

**QUESTION 1: TRUE/FALSE 5 x 4 = 20 MARKS**

<b>Example: STATEMENT</b>	<b>TRUE/FALSE (1 MARK)</b>	<b>MOTIVATION (2 MARKS)</b>	<b>REFERENCE (1 MARK)</b>
1.1 Perception is not one of the cognitive faculties used by learners to orient themselves in the environment.	False	A learner uses cognitive faculties, such as perception, representation, thinking and memory when he or she explores the environment.	Point 1.9.2.2 p. 15
1.2 School guidance, counselling and teaching life skills as a school subject is not objective specific.	False	There are eight main objectives for school guidance and counselling	Point 1.5.1 p. 7
1.3 Cheating is an antisocial act.	True	Learners with behavioural disorders often exhibit deviant behaviour patterns, such as the ones below, and these are usually referred to as antisocial acts e.g.: . cheating . lying . stealing . vandalism	Point 2.2.1 Paragraph 2 p. 22
1.4 The reflective cognitive style is typical of learners in the senior secondary phase.	False	The reflective cognitive style is of learners in the senior primary phase	TABLE 2.1 p.30
1.5 A counsellor should always prescribe to learners how to grow to assist learners to help themselves.	False	You cannot prescribe how learners will grow, so allow them to experience situations and to grow in unique ways.	3.1 p.79 bullet 4

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

**2.1 Educational guidance (P22)**

It is important in educational guidance to be concerned with all aspects of learning that includes:

- How learners learn (Not all learners have the same learning methods)
- Memorising (The way that learners remember the work that they are studying depends on their cognitive level)
- The way that they write a test.

The educator is the one that will realise that the learner struggle and the educator have to help guide the learner on how to study, remember the work and how a test is written.

Through contact with the learner and the parents, the educator have to take note of the following:

- study methods used by the learner
- the parents unrealistic goals/expectations for their child
- learners motivation to learn through their own goals that they set for themselves
- unrealistic goals set by educators without knowing the limits of a learner
- assistance needed by the learner that struggle through the academic work.

**2.2 Working conditions (p71)**

Working conditions refers to the environment and the kind of skills that we have or have to acquire when we want to work. There are four main categories of skills, namely:

- Unskilled workers – that is workers that did not get any formal training. Example: street sweeper, garden workers
- Semiskilled workers – that is workers that had basic skills training. Example: cashiers at supermarkets
- Skilled workers – that is workers that had to get skills training for a few years. Examples: tradesman e.g. electricians, fitter and turners, carpenters.
- Professional and managerial workers – workers that usually had tertiary education at universities, technical colleges and technicons. Examples: Psychologists, doctors, civil engineers, electrical engineers.

**2.3 Learning disabilities (2.10 p 49)**

Learning disabilities can manifest itself in some of the following characteristics:

All learners have goals but because of various reasons, they cannot reach the goals that they set for themselves and that can result in the learner failing to reach the goal.

Problems that the learners experience or fear is:

- Defective listening (Understanding what they hear or the lack of listening skills or even concentration, prevent learners from following instructions)
- Thinking (the lack of keeping their thoughts trained to solve a problem)
- Talking (learners have a problem to talk in front of the class because they feel that their peers will laugh at them when they make a mistake)
- Reading (learners that have a barrier to reading do not practice reading because they feel embarrassed to make mistakes in front of other learners)

- Writing (Learners that have a problem with writing usually have bad hand writing as well. The more they stress, the worse the writing become.)
- Play (the learner struggle to make friends and usually distance themselves from participation in-group play activities. They are seen as loners and usually act out when forced into a situation where they do not want to be part off)
- Calculation (there can be various reasons for having trouble doing calculations and can be a problem to overcome. The learner need additional help from the educator and parents to try and help this learner to improve their skills)

When learners experience some of the barriers mentioned above, they will also display some of the following symptoms:

- Hyperactivity: there are two forms related to hyperactivity, namely:
  - Sensory-hyperactivity – the learner is distracted by everything. A bird flying past the window or even a bug that flew in the window will distract them and they have to go and look at it.
  - Motor hyperactivity – the learner has to touch everything. This learner will press every button during a museum trip.
- Attention deficits:
  - The learner will find it difficult to remember instructions in class because there are so many things happening in class that take their attention away from what they were instructed to do.
  - The learner finds it difficult to concentrate on a task like a class activity or a test as it is difficult not to look around to things that is more interesting.
  - The learner’s attention is short and cannot focus on one thing for a long time.
- Reading problems: This learner do not want to read at all. They cannot connect the letter with the sound associated with the letter. In some cases the learner can read but the context of what they read eludes them.
- Counting problems: the learners have perception problems and find it difficult to keep themselves, their workbooks and workspace neat and tidy.
- Mathematical problems: the learner have problems with word sums. The word values are difficult to understand and relate to the numerical values.
- Language deficiencies: It is difficult for these learners to express themselves in a written and verbal way.
- Impulsiveness: this learner has a problem with impulsiveness. They tend to distance themselves from others. They can’t control their emotions. They also become antisocial and display behaviours like theft and they are also destructive, breaking other learner’s property.
- Emotional instability: Rapid mood swings and fits of anger or temper tantrums is the norm.

#### **2.4 External frame of reference (p109-111)**

The external frame of reference consist of three main parts or skills:

- Accurate listening – this is an important skill for a guidance counsellor. It is the art of listening to what the learner is saying without you hearing what you think the learner is saying. That means that we as counsellors have to develop the skill to listen inventively to

the learner and see the information that the learner give as important enough and not only the words, but the learners body language and tone of voice as well. The learner may say one thing but the body and tone of voice can portray something different.

- Accurate observation – as a counsellor we need to observe the learner as they speak. Sometimes we can get a clue of the learner’s state of mind by looking at their posture and listening on how they speak. A trembling voice can point to sadness, if they are fidgeting, it can be a sing of nervousness. Observation can be a great tool in identifying a learner’s state of mind.
- Accurate empathising – empathy to the learners plight can be useful in making the learner trusting you. The attitude of the counsellor can be to the advantage of the session or even deteriorate the emotional status of the learner. It can cause the learner to become aggressive, sad or withdrawn in a very short time. Empathy to the learner’s situation can be very productive during the session, because the learner can see that you understand what they are going through and that allows them to be more relaxed and open up a bit easier.

**2.5 Creativity (4.10.2 CREATIVE THINKING SKILLS p.140)**

Every person is creative in different ways. There are no one way to define creativity. People can be creative in different ways. Some people can draw or paint, others can make beautiful music, others can make things out of wood or metal and others can be creative in ways to solve problems in mathematics and science. If you teach someone a skill, then creativity can take over so that they can create something that could be used to generate funds or an income.

<b>TOTAL</b>	<b>3 MARKS x 5 = 15</b>
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### 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. (p57-58)**

- Learners that display intelligence are regarded as gifted
- The way that we identify gifted learners is through IQ tests. The higher the score, the better the learner do at school level. They can think out of the box and have a good general knowledge as they read a lot.
- Learners that have an exceptional interest an aptitude in a specific subject or field will show exceptional ability, aptitude and achievement into that subject or field.
- Learners that show creative ability or potential are characterised by originality and ability to create and produce new products. Usually they are independent and believe in their ideas and have a passion in solving problems.
- Learners that show leadership skills usually have the ability to influence their peers. They use their ability to lead through social skills such as tact and insight when in contact with others. The ability manifests at an early age.
- Learners have an aptitude for languages and excel in poetry, prose and dramatic arts.
- Learners that have an aptitude towards the performing arts that include singing, music, drama and ballet.
- Learners with good athletic skills have good motor control that includes speed, coordination, ball control and suppleness. They excel in sports.

**3.2 Explain how you will apply each of these guidelines in 3.1 to identify whether or not Lina is a gifted learner.**

- *Lina is always asking questions and is inquisitive.*
- *She is good with solving mathematical problems.*
- *She is the school's top achiever and scores 80% to 100% for most of her subjects.*
- *She is struggling with languages and her marks average between 50% to 55%.*
- *She has many friends and likes to take the lead in everything that she does.*
- *She is good at athletics and loves to sing in the school choir.*
- *She dislikes ball sports because she may have a coordination problem.*
- *Her mother and father is educated people and that may have an influence on her being a gifted learner.*

**3.3 Is Lina a gifted learner or not? Substantiate your answer.**

*Lina is a gifted learner because she displays many of the traits of a gifted learner. She always asking questions and is inquisitive. She is good with solving*

*mathematical problems. She is a top achiever and scores 80% to 100% for most of her subjects but she struggles with languages and her marks average between 50% to 55%. She has many friends and likes to take the lead in everything that she does. She is good at athletics and loves to sing in the school choir. She dislikes ball sports because she may have a coordination problem. Her parents is educated people and possibly also gifted that may have an influence on her being a gifted learner.*

#### **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

- Job description
- Working conditions
- Job opportunities

4.2 Explain these **THREE (3)** main considerations governing a career choice.

- Job description – The learners want to know what the job entails. Most of the learners do not want a job where they get dirty and rather want a job where they can be in an office working on computers rather than machines to manufacture something. They also look for high paying jobs that are above their abilities.
- Working conditions - Most of the learners do not want a job where they get dirty and rather want a job where they can be in an office working on computers rather than machines to manufacture something. The working conditions will depend on the following skills level:
  - Unskilled occupation where no real skills or training is needed.
  - Semiskilled occupation where some training is needed.
  - Skilled occupation where several years of training is necessary.
  - Professional and managerial occupations where high levels of qualifications are needed.
- Job opportunities will depend on three factors:
  - Technological development -
  - Social and political conditions -
  - Economic recession -