

**EDA3013**

October/November 2016

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

Duration 2 Hours

100 Marks

**EXAMINERS**

FIRST

SECOND

DR CP HAASBROEK

DR CL WEBER



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**Closed book examination**

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**This paper consists of 5 pages**

**INSTRUCTIONS**

**Answer ALL FOUR QUESTIONS.**

**[TURN OVER]**

**QUESTION 1**

Explain the following **TEN** concepts in four or five sentences per concept

- 1 1 Paraphrasing
- 1 2 Fantasising
- 1 3 Normative support
- 1 4 Underachievement
- 1 5 Life skills
- 1 6 Emotional instability
- 1 7 Values
- 1 8 Assertive behaviour
- 1 9 Social support
- 1 10 Internal frame of reference

**[10 x 3 = 30]**

**QUESTION 2**

Write down the number of the question and the word "True" if you agree with the statement or the word "False" if you disagree with the statement. You will receive one (1) mark if your choice is correct. You will have to substantiate your choice in order to earn the additional one (1) mark for the choice you have made.

**[TURN OVER]**

**EXAMPLE****Question**

**2 1 Assessment should focus on the whole learner.**

**Answer**

**2.1 True Assessment should not only focus on the learner's intellectual ability. Assessment should cover the intellectual, physical, social and emotional facets of the learner.**

**Question**

**2 1 Assessment should not focus on the whole learner.**

**Answer**

**2.1 False. Assessment should focus on the whole learner, on all aspects of the learner. Assessment should cover the intellectual, physical, social and emotional facets of the learner.**

- 2 1 Learners who are unable to finish their work may be suffering from attention deficits
- 2 2 Anxious learners may experience speech deviations such as stuttering
- 2 3 Aggression must always be condoned to prevent further conflict
- 2 4 Imagining is one of the modes of learning
- 2 5 An exploratory interview and an informative interview have the same purpose
- 2 6 A small percentage of learners have both short-term memory and long-term memory

**[TURN OVER]**

- 2 7 Educators should be able to label learners and to make predictions about their behaviour
- 2 8 According to Kohlberg, many adults reach Stage 5 of postconventional morality
- 2 9 Assertive people feel unhappy and dissatisfied because they do not know how to say "no" to other people
- 2 10 Educational problems occur in isolation
- 2 11 The skill of reading is one of the thinking skills
- 2 12 An unstructured interview is based on the interviewer's preconceived ideas
- 2 13 According to Piaget's cognitive development theory, it can be assumed that learners in the intermediate and senior phases are only capable of concrete thinking
- 2 14 Post conventional morality mainly befalls learners in the age group five to nine years
- 2 15 Autism is an example of psychotic behaviour

[15 x 2 = 30]

### QUESTION 3

- 3 1 When rendering emotional support to learners, guidelines must be kept in mind  
Identify **SIX** of these guidelines (6)
- 3 2 Explain how you would apply the guidelines you have identified in Question 3 1 when giving learner support to emotionally traumatised children in your classroom (6)
- 3 3 Briefly describe **FOUR** cognitive styles of learners in the senior primary phase (8)

[20]

[TURN OVER]

**QUESTION 4**

- 4.1 Briefly discuss how you would explain **THREE** aspects of self-awareness to Grade 10 learners as part of career education. Use the career of a nurse as an example in your discussion (6)
- 4.2 The Johari window is used to help learners obtain self-knowledge by looking at themselves. Explain what the Johari window is and how it is used (8)
- 4.3 Survival skills enable us to survive the daily tensions and uncertainties of each day. Identify **SIX** of these survival skills as discussed in the study guide (6)

**[20]****TOTAL [100]****FIRST EXAMINER: DR CP HAASBROEK****SECOND EXAMINER: DR CLE WEBER**