the classroom and she punishes him frequently. He hates reading and doing mathematics and his work is messy. Despite his naughty, strange behaviour his mother says that he is her 'clever boy' and that he is intellectually gifted. She is very proud of him and says that he is just like his father, always playful, but very caring. She explains that he always gets what he wants, as he knows how to express his anger when things do not go his way. His silly behaviour makes the other learners laugh, but they do not like to play with him and accuse him of taking their stationery and toys.

- 3.1 In your own words, identify and briefly explain the **EIGHT (8)** problem areas that teachers should be aware of when dealing with learners with learning disabilities as discussed in the study guide.
- 3.2 Explain how you will apply each of these problem areas in 3.1 to identify whether or not Sipho has a learning disability.
- 3.3 Does Sipho have a learning disability or not? Substantiate your answer.

Refer to Study guide for EDA3013 for answering this question.

No marks will be allocated for copying/cutting and pasting from the study guide and/or any other source.

RUBRIC FOR MARK ALLOCATION**ONE FACT = ONE MARK**

	MARK ALLOCATION	TOTAL MARK ALLOCATION
Identification of problem area	1 mark for naming each problem area	08
Explanation	2 marks for explaining each problem area	16
Implementation using the case study of Sipho as an example	8 marks each for explaining how these problem areas apply to Sipho in identifying if he has a learning disability.	16
Answer to Question 3.3	Yes/No	01
Motivation of answer		02
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
TOTAL		45

QUESTION 4: CAREER EDUCATION PROGRAMME**20 MARKS**

The study guide explains **THREE (3)** main considerations governing a career choice.

- 4.1 Name the **THREE (3)** main considerations governing a career choice
- 4.2 Explain these **THREE (3)** main considerations governing a career choice.
- 4.3 Explain how you are going to apply these **THREE (3)** main considerations governing a career choice as part of career education for Grade 12 learners by using the career of a database analyst as an example. Research the career, keeping the considerations in mind. Give at least **TWO (2)** references for your research. Answer the question in table format as explain here below.

Consideration 1	Write about how this career reflects consideration 1, according to your research.
Consideration 2	Write about how this career reflects consideration 2, according to your research.
Consideration 3	Write about how this career reflects consideration 3, according to your research.

No marks will be allocated for copying/cutting and pasting from the study guide and/or any other source.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

	MARK ALLOCATION	TOTAL MARK ALLOCATION
Identification of considerations	1 mark for naming consideration	03
Explanation	2 marks for explaining each of the 3 considerations	06
Implementation using the career of a web (digital) marketing manager as an example	3 marks for implementing each of the 3 considerations	09
References	1 mark for each reference	02
TOTAL		20

ASSIGNMENT 02 FOR SEMESTER 2

This assignment consists of **FOUR (4)** compulsory questions and/or activities that add up to **100** marks.

QUESTION 1

22 MARKS

Study guide for EDA3013 discusses **THREE (3)** different methods of interviewing. Name and explain these interview methods in your own words.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

CRITERIA	MARK ALLOCATION	TOTAL MARK
Naming and explaining the interview methods in own words (0 marks for cutting/copying and pasting from the study guide and/or any other source)	1 mark each for identification = 3 5 marks each for explanation = 15	18
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
Study guide reference (heading/paragraph number and page number)	1 mark for heading/paragraph number 1 mark for page number	02
TOTAL		22

QUESTION 2

22 MARKS

Study guide for EDA3013 discusses **FOUR (4)** types of interviews. Name and discuss these **FOUR (4)** types in your own words.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

CRITERIA	MARK ALLOCATION	TOTAL MARK
Identification of each type	1 mark for each type = 4	04
Explanation of types in own words (0 marks for cutting/copying and pasting from the study guide and/or any other source)	4 marks each for explanation = 16	16
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
TOTAL		22

QUESTION 3

40 MARKS

Exercise 13 in your study guide is about developing efficient listening skills. Answer the following questions with reference to Exercise 13 in *Study guide for EDA3013*:

- 3.1 Conduct and record a ten minute interview with a friend on human rights education in schools.
- 3.2 Submit the transcribed interview.
- 3.3 Complete and submit the questions on how well you listen. Substantiate your answers with **THREE (3)** examples from the interview.
- 3.4 Complete and submit the questions on how accurately you listen. Substantiate your answers with **THREE (3)** examples from the interview.
- 3.5 Complete and submit the questions under the heading "GENERAL LISTENING SKILLS". Substantiate the answers with examples.

RUBRIC FOR MARK ALLOCATION**ONE FACT = ONE MARK**

CRITERIA	MARK ALLOCATION	TOTAL MARK
Submission of a transcribed interview	10	10
Submission of Exercise 13 (completed) on how well you listen	4 marks for completing the exercise by answering the questions 2 marks for each reason given with reference to the interview (2 x 3 = 6)	10
Submission of Exercise 13 (completed) on how accurate your listening is	4 marks for completing the exercise by answering the questions 2 marks for each reason given with reference to the interview (2 x 3 = 6)	10
Question 3.5 Evaluation of own listening skills by giving reasons (no marks will be allocated to unmotivated answers)	10 x 1 = 10	10
TOTAL		40

QUESTION 4: LIFE SKILLS**16 MARKS**

- 4.1 Explain in your own words what is meant by thinking skills.
- 4.2 Discuss how you would teach creative thinking skills to Grade 8 learners in a urban setting by following the life skills approach. Draw on at least **THREE (3)** different teaching methods that would be useful in educating life skills. Use the study guide as primary reference.

RUBRIC FOR MARK ALLOCATION

ONE FACT = ONE MARK

CRITERIA	MARK ALLOCATION	TOTAL MARK
Explanation of skills in own words	3	03
Identification and explanation of teaching methods(0 marks for cutting/copying and pasting from the study guide and/or any other source)	1 mark each per teaching method = 3 2 marks each per explanation of teaching method = 6	09
An introduction and conclusion	1 mark for introduction 1 mark for conclusion	02
Study guide referencing (heading/paragraph number and page number)	1 mark for heading/paragraph number 1 mark for page number	02
TOTAL		16