

## Exam papers - memo

May / June 2016

### QUESTION 1:

#### 1.1. Memory: (Pg 49)

- Ability to recall information later
- learner memorizes, can remember existing knowledge and integrate new learner content.
- Able to teach his/her learning on the basis of this.
- Other factors can positively or negatively affect the learning situation influence these modes of learning on a constant basis.

#### 1.2 Normative Support: (Pg 37)

- live in harmony with others, live with cultural norms
- involves making decisions, norms and choices
- Every community/family/individual sets guidelines, principals, rules and norms about what is considered right or wrong + good and evil.
- learnt through the education process.

#### 1.3. Corrective teaching: (Pg 51)

- Means the educator points out the mistakes as soon as possible to the teacher.
- Example: Grade one teacher notices a learner incorrectly identifies certain letters of the alphabet.
  - should alert learner he/she is identifying the letter incorrectly.
  - should explain the corrective action

- Create opportunities for learner to practice.

#### 1.4. Para phrasing:

- Understand what the interviewer says
- Help develop in an employment relationship between you and the interviewer.
- Have an understanding of the interviewer's statement.
- Helps crystallise his/her thoughts.
- Guides interview.

#### 1.5. Self-knowledge: (Pg 135)

- Insight that people have into their own personalities that enables them to know what they are capable or incapable of doing.
- Basis of self-reliance, maturity and confidence and is of importance when making decisions. Lindhard (1986).
- Young people are engaged in a quest to discover their own identity.

#### 1.6. Educational guidance: (Pg 22)

- Concerned with all aspects of learning.
- All issues relating to a learner's schoolwork fall under educational guidance.
- Educators work with learners to discover how learners learn or why some find schoolwork difficult.
- With learners permission, have to identify the issue, deal and find solutions.

### 1.7 Physical Support: (Pg 25)

- regards his/her body as something that enables him/her to be active.
- Appearance is a secondary importance, often not very tidy.
- learner is male or female
- The body is the means through which the learner communicates and orientates him/herself ~~the~~ with the world.

### 1.8 Life Skills education: (Pg 124)

- help learners to develop the ability and skills to cope with important tasks in changing conditions.
- By anticipating and preventing problems or addressing them early on, we can substantially reduce human suffering.
- Should be an integral part of the curriculum at all levels of education and should be presented by all educators involved.

### 1.9. Social Support: (Pg 35)

- Characteristics are considered acceptable so that we can determine the amount of support a learner will need.
- Consider the cultural social norms.
- go beyond the immediate family, extending to people in the neighbourhood.
- Parents continue to be the the storehouse of all wisdom, strength and virtue but other people are taken into consideration.

### 1.10 Internal frame of reference: (Pg 108)

- Question and reflection techniques are aimed at viewing the person from within the internal frame of reference.
- How the client sees him/herself, how she/he feels about the situation.
- refers to the person, according to his/her feelings, desires, attitudes etc.

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### QUESTION 1:

#### 1.1 Paraphrasing:

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#### 1.2 Fantasising: (Pg 49)

- learner is able to project him/herself into the unknown through fantasy.
- Creative moments coming into being during fantasy.
- learner comes up with new ideas and ideas.
- lay the foundation for the development of abstract thought.

#### 1.3 Normative Support:

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#### 1.4 Underachievement:

- In a learner who shows a big difference between his/her school achievement and true to him/her.
- learner should perform better than he/she is.

### 1.5. Life Skills: (Pg 122)

- personally responsible sequences of self-helping choices in specific psychological choices.
- require a repertoire of life skills according to their developmental tasks and specific problems of living.
- The ability to perform particular functions that help people to cope with and/or overcome life's challenges.

### 1.6. Emotional instability: (Pg 81)

- Able to identify this learner by his/her rapid mood swings, depression, excessive fits of anger + by temper tantrums.

### 1.7. Values: (Pg 93)

- Show personal preferences
- Each has their own.
- has a set of values which fits his/her lifestyle.
- Don't impose your values on another person, recognise the differences + respect them.
- Does not mean the counsellor can't have their own set of personal values.

### 1.8. Assertive behaviour:

- Enables individual to act in their best interest
- Stands up for themselves
- Express feelings and thoughts freely without fear.
- Communicate productively with others.

## 1.9 Social Support:

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## 1.10. Internal frame of support:

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Question 1:

### 1.1. Emotional Support: (Pg 32)

- learners growing understanding and control of his/her emotions.
- Primary school → understand emotions + restrain impulses.
- Middle + late childhood → develop empathy + sympathy, enables them to appreciate + identify with the feelings of others.
- takes others feelings into account, he/she reacts very negatively to ridicule, criticism and failure.
- Educator should avoid the situation where the child's feelings are abused.

### 1.2. Social skills (Pg 144)

- The ability to organise cognitions and behaviours into an integrated course of action directed toward culturally acceptable social or interpersonal goals.

### 1.10 future-oriented learning: (Pg 11 + 12)

- Prepares learners for the future.
- different levels of education prepare learners for higher levels of learning.

- learners will be taught the necessary skills for their future survival and wellbeing.
- Should form part of the learners entire educational experience.

#### 1.4 Paraphrasing

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#### 1.5 Self - knowledge:

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#### 1.6. Thinking skills:

- He/she committed to ideas.
- thinking is seen as meaningful to situations and events by a person in which this person is involved.
- Person asks questions to understand what he/she has read for example.
- refers to the skills that help a person to practice the mind.

#### 1.7 Internal frame of reference:

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#### 1.8. Physical Support: (Pg 25)

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#### 1.9. Cooperative learning:

- Works to achieve common goals.
- Seek individual outcomes that are beneficial for themselves and all other group members.

- the teaching of small groups so students work together to maximize their own and each others' learning.
- Members must encourage each other and help to understand the work.

### 1.3. differentiated education: (Pg 11)

- learners differ so vastly in their abilities, aptitudes and interests.
- learners individuality should always be borne in mind in any education environment.
- Acknowledge his/her individuality.
- Differentiation are numerous and success depends upon the ability and creativity of the educator.

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### QUESTION 1:

#### 1.1 fantasising:

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#### 1.2 Life skills education:

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#### 1.3. Personality: (Pg 68)

- Gives a person a wholly distinctive character.
- Set of characteristics that makes you different from all other people and determines how you behave.
- Individuals personality is unique.
- Take uniqueness into consideration when choosing a career.



#### 1.4. Facilitative process: (Pg 79)

- The complex, interpersonal interaction which occurs between two individuals which promotes growth and change.
- Accompany learners through this process and experience their growth pains with them.
- Look at their own issues and come to their own decisions about how to deal with them.

#### 1.5. Attention deficits: (Pg 80)

- Problems in the area of memory, attention and concentration.
- Unable to concentrate for a period of time normal for their age group.
- Find it difficult to work on their own.
- Easily distracted and have a short attention span.

#### 1.6. Role-Playing: (Pg 131)

- Act out a situation to make it realistic.
- Careful instruction beforehand.
- Each learner is actively involved.
- Learners are afforded the opportunity to participate in decision-making process and learn to take risks without entering reality.

#### 1.7. Individualisation: (Pg 60-61)

- Learn at own pace
- become more independent
- learn at a level appropriate to their abilities.
- Assume responsibility for their own learning.

### 1.8. Physical abilities: (Pg 66)

- refers to the characteristics a person is born with.
- Become aware of their bodies through self-discovery and other people's perceptions.
- Emphasise their positive characteristics
- Be realistic; physical conditions will influence career choices.

### 1.9. Conative factors: (Pg 16)

- The human will as the inward driving force behind all human behaviour.
- Implies striving or desire to achieve a goal or the dynamic impetus of realising the goal contained in his/her aspirations or needs.

### 1.10. Self-knowledge:

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QUESTION 1:

### 1.1. Explanatory interview: (Pg 106)

- Interview reveals what has been hidden.
- Mentally enter the the learners world, constantly interpreting what he/she says.
- Sees through the learners eyes.
- Counsellor and learner consider, analyse and integrate together.

## 1.2 "Assisting people to help themselves" (Pg 79)

- Things people must do for themselves.
- Learn to solve problems yourself.
- Care enough to help them when they need your assistance.
- Allow them to experience situations and to grow in unique ways.

## 1.3 Learning disabilities: (Pg 50-51)

- Absence of sensory defects
- Discrepancy between a learner's actual and expected behaviour
- Average or above average intelligence.
- Absence of environmental disadvantage, mental handicaps or emotional problems.

## 1.4. Assertive behaviour:

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## 1.5. Internal frame of reference:

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## 1.6. Fantasising:

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## 1.7. Psychotic behaviour: (Pg 40+42)

- Has lost contact with reality
- Drastic view of themselves and the world
- Distorted view of reality hinders their daily functioning + adjustment.
- Autism and self-inflicted injuries are examples.

- need to act quickly and refer the learner to an expert for help.

### 1.8 Probing: (pg 90)

- Used very carefully.
- Questions focus on probing and exploring the situation in a sensible manner.
- Information should lead towards a solution and better understanding of the problem.
- "What happened next?" or "How did they react?" will serve to stimulate the learners to explore their situation further.

### 1.9. Conative factors:

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### 1.10. Memory:

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QUESTION 2: True / False:

2.1 Aggression must always be answered with aggression to demonstrate that the teacher is in control:

False, Aggression must never be answered with aggression, act firmly without resorting to physical measures. Can't condone aggression or allow it to pass without reprimand.

2.2. Most individuals can use only one cognitive style:

False, Most individuals can use more than one style, although some learners are more flexible than others in shifting from one style to another (Pg 31)

2.3 Kohlberg believed that a learner's moral development does correspond with the learner's physical development:

False, Kohlberg believed that a learner's moral development does correspond with the learner's cognitive development. (Pg 38)

2.4. Consolidation is one of the steps of remedial education:

True, Consolidation is the third step in remedial education. (Pg 53)

2.5. A learner's style of communication is one of the richest sources of obtaining information:

True, a learner's way of communicating is one of the richest sources of obtaining information about him/her. (Pg 100)