

## Contents

MAY/JUNE 2013 MEI/JUNIE 2013 .....	3
QUESTION 1 .....	3
QUESTION 2 / VRAAG 2.....	8
QUESTION 3 / VRAAG 3.....	9
QUESTION 4 / VRAAG 4.....	10
QUESTION 5 / VRAAG 5.....	11
Oct/Nov 2013.....	12
QUESTION 1 <i>MULTIPLE-CHOICE ITEMS</i> / VRAAG 1: <i>MEERKEUSE-ITEMS</i> .....	12
QUESTION 2/ VRAAG 2 .....	16
QUESTION 3/ VRAAG 3 .....	18
QUESTION 4 / VRAAG 4.....	19
QUESTION 5 / VRAAG 5.....	20
May/Jun 2014 .....	25
QUESTION 1/VRAAG 1 .....	25
<i>QUESTION 2/ VRAAG 2</i> .....	29
<i>QUESTION 3/ VRAAG 3</i> .....	31
<i>QUESTION 4/ VRAAG 4</i> .....	34
<i>QUESTION 5/ VRAAG 5</i> .....	42
Oct/Nov 2014.....	45
QUESTION 1 .....	45
<i>QUESTION 2 / VRAAG 2</i> .....	50
<i>QUESTION 3/VRAAG 3</i> .....	51
<i>QUESTION 4 / VRAAG 4</i> .....	54
<i>QUESTION 5/VRAAG 5</i> .....	57
May/Jun 2015 .....	58
QUESTION 1 .....	58
VRAAG 1 .....	58
<i>QUESTION 2/VRAAG 2</i> .....	62
<i>QUESTION 3/ VRAAG 3</i> .....	63
<i>QUESTION 4/VRAAG 4</i> .....	65
<i>QUESTION 5/VRAAG 5</i> .....	69
Oct/Nov 2015.....	71

QUESTION 1 .....	71
VRAAG 1 .....	71
<i>QUESTION 1</i> .....	71
<i>QUESTION 2 IVRAAG 2</i> .....	76
<i>QUESTION 3/VRAAG 3</i> .....	78
<i>QUESTION 4/VRAAG 4</i> .....	82
<i>QUESTION 5/VRAAG 5</i> .....	83
May/June 2016 .....	85
QUESTION 1 .....	85
<i>QUESTION 2 / VRAAG 2</i> .....	90
<i>QUESTION 3/ VRAAG 3</i> .....	95
<i>QUESTION 4/ VRAAG 4</i> .....	96
Oct/Nov 2016.....	100
QUESTION 1. ....	100
QUESTION 2 /VRAAG 2 .....	108
QUESTION 3/VRAAG 3 .....	113
QUESTION 4/VRAAG 4 .....	114
MAY/JUNE 2017 .....	116
QUESTION 1 .....	116
QUESTION 2 / VRAAG 2.....	121
QUESTION 3/VRAAG 3 .....	127
QUESTION 4/ VRAAG 4 .....	129

**QUESTION 1: MULTIPLE-CHOICE ITEMS / VRAAG 1. MEERKEUSE-ITEMS**

1. Which one of the following characteristics does not fit?

The characteristics of the formal-operational phase are \_\_\_\_\_ .

1. abstract thought
2. concrete thought (P47)
3. prepositional thought
4. interpropositional thought

Watter een van die volgende kenmerke pas nie?

Die kenmerke van die formeel-operasionele fase is \_\_\_\_\_ .

1. *abstrakte denke*
2. *konkrete denke (P47)*
3. *proporsionele denke*
4. *interproporsionele denke*

2. The primary symptoms of anorexia nervosa are the individual's

1. tendency to binge at times, only to purge himself/herself afterwards by for example vomiting
2. relentless pursuit of excessive thinness and the consequent loss of weight (P158)
3. social withdrawal and preoccupation with food
4. feelings of uncertainty and dissatisfaction with body image

Die primêre simptome van anorexia nervosa is die individu se \_\_\_\_\_ .

1. neiging om by tye te ooreet, net om daarna van die kos ontslae te raak deur byvoorbeeld te vomeer
2. onophoudelike strewe na oordrewe slankheid en die gevolglike oomatige verlies van gewig (P158)
3. sosiale onttrekking en prekkupasie met voedsel
4. gevoelens van onsekerheid en ontevredenheid met die liggaamsbeeld

3. Reverting to a previous stage of physical development because one is unable to cope with a new situation is called \_\_\_\_\_ .

1. denial
2. suppression
3. displacement
4. regression

Terugkeer na 'n vorige vlak van psigiese ontwikkeling omdat 'n persoon nie 'n nuwe situasie kan hanteer nie, word \_\_\_\_ genoem

1. *ontkenning*
2. *onderdrukking*
3. *mislasing*
4. *regressie*

**4 Which of the following statements does not reflect a dimension of intrinsic motivation'**

- 1 Adolescents strive for social approval from their peers, teachers, parents and other adults (P221)
- 2 Adolescents are strongly motivated to carry out a task successfully
- 3 Adolescents anticipate realisation of the goal in question
- 4 Adolescents are able to study with the necessary will power and perseverance

**Watter een van die volgende bewegings is nie 'n dimensie van intrinsieke motivering**

- 1 Adolessente streef na sosiale aanvaarding deur hulle ortuurgroep, onderwysers, ouers en ander volwassenes (P221)
- 2 Adolessente het 'n sterk motivering om 'n taak suksesvol deur te voer
- 3 Adolessente antisipeer die realisering van die doel
- 4 Adolessente studeer met die nodige wilskrag en deursettingsvermoë

**5 Rohypnol is known as the \_\_\_\_\_ drug**

- 1 schoolboy
- 2 date-rape (P192)
- 3 uppers
- 4 flush

**Rohypnol staan bekend as die \_\_\_\_\_ dwelm**

- 1 schoolboy
- 2 date-rape (P192)
- 3 uppers
- 4 flush

**6 Frank said, "If I were starving, I'd steal a loaf of bread, but it would be wrong against the law" What level of moral reasoning does Frank demonstrate?**

1. Conventional (P3)
2. Nonconventional
3. Preconventional
4. Postconventional

**Frank het gesê "Indien ek honger ly, sal ek 'n brood steel, hoewel dit verkeerd en onwettig sal wees" Watter vlak van morele redenenng demonstreer Frank hier'**

1. Konvensioneel (P3)
2. Nie-konvensioneel
3. Prekonvensioneel
4. Postkonvensioneel

7 **The best way to determine what cognitive stage a person has reached is by \_\_\_\_\_.**

1. *interpreting the person's scores on a mental ability test*
2. knowing the person's age (P47)
3. *knowing the person's rate of development*
4. *observing how the person solves problems*

**Die beste manier om te bepaal watter kognifiewe stadum iemand bereik het, is deur \_\_\_\_\_.**

1. *die persoon se tellings dmv 'n toets vir verstandelike vermoens te meet*
2. te weet hoe oud die persoon is (P47)
3. *die persoon se tempo van ontwikkeling te ken*
4. *waar te neem hoe die persoon probleme oplos*

**Complete the following sentences. Choose the number which corresponds with the word(s) of your choice / Voltooi die volgende sinne. Kies die nommer wat ooreenstem met die woord(e) van u keuse**

8 **Identity acquisition, the formation of attitudes and self-concept formation, refer to the \_\_\_\_\_ of learners**

1. *affective development*
2. personality development
3. *moral development*
4. *normative development*

**Identiteitsverwerwing, die verwerwing van houdings en die vorming van 'n selfkonsep, verwys na die \_\_\_\_\_ van 'n leerder**

1. *affektiewe ontwikkeling*
2. persoonlikheidsontwikkeling
3. *morele ontwikkeling*
4. *normatiewe ontwikkeling*

9 **As a rule the term "motivation" refers to \_\_\_\_\_, goals and desires**

1. *actions*
2. *movements*
3. needs (P217)
4. *interests*

**As 'n reel verwys die term "motivering" na \_\_\_\_\_, doelwitte en begeertes**

1. *aksies*
2. *bewegings*
3. behoeftes (P217)
4. *belangstellings*

10 **Which one of the following statements is the most accurate definition of motivation?**

1. *An inner state that causes a person to initiate an action*
2. An inner state that arouses, directs and maintains a person's behaviour (P217)
3. *The level of involvement a person has in a chosen activity*
4. *The degree of persistence a person has toward completing an activity*

**Watter een van die volgende stellings is die mees akkurate definisie van motivering?**

1. *'n Innerlike toestand wat veroorsaak dat 'n persoon 'n aksie aan die gang sit.*
2. 'n Innerlike toestand wat 'n persoon se gedrag aanwakker, rig en handhaaf (P217)
3. *Die vlak van betrokkenheid van 'n persoon tydens 'n gekose aktiwiteit*
4. *Die mate van volharding wat 'n persoon aan die dag lê fen opsigte van die voltooiing van 'n aktiwiteit*

**11 According to Erikson, adolescents experience a crisis characterised by**

- 1 intimacy versus isolation (P77)
- 2 generatively versus stagnation
- 3 identity versus identity diffusion
- 4 initiative versus guilt

**Volgens Erikson beleef adolessente 'n kisis wat gekenmerk word deur**

- 1 intimiteit versus isolasie (P77)
- 2 generatiewiteit versus stagnasie
- 3 identiteit versus identiteitsverwarring
- 4 inisiatief versus skuld

**12 Which statement is true with regard to the peer group?**

1. *The values of the peer group always differ from those of the parents*
2. The peer group offers the adolescent an opportunity to compete with others on an equal footing (P92)
3. *Peer groups always consists of members of the same sex and culture*
4. *Conformity to the peer group's identity is essential and individual identity is rejected*

**Watter stelling ten opsigte van die portuurgroep is waar?**

1. *Die portuurgroep se waardes verskil altyd van die van die ouers.*
2. Die portuurgroep bied vir die adolessent geleentheid om op gelyke voet met ander te kompeteer (P92)
3. *In die portuurgroep is daar altyd net lede van die eie geslag en kultuur*
4. *Die portuurgroep verskaf slegs groepsidentiteit en die individu verloor sy eie identiteit*

**13 Identity diffused adolescents**

1. *have strong commitments and enduring self-concepts*
2. *have experienced no crises, but have already committed themselves to certain objectives and values*
3. *postpone the adoption of any self-identity*
4. consider various options in a carefree way, avoiding commitments (P110)

**Adolessente met identiteitsverwarring**

1. *vorm sterk verbintnisse en blywende selfkonsepte.*
2. *het geen krisisse evaar nie, maar het hulself reeds verbind tot bepaalde doelwite en waardes*
3. *stel die vorming van enige selfidentiteit uit*
4. oorweeg verskeie moontlikhede lighartig en vermy verbintnisse (P110)

**14 \_\_\_\_\_ as stressors belong to the macro level category?**

1. *Gender role and self-identity*
2. Television stress and environmental stress (P165)
3. *Competition and school changes*
4. *Death of a parent and alcohol abuse*

**\_\_\_\_\_ as stressors behoort tot die makrovlak kategorie?**

- 1 *Geslagsrol en selfidentiteit*
- 2 Telesie- en omgewingstres (P165)
- 3 *Kompetisie en skoolveranderinge*
- 4 *Dood van 'n ouert en alkoholisbruik*

**15 Being interested in a task because the activity is enjoyable is what type of motivation?**

- 1 Extrinsic
- 2 intrinsic (P69)
- 3 State
- 4 Trait

**Watter tipe motivering is dit om in 'n taak belang te stel omdat die taak interessant is?**

- 1 Ekstrinsieke
- 2 Intrinsieke (P69)
- 3 Toestand
- 4 Kenmerk

**16 Vygotsky believed that learning only takes place in what he called the \_\_\_\_\_**

- 1 mediated learning experience
- 2 zone of proximal development (ZPD) (P54)
- 3 existential intelligence
- 4 formal-operational phase

**Vygotsky glo dat leer slegs plaasvind in wat hy noem \_\_\_\_\_**

- 1 bemiddelde leerervaring
- 2 zone of proximal development (ZPD) (P54)
- 3 eksistensiële intelligensie
- 4 formeel-operationele fase

**17 Defence mechanisms are \_\_\_\_\_**

- 1 special strategies that serve as safeguards against anything that poses a danger to personality (P104)
- 2 the use of excuses to justify what may be considered unacceptable behaviour
- 3 conscious behaviour patterns used by a person to protect himself/herself against feelings of anxiety and inferiority
- 4 opposing forces among the id, ego and superego

**Verdedigings meganismes is \_\_\_\_\_**

- 1 spesiale strategieë wat as beskerming dien teen enigiets wat 'n gevaar inhou vir die persoonlikheid (P104)
- 2 die gebruik van verskonings om dit te regverdig wat as onaanvaarbare gedrag beskou kan word
- 3 bewuste gedragspatrone wat deur 'n persoon gebruik word om hom/ haarself teen gevoelens van ang en minderwaardigheid te beskerm
- 4 teenstrydige kragte tussen die id, ego en superego

**18 Metacognition deals with knowledge about our own**

- 1 cognitive development
- 2 cognitive stage
- 3 memory capacities
- 4 thinking processes

**Metakognisie verwys na kennis oor ons eie**

1. kognitiewe ontwikkeling
2. kognitiewe stadium
3. geheuekapasiteit
4. denkprosesse

**19 Which one of the following statements is false?**

- 1 The self-concept is complex
- 2 The self-concept is mono-dimensional
- 3 The self-concept is dynamic
- 4 The self-concept is organised ,-

**Watter een van die volgende stellings is vals?**

1. Die selfkonsep is kompleks
2. Die selfkonsep is monodimensioneel
3. Die selfkonsep is dinamies
4. Die selfkonsep is georganiseerd

**20 The concept "secular trend" refers to**

1. the onset of puberty
2. the advantages of early development for boys
3. the tendency of children to reach puberty at a younger age
4. the tendency of youth to get involved in sexual activities at a younger age

**Die begrip "sekulêre neiging" verwys na**

1. die aanbreek van puberteit
2. die voordele wat vroeë ontwikkeling vir seuns inhou
3. die vervroeging in die ouderdom waarop kinders puberteit bereik
4. die neiging van jongmense om al vroeër seksueel aktief te raak

[20X2=40]

## QUESTION 2 / VRAAG 2

**Indicate if the following statements are TRUE or FALSE**

**Dui aan of die volgende stellings WAAR of ONWAAR is**

- 2.1 Self-esteem is a general concept while self-concept is specific to a given situation **TRUE**

Eiewaarde is 'n algemene begrip, terwyl selfkonsep situasie-spesifiek is.

- 2.2 Texting is a socialising method used by many adolescents **TRUE**

"Texting" is 'n sosialiseringsmetode wat deur adolessente gebruik word.

- 2.3 Children move suddenly from one cognitive stage to the next. **FALSE**

Kinders beweeg skielik van die een kognitiewe fase na die volgende.

- 2.4 The crux of Ericson's cognitive approach is that children learn from stimuli in the environment. **TRUE**

Die kern van Erikson se kognitiewe benadering is dat kinders uit stimuli in die omgewing leer.

- 2.5 Generation Y - is known as the new age generation. **FALSE**

Generasie Y- is bekend as die nuwe generasie (new age).



- 2.6 *A feeling of anxiety often occurs with depression. TRUE*  
*'n Gevoel van angs word dikwels saam met depressie ervaar.*
- 2.7 *Gender role identity only starts developing during adolescence. TRUE*  
*Geslagsrolidentiteit ontwikkel eers gedurende adolessensie.*
- 2.8 *Body image is a conception of and attitude towards one's physical appearance. TRUE*  
*Liggaamsbeeld is 'n begrip van en houding ten opsigte van 'n mens se fisieke voorkoms.*
- 2.9 *Self-esteem is a general concept while self-concept is specific to a given situation. TRUE*  
*Eiewaarde is 'n algemene begrip, tewyl selfkonsep situasie-spesifiek is. WAAR*
- 2.10 *"Tik" is the new buzzword in drug circles in South Africa. TRUE*  
*"Tik" is die nuwe woord in dwelmkringe in Suid-Afrika. WAAR* [10]

### QUESTION 3 / VRAAG 3

*Explain the following concepts in your own words*

*Omskryf die volgende begripp in u eie woorde*

- 3.1 **Identify diffusion:** *A person has not yet explored alternatives and avoids any commitment. For example, this person has not started to explore any career options or has not yet made any decisions. People in this category tend to be unhappy and often lonely.*

**Identiteitsverwarring:** *'n Persoon wat nog nie alternatiewe ondersoek het nie en vermy enige verbintenisse. Byvoorbeeld, hierdie persoon het nog nie enige beroeps opsies ondersoek of enige beroeps keuses gemaak nie. Mense in hierdie kategorie is gewoonlik ongelukkig en alleen.*

- 3.2 **Catharsis theory:** *This theory is in contrast to the General Aggression Theory, since it is believed that it is good to play computer/video/online games to release anger and to get rid of aggressive behaviour. (P211)*

**Katarsis teorie:** *Hierdie teorie is in teenstelling met die algemene Aggressie teorie, want dit word geglo dat dit goed is om te speel rekenaar / video / online games om woede te laat en om ontslae te raak van aggressiewe gedrag. (P211)*

- 3.3 **Eating disorders:** *is a disorder that can start as early as beginning of adolescents. Nutrition plays an important part in children's physical development. Some children experience problems such as malnutrition and obesity, or eating disorders, such as anorexia nervosa and bulimia nervosa. There are both intrinsic and extrinsic factors that cause such challenging disorders, and these are generally complex and multiple in nature. (P155)*

**Eetversteurings:** *is 'n siekte wat so vroeg as die begin van adolessensie kan begin. Voeding speel 'n belangrike rol in kinders se fisiese ontwikkeling. Sommige kinders ervaar probleme soos wanvoeding en vetsug, of eetversteurings soos anoreksia nervosa en bulimia nervosa. Daar is intrinsieke en ekstrasieke faktore wat sulke uitdagende versteurings veroorsaak, en dit is oor die algemeen komplekse en veelvuldig in die natuur. (P155)*

- 3.4 **Multiple intelligences:** Howard Gardner defines multiple intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.

**Meervoudige intelligensies:** Howard Gardner definieer veelvuldige intelligensie as 'n biopsigologiese potensiaal om inligting wat in 'n kulturele instelling kan geaktiveer word om probleme op te los of produkte te skep wat van waarde is in 'n kultuur te verwerk.

- 3.5 **Locus of control:** refers to the extent to which people feel that they have control over the events that influence their lives. When you are dealing with a challenge in your life, do you feel that you have control over the outcome? Or do you believe that you are simply at the hands of outside forces?

If you believe that you have control over what happens, then you have what psychologists refer to as an internal locus of control.

If you believe that you have no control over what happens and that external variables are to blame, then you have what is known as an external locus of control.

**Lokus van kontrole:** verwys na die mate waarin mense voel dat hulle beheer oor die gebeure wat hul lewens beïnvloed het. Wanneer jy te doen het met 'n uitdaging in jou lewe, voel jy dat jy beheer oor die uitkoms hê? Of glo jy dat jy net in die hande van buite magte?

As jy dink dat jy beheer oor wat gebeur het, dan moet jy dit wat sielkundiges verwys na as 'n interne lokus van kontrole.

As jy dink dat jy het geen beheer oor wat gebeur het en dat eksterne veranderlikes te blameer is, dan moet jy wat bekend staan as 'n eksterne lokus van kontrole. [25]

## QUESTION 4 / VRAAG 4

**The view on intelligence has changed over the last few years. Compare in table form the difference between the old and the new view on intelligence.**

<b>Oldview</b>	<b>New view</b>
Intelligence remains fixed for life.	Intelligence is a multifaceted expression and can be developed.
It labels learners as 'slow' or 'smart':	It avoids labelling learners as having a 'high' or 'low intelligence.
It is biased in favour of linguistic-verbal and mathematical-logical abilities.	Intelligence can be exhibited in many ways-multiple intelligences
Intelligence is measured in isolation.	Intelligence is measured in context/real-life situations.
Intelligence follows a normal distribution.	All nine types of intelligence are appreciated and nurtured.
This is a win/lose situation - more of the one type of intelligence (e.g. verbal intelligence) means less of the other (e.g. nonverbal intelligence).	This is a win/win situation - a person can be successful at all levels of intelligence.
Intelligence is used to sort learners and predict their successes.	Intelligence is used to understand human capabilities and the many and varied ways in which learners can achieve.

Sources: Jensen (1995); Si/ver & Perini (2000); Lazear (2004) (P67)

**Die siening van intelligensie het die afgelope twee dekades verander. Vergelyk in tabelvorm die verskil tussen die ou en nuwe siening oor intelligensie [15]**

<b>Ou siening</b>	<b>Nuwe siening</b>
<i>Intelligensie bly vir die lewe vaste.</i>	<i>Intelligensie is 'n veelsydige uitdrukking en ontwikkel kan word.</i>
<i>Dit etikette leerders as 'n stadige "of" smart..</i>	<i>Dit vermy etikettering leerders as 'n 'hoë' of "Lae" intelligensie</i>
<i>Dit is bevooroordeel ten gunste van taalkundige-verbale en wiskundige-logiese vermoëns.</i>	<i>Intelligensie kan uitgestal word in baie ways-MUL-tiple intelligensies</i>
<i>Intelligensie word gemeet in isolasie.</i>	<i>Intelligensie word gemeet in konteks / werklike situasies.</i>
<i>Intelligensie volg 'n normale verspreiding.</i>	<i>Al nege tipes intelligensie word waardeer en gekoester.</i>
<i>Dit is 'n wen / verloor situasie - meer van die een soort intelligensie (bv verbale intelligensie) beteken minder van die ander (bv verbale intelligensie).</i>	<i>Dit is 'n wen / wen situasie - 'n mens kan suksesvol wees op alle vlakke van intelligensie.</i>
<i>Intelligensie word gebruik om leerders te sorteer en hul suksesse te voorspel.</i>	<i>Intelligensie word gebruik om menslike CAPA-woordelikhede en die vele en uiteenlopende wyses waarop leerders kan bereik verstaan.</i>

Bron: Jensen (1995); Si/ver & Perini (2000); Lazear (2004) (P67)

## QUESTION 5 / VRAAG 5

**Explain by using practical examples how a teacher can assist the learner in developing a positive self-concept.**

*Educators can enhance self esteem by:*

- *Value and accept attempts and accomplishments*
- *Clear standards of evaluation*
- *Model appropriate methods of self criticism and self reward*
- *Compete with own prior achievement rather than others*
- *Opportunities for all learners to experience success*

**Verduidelik aan die hand van praktiese voorbeelde hoe die onderwyser die leerder kan help om 'n positiewe selfbeeld te ontwikkel [10]**

*Opvoeders kan selfbeeld verbeter deur:*

- *Waardeer en aanvaar pogings van prestasies*
- *duidelike standaarde van evaluering*
- *Model toepaslike metodes van self kritiek en self beloning*
- *Kompeteer met eie vorige prestasie eerder as ander*
- *Geleenthede vir alle leerders om sukses te ervaar*

**TOTAL [100]**

**QUESTION 1 MULTIPLE-CHOICE ITEMS / VRAAG 1: MEERKEUSE-ITEMS**

**1 Which statement is true with regard to the peer group"?**

1. The values of the peer group always differ from those of the parents
2. The peer group offers the adolescent an opportunity to compete with others on an equal footing
3. Peer groups always consist of members of the same sex and culture
4. Conformity to the peer group's identity is essential and individual identity is rejected

**Walter stelling ten opsigte van die portuurgroep is waar?**

1. Die portuurgroep se waardes verskil altyd van die ouers sin
2. Die portuurgroep bied vir die adolessent geleentheid om op gelyke voet met ander te kompeteer
3. In die portuurgroep is daar altyd net lede van die eie geslag en kultuur
4. Kon formering met die portuurgroepsidentiteit is noodsaaklik en die individuele identiteit word verwerp

**2 Defence mechanisms**

1. are conscious behaviour patterns
2. are abnormal
3. deny and distort reality (P105)
4. help feelings of anxiety and guilt to penetrate the conscious mind

**Verdedigingsmeganismes**

1. is bewuste gedragpatrone
2. is abnormaal
3. ontken en verdraai realiteit
4. help dat gevoelens van ang en skuld die bewussyn binnedring

**3 Returning to a previous stage of psychological development because a person is unable to cope with a new situation is called**

1. denial
2. suppression
3. displacement
4. regression

**Terugkeer na n vorige vlak van psigologiese ontwikkeling omdat `n persoon nie `n nuwe situasie kan hanteer nie, word genoem**

1. ontkenning
2. onderdrukkmg
3. misplasing
4. regressie

**4 Which of the following is not a characteristic of South African street children'**

1. Experimentation with drugs is common
2. They look younger and smaller than their chronological age
3. Most are "hidden females"
4. They form gangs for mutual support

***Watter van die volgende is nie 'n kenmerk van Suid-Afrikaanse straatkinders nie?***

1. *Eksperimentering met dwelms is algemeen*
2. *Hulle lyk jonger en kleiner as hulle kronologiese ouderdom*
3. *Meeste is "vermomde meisies"*
4. *Hulle vorm bendes vir wedersydse ondersteuning*

**5 The street name for Rohypnol is**

1. schoolboy drug
2. date-rape drug
3. uppers
4. flushers

***Die straatnaam vir Rohypnol is***

1. *schoolboy drug*
2. *date-rape drug*
3. *uppers*
4. *flushers*

**6 Which one of the following is not one of the main characteristics of creative individuals'**

1. Originality
2. The ability not to work hard
3. Flexibility
4. Practicality

***Watter een van die volgende is nie een van die hoofkenmerke van kreatiewe individue nie?***

1. *Oorspronklikheid*
2. *Die vermoë om nie hard te werk nie*
3. *Buigsaamheid*
4. *Prakties*

**7 Which word does not fit the sentence?**

\_\_\_\_\_ is a sexually transmitted infection

1. Gonorrhoea
2. Chlamydia
3. Pustula
4. Syphilis

**Watter woord pas nie die sin nie.**

\_\_\_\_\_ is n seksuele oordraagbare infeksie

1. Gonorrhoea
2. Chlamydia
3. Pustula
4. Syphilis

**8 Which statement does not fit?**

1. Adolescents with an internal locus of control perform better at school
2. feel they have control over their own lives
3. do not accept responsibility for their mistakes
4. do regulate their own behaviour

**Watter stelling pas nie?**

1. Adollesente wat oor n interne lokus van kontrole beskik presteer beter op skool
2. voel dat hulle beheer het oor hulle eie lewens
3. neem nie verantwoordelikheid vir hulle foute me
4. reguleer hulle eie gedrag

**9 "Locus of control" is part of the development of adolescents**

1. physical
2. cognitive
3. moral
4. social

**Lokus van kontrole is deel van die ..... ontwikkeling van die adollesent**

1. fisiese
2. kognitiewe
3. morele
4. sosiale

**Complete the following sentences. Choose the number which corresponds with the word(s) of your choice**

**Voltooi die volgende sinne. Kies die nommer wat ooreenstem met die woord(e) van u keuse**

**11 The concept "secular trend" refers to the**

- 1 onset of puberty
- 2 advantages of early development for boys
- 3 tendency of children to reach puberty at a younger age
- 4 tendency of youth to get Involved In sexual activities at a younger age

**Die konsep "sekulêre neiging" / 'secular trend" verwys na die \_\_\_\_\_**

- 1 begin van puberteit
- 2 voordele van vroeë ontwikkeling van seuns
- 3 neiging van kinders om puberteit op 'n jonger ouderdom te bereik
- 4 neiging van jong mense om betrokke in seksuele aktiwiteite op 'n jonger ouderdom te raak

**13 The primary symptoms of bulimia nervosa are the individual's**

- 1 tendency to binge at times, only to purge himself/herself afterwards by for example vomiting
- 2 relentless pursuit of excessive thinness and the consequent loss of weight
- 3 social Withdrawal and preoccupation With food
- 4 feelings of uncertainty and dissatisfaction With body Image

**Die primêre simptome van bulimia nervosa is die individu se**

- 1 neiging om met tye te ooreet, net om daarna van die kos ontslae te raak deur byvoorbeeld te vomer
- 2 onophoudelike strewe na oordrewe slankheid en die gevolglike oormatige verlies van gewig
- 3 sosiale onttrekking en preokkupasie met voedsel
- 4 gevoelens van onsekerheid en ontevredenheid met die liggaamsbeeld

**15 \_\_\_\_\_ divides the human life span into eight phases with the adolescent phase as the centerpiece of his theory**

- 1 Freud
- 2 Erikson
- 3 Mead
- 4 Havighurst

**\_\_\_\_\_ verdeel die menslike lewe in agt fases met die adolessente fase as die spil waarom sy teorie draai**

- 1 Freud
- 2 Erikson

- 3 Mead
- 4 Havighurst

**19 According to Piaget the characteristics of the formal-operational phase include, amongst others**

- 1 goal directed activity
- 2 language development that is central
- 3 intuitive thought
- 4 the ability to handle possibilities and hypotheses

**Die kenmerke van die formeel-operasionele fase volgens Piaget behels onder meer**

- 1 Doelgerigte aktiwiteit
- 2 taalontwikkeling wat sentraal is
- 3 intuitiewe denke
- 4 die vermoë om moontlikhede en hipotesis te hanteer

**20 According to the catharsis theory**

- 1 regular exposure to violence promotes violence
- 2 violence is the answer to all problems
- 3 It is good to play computer/video games to release your anger
- 4 children learn through example

**Volgens die katarsis teorie**

- 1 gereelde blootstelling aan geweld bevorder geweld
- 2 geweld is die antwoord vir alle probleme
- 3 dit is goed om rekenaar-/videospeletjies te speel om jou woede uit te laat
- 4 kinders leer deur voorbeelde

## QUESTION 2/ VRAAG 2

Indicate if the following statements are TRUE or FALSE. Write down ONLY the number of the question and the word 'True' If you agree with the statement or the word "False" If you do not agree with the statement

Example

2.1 False

2.2 True

DUI aan of die volgende stellings WAAR of ONWAAR is. Skryf SLEGS die nommer van die vraag en die woord "Waar" as u met die stelling saamstem of die woord "Onwaar" as u nie met die stelling saamstem nie.

Byvoorbeeld

2.1 Onwaar



## 2.2 Waar

- 2.1 Vomiting and abdominal pains may be a sign of drug abuse. **TRUE**  
Braking en abdominale pyne mag 'n teken van dwelmmisbruik wees.
- 2.2 The crux of Feuerstein's, cognitive approach is that children learn from stimuli in the environment. **TRUE (P57)**  
Die kern van Feuerstein se kognitiewe benadering is dat kinders van stimuli in die omgewing leer.
- 2.3 Research studies indicate that in most cases a belief system has a negative effect on adolescents' behavior. **FALSE**  
Navorsingstudies toon dat in die meeste gevalle 'n geloofsisteem 'n negatiewe effek op adolessente gedrag het.
- 2.4 The greatest danger of nicotine is that it is a forerunner for more dangerous and harder drugs. **TRUE**  
Die grootste gevaar van nikotien is dat dit 'n voorloper vir die gebruik van gevaarliker en harder dwelms is .
- 2.5 Nutritional imbalance is a common health hazard amongst children (including pre-adolescence and adolescence phases). **TRUE**  
Wanvoeding is 'n algemene gesondheidsrisiko by kinders (insluitend pre-adolessensie en adolessensie fase).
- 2.6 The old view on intelligence recognizes that intelligence follows a normal distribution. **TRUE**  
Die ou siening van intelligensie erken dat intelligensie 'n normale verspreiding volg.
- 2.7 Sternberg is known as the father of the multiple intelligences theory. **FALSE**  
Sternberg is bekend as die vader van die meervoudige intelligensie teorie.
- 2.8 The development of the adolescent's identity does influence the adolescent's self-concept. **TRUE**  
Identiteitsontwikkeling van die adolessent beïnvloed die selfkonsep van die adolescent.
- 2.9 Holland developed a model based on the clustering of personality types in association with different working environments. **TRUE**  
Holland het 'n model ontwikkel wat gebaseer is op die groepering van persoonlikheidstipes in assosiasie met verskillende werksomgewings.
- 2.10 Chlamydia is transmitted from one person to another through sexual contact **TRUE**  
Chlamydia word oorgedra van een persoon na n ander deur middel van seksuele kontak [10]

### QUESTION 3/ VRAAG 3

Explain the following concepts in your own words /Verduidelik die volgende konsepte in jou eie woorde

3.1 **Identity diffusion:** Arise when adolescents cannot make decisions about them and their roles or when too little opportunity for experimentation is available, therefore different roles cannot be integrated. Lack ability / self-confidence to make decision when conflicting value systems arise – cause anxiety or hostility towards rules or values and may lead to feeling of incompetence or negative identity. If forced in roles which they are not happy with (by parents) it could cause identity diffusion – become rebellious as they have no control.

**Identiteitsverwarring:** Ontstaan wanneer adolessente nie besluite oor hulle en hul rolle of wanneer te min geleenthede vir eksperimentering beskikbaar is nie, dus verskillende rolle kan nie geïntegreer gemaak word nie. Gebrekkige vermoë / selfvertroue om besluite te neem wanneer botsende waardestelsels ontstaan - veroorsaak angs of vyandigheid teenoor reëls of waardes en kan lei tot gevoelens van onbekwaamheid of negatiewe identiteit. As hulle in rolle gedwing word waarmee hulle nie gelukkig is nie (deur ouers) kan dit identiteit diffusie veroorsaak – en word opstandig as hulle geen beheer het nie.

3.2 **Intelligence:** There is no single definition of intelligence. Every textbook will give a different definition. Yet beneath the immediate differences, some common themes emerge, for example all these definitions describe intelligence in terms of cognitive functions such as the ability to reason, to learn quickly, to solve problems, understand complex and abstract issues, remember and analyse. Like beauty, humour and courage, intelligence is a quality we recognise and admire, but one which is very difficult to define (Kokot 1992).

**Intelligensie:** Daar is geen enkele definisie van intelligensie. Elke handboek sal 'n ander definisie gee. Tog onder die onmiddellike verskille, 'n paar algemene temas na vore, byvoorbeeld al hierdie definisies te beskryf intelligensie in terme van kognitiewe funksies soos die vermoë om te redeneer, om vinnig te leer om probleme op te los, komplekse en abstrakte probleme te verstaan, onthou en te ontleed. Soos skoonheid, humor en moed, intelligensie is 'n kwaliteit wat ons erken en bewonder, maar een wat baie moeilik om te definieer (Kokot 1992).

3.3 **Moral development:** based on behaviour that conforms to the standard of the group – choose between right and wrong and accept responsibility for the choice. Morals are acquired through learning, not inherited. Must develop a system of values to conform to principles regulate thinking and behaviour.

**Morele ontwikkeling:** gebaseer op gedrag wat voldoen aan die standaard van die groep - kies tussen reg en verkeerd en aanvaar verantwoordelikheid vir die keuse. Waardes is verkry deur middel van aanleer, dit word nie geërf nie. Moet aan 'n stelsel van waardes voldoen om aan die beginsels te ontwikkel en reguleer denke en gedrag.

3.4 **Mental health:** Thinking and feeling positive about self and environment. Developing mental health can be done by:

- Positive thinking (create + mood, less selfish, higher self esteem, overcome illness or pain)
- Goal setting (take control of life, tend to make goal a reality if visualized)

**Geestesgesondheid:** Dink en voel positief oor die self en die omgewing. Die ontwikkeling van Geestesgesondheid kan gedoen word deur:

- Positiewe denke (skep + bui, minder selfsugtig, hoër selfbeeld, oorkom siekte of pyn)
- Doelwitstelling (neem beheer van die lewe, is geneig om te doel 'n werklikheid as gevisualiseer)

3.5 **Self-concept:** People with a positive self-concept are well placed to undertake their studies enthusiastically and successfully, and to see them through to the end. A negative self-concept induces a poor academic predisposition.

**Selfkonsep:** Mense met 'n goeie positiewe selfbeeld is geag om hul studies met entoesiasme en sukses uit te voer, en om dit tot die einde deur te sien. 'n Negatiewe self-konsep veroorsaak 'n swak akademiese ingesteldheid.

## QUESTION 4 / VRAAG 4

Discuss the theories of the following people by referring to the significant contribution their theories/views have made to the understanding of adolescent development.

Bespreek die teorieë van die volgende persone en verwys na die belangrike bydrae wat hulle teorieë/sienings gemaak het om die ontwikkeling van adolessensie te verstaan

4.1 **Vygotsky:** Vygotsky, a Russian psychologist, believed that all higher cognitive processes originate in social interaction. Vygotsky was influenced by Piaget's work, but he did not agree that true learning takes place at the stages that Piaget indicated, and he emphasised the role of the environment in children's intellectual development. Piaget believed that intelligence matures from the inside and is directed outwards, but Vygotsky believed that intelligence begins in the social environment and directs itself inward: intelligence does not begin within an individual, but rather in the relations between individuals and the world around them (Sternberg 2002). Where Piaget underestimated the role of language in development, Vygotsky stressed the value of language, not just as a tool for thought but also as a vehicle for cultural transmission (Mitchell & Ziegler 2007).

Vygotsky believed that many of the truly important 'discoveries' that children make occur when there is dialogue between a skillful tutor and a novice learner, which is referred to as collaborative or guided learning (Shaffer & Kipp 2014).

He also believed that learning only takes place in what he called, 'the zone of proximal development (ZPD): The ZPD refers to the range of tasks that are too complex to be mastered alone. It can only be grasped or accomplished with adult guidance or in collaboration with more capable peers (Vygotsky 1978).

People with a positive self-concept are well placed to undertake their studies enthusiastically and successfully, and to see them through to the end. A negative self-concept induces a poor academic predisposition.

4.2 **Kohlberg:** Moral development is linked to cognitive development and passes through a series of stages in unchanging sequence (can be partly in 2 stages at once). Age does not affect moral behaviour, but rather the cognitive, social behaviour. Only 20% - 25% of adults reach post-conventional stage. Children can reach Level 3 if they can learn how to act with

respect to moral issues form acceptable role-models and their actions will be acceptable to the community.

The way one is judged also affects thinking as we seek approval

- 4.3 **Gardner:** Howard Gardner proposed a revolutionary revision of thinking about intelligence. In his book *Frames of Mind: The Theory of Multiple Intelligences*, he defines intelligence as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner 1999). This definition locates intelligence in what people can do and the product they can create in the real world (Baum, Viens & Slatin 2005).

Gardner uses an amalgamation of both the biological and the behavioural in his efforts to support his theory of human intelligence. It is believed that each intelligence has a different developmental history and is located in different parts of the brain (Eisner 2004).

The multiple intelligences (MI) theory generated much excitement in the educational community. It formed a marked contrast to the traditional view that individuals possess only one general intelligence. Gardner does not entirely dismiss the use of psychometric tests, but the base of evidence used by Gardner does not rely on the factor analysis of various psychometric tests alone (Sternberg & Sternberg 2012).

Gardner proposes that humans' cognitive ability is pluralistic and that people possess different strong intelligences that can be developed (Gardner 1983; 1999). The multiple intelligences vary in degrees of strength, skill and limitation. This theory allows learners to learn in a way that complies with their particular strengths.

[3x5=15]

## QUESTION 5 / VRAAG 5

**"The peer group plays a key role in the socialization of the adolescent". Discuss this statement by referring to the functions of the peer group.**

The peer group plays a crucial role in the socialisation of the adolescent. The following functions of the peer group are distinguishable (Vrey 1979; Monteith et al. 1988; Thom 1990):

### ***Emancipation***

The peer group offers adolescents a bridge that enables them to gradually gain independence from the parents. In their groups, adolescents are forced to stand on their own feet and make their own decisions. They also begin to share their thoughts and feelings with the peer group more than with their parents. If they are accepted into the group, they gain the security from it that they experienced earlier in the safe environment of their family life. They therefore translocate their safe base from the parental home to the peer group.

### ***Search for an individual identity***

During the emancipation process adolescents begin to realise that they must loosen the ties with their parents and live their lives as independent children. They have to prove themselves as individuals in their own right. According to Ausubel (1977), children have derived status which is granted to them by virtue of being the parents' child, while adolescents attain primary status by their own efforts and through exerting their own abilities (Manaster 1989). The peer group offers adolescents the opportunity to develop primary status and serves as a source of feedback about

personality, appearance and behaviour. The members of the group also help adolescents to resolve conflict within and about themselves and between themselves and others. Adolescents also attain self-knowledge, self-insight and self-evaluation in the group, and in all these ways the peer group contributes to adolescents' forming of an own sense of identity.

Group identity also influences the development of a sense of individual identity. Thus a group with a high status and prestige will lend status and prestige to its individual members. Acceptance by the peer group leads to positive self-concept formation and self-acceptance. Rejection by the group will seriously prejudice the forming of self-concept and sense of identity.

### ***Social acceptability and support***

The peer group serves as a socialising agent and meets adolescents' needs for comradeship and friendship. It gives them the opportunity to practise their social skills, form close friendships and communicate with members of the opposite sex. Acceptance by the group and popularity are highly important to them at this stage, because they fear loneliness, which they interpret as a symbol of social ostracism. The peer group's acceptance and support of the adolescents' behaviour, appearance and ideas often form a stark contrast with the criticism and disapproval of parents and society.

### ***The peer group as a reference and experimentation base***

The peer group acts as a reference in the sense that it helps members to find out how well or badly they are doing in life. Within the peer group, adolescents gain the opportunity to learn new roles and to experiment with them. Members therefore have the opportunity to experiment with behaviour patterns with the peer group as a reference framework, and to amend these when the feedback is negative.

Adolescents have the opportunity to assess the values and norms with which they have grown up against those of their peers, thus confirming and strengthening their values. If the group's values do not coincide with those of the adolescents' parents, however, they may begin to judge and question – or even reject – their parents' judgement. The peer group is therefore a primary agent in the development of an outlook on life and the world at large.

### ***Competition***

In the peer group, adolescents have an opportunity to compete on an equal footing with members of their own age group for a place in society. In assessing themselves and others, adolescents find out what they are capable of in comparison with others. Healthy and moderate competition with peers is also an important preparation for adult life, which is highly competitive in all areas, especially in the occupational world.

### ***Social mobility***

The peer group in its various forms offers adolescents the opportunity to make contact with other adolescents who come from different backgrounds. Social mobility therefore concerns not only the different genders, but also relations between races and socio-economic classes. Adolescents can become better acquainted with each other in school, or through organised youth groups such as church and sports groups, and can influence each other in the same way.

### ***Recreation***

As a member of the group, adolescents can participate in sporting activities in groups. Adolescents' greater dependence on and attraction to the peer group result in their spending almost all their leisure time with them, feeling intensely hurt and isolated when they are forbidden to go out with the group.

### ***Conformity***

As a result of adolescents' need to be accepted, the motivation to conform to the group's values, customs and fads increases. Although conforming behaviour is more common in adolescence than

during any other phase, adolescents differ markedly from one another in the extent to which they conform.

The perception that conformity with the peer group is necessarily disadvantageous for adolescents is not correct. It is also not necessarily true that adolescents throw their parents' values overboard and transfer their allegiance to the peer group. In cases where the social, economic, religious and educational values of the peer group correspond with those of adolescents' own parents, conformity is beneficial to adolescents and will also be encouraged by the parents. Accordingly, adolescents tend to choose friends with the same background values as their own. Parents tend to emphasise popularity and success and encourage conformity, since popularity depends largely on group acceptance, in which case the rule of the group is supplementary to rather than in conflict with the parents' needs.

Where the relationship between parents and their adolescents is completely dysfunctional, however, the adolescents may turn to the peer group for overall acceptance. Adolescents who conform to the peer group in all things, against the wishes and values of their own parents, are more a product of parental disregard than of the attractiveness of the peer group. Bronfenbrenner (in Jensen 1985) maintains that conforming children 'turn to their age-mates less by choice than by default from the vacuum left by the withdrawal of parents and adults. The lives of such youths are filled with the undesired – and possibly undesirable – substitute of a ruling peer group.'

**"Die portuurgroep speel 'n sleutelrol in die sosialisering van die adolessent". Bespreek hierdie stelling met verwysing na die funksies van die portuurgroep [10]**

Die portuurgroep speel 'n belangrike rol in die sosialisering van die adolessent. Die volgende funksies van die portuurgroep is onderskeibaar (Vrey 1979; Monteith et al 1988; Thom 1990.):

**Bevryding:**

Die portuurgroep bied tieners 'n brug wat hulle in staat stel om geleidelik onafhanklikheid te verkry van die ouers. In hul groepe, is adolessente gedwing om op hul eie voete te staan en maak hul eie besluite te neem. Hulle begin ook om hul gedagtes en gevoelens te deel met die portuurgroep meer as met hul ouers. As hulle in die groep aanvaar word, kry hulle die sekuriteit daarvan dat hulle vroeër ervaar in die veilige omgewing van hul gesinslewe. Hulle translokeer dus hul veilige basis van die ouerhuis die portuurgroep.

**Soek vir 'n individuele identiteit:**

Gedurende die emansipasie proses tieners begin om te besef dat hulle die bande met hul ouers moet los en leef hul lewens as onafhanklike kinders. Hulle moet hulself bewys as individue in hul eie reg. Volgens Ausubel (1977), het kinders status wat aan hulle toegeken is uit hoofde van wat kind die ouers se terwyl adolessente primêre status bereik deur hul eie pogings en deur te oefen hul eie vermoëns (Manaster 1989) afgelei. Die portuurgroep bied tieners die geleentheid om primêre status te ontwikkel en dien as 'n bron van terugvoer oor persoonlikheid, voorkoms en gedrag. Die lede van die groep help ook tieners om konflik op te los binne en oor hulself en tussen hulself en ander.

Adolessente ook bereik selfkennis, selfinsig en selfevaluering in die groep, en op al hierdie gebiede die portuurgroep dra by tot adolessente se vorming van 'n eie identiteit.

Groepsidentiteit beïnvloed ook die ontwikkeling van 'n gevoel van individuele identiteit. So 'n groep met 'n hoë status en prestige sal status en prestige leen om sy individuele lede. Aanvaarding deur die portuurgroep lei tot positiewe selfbeeldvorming en selfaanvaarding. Verwerping deur die groep sal ernstig benadeel die vorming van die self-konsep en gevoel van identiteit.

**Sosiale aanvaarbaarheid en ondersteuning:**

Die portuurgroep dien as 'n sosialiseringsagent en voldoen aan behoeftes adolessente se vir kameraadskap en vriendskap. Dit gee hulle die geleentheid om hul sosiale vaardighede te oefen, te vorm hegte vriendskappe en kommunikeer met lede van die teenoorgestelde geslag. Aanvaarding deur die groep en gewildheid is hoogs belangrik vir hulle op hierdie stadium, omdat hulle eensaamheid wat hulle interpreteer as 'n simbool van sosiale verwerping te vrees nie. Aanvaarding en ondersteuning van die adolessent se gedrag, voorkoms en idees die portuurgroep se vorm dikwels 'n skrilte kontras met die kritiek en afkeuring van ouers en die gemeenskap.

**Die portuurgroep as 'n verwysing en eksperimentering basis:**

Die portuurgroep dien as 'n verwysing in die sin dat dit help lede om uit te vind hoe goed of sleg hulle doen in die lewe. Binne die portuurgroep, tieners kry die geleentheid om nuwe rolle te leer en te eksperimenteer met hulle. Lede het dus die geleentheid om te eksperimenteer met gedragspatrone met die portuurgroep as 'n verwysingsraamwerk, en om hierdie te wysig wanneer die terugvoer negatief.

Adolessente het die geleentheid om die waardes en norme waarmee hulle grootgeword het teen dié van hul eweknieë beoordeel, dus bevestig en versterk hul waardes. As die groep se waardes nie saamval met dié van die adolessente se ouers egter, kan hulle begin om te oordeel en vraag - of selfs verwerp - hul ouers se oordeel. Die portuurgroep is dus 'n primêre agent in die ontwikkeling van 'n uitkyk op die lewe en die wêreld in die algemeen.

**Kompetisie:**

In die portuurgroep, tieners het 'n geleentheid om te kompeteer op gelyke voet met lede van hul eie ouderdomsgroep vir 'n plek in die samelewing. In hulself en ander te beoordeel, tieners uit te vind wat hulle in staat is in vergelyking met ander. Gesonde en matige kompetisie met maats is ook 'n belangrike voorbereiding vir die volwasse lewe, wat is hoogs mededingend in alle gebiede, veral in die beroepswêreld.

**Sosiale mobiliteit:**

Die portuurgroep in sy verskillende vorme bied tieners die geleentheid om kontak met ander tieners wat kom uit verskillende agtergronde te maak. Sosiale mobiliteit betref dus nie net die verskillende geslagte, maar ook verhoudings tussen rasse en sosio-ekonomiese klasse. Adolessente kan nader kennis met mekaar geword in die skool, of deur middel van georganiseerde jeugroepe soos kerk en sport groepe, en kan mekaar beïnvloed op dieselfde manier.

**Ontspanning**

As 'n lid van die groep, kan tieners deel te neem aan sportaktiwiteite in groepe. Groter afhanklikheid adolessente se op en aangetrokkenheid tot die portuurgroep lei tot hul besteding byna al hul vrye tyd saam met hulle, voel intens seergemaak en geïsoleerde wanneer hulle verbied om uit te gaan met die groep.

**Ooreenstemming**

As gevolg van die behoefte adolessente se om aanvaar te word, die motivering om te voldoen aan die groep se waardes, gewoontes en giere toeneem. Hoewel voldoen gedrag is meer algemeen in adolessensie as in enige ander fase, adolessente verskil aansienlik van mekaar in die mate waarin hulle voldoen.

Die persepsie dat ooreenstemming met die portuurgroep is noodwendig nadelig vir tieners is nie

korrek nie. Dit is ook nie noodwendig waar dat tieners waardes hul ouers se gooi oorboord en hulle trou te dra tot die portuurgroep. In gevalle waar die sosiale, ekonomiese, godsdienstige en opvoedkundige waardes van die portuurgroep ooreenstem met dié van eie ouers tieners, ooreenstemming is voordelig vir tieners en sal ook aangemoedig word deur die ouers. Gevolglik adolessente geneig om vriende te kies met dieselfde agtergrond waardes as hul eie. Ouers is geneig om te beklemtoon gewildheid en sukses en aan te moedig ooreenstemming, aangesien gewildheid hang grootliks af van die groep aanvaar, in welke geval die oppergesag van die groep is aanvullend tot, eerder as in stryd met die behoeftes van die ouers.

Waar die verhouding tussen ouers en hul tieners is heeltemal abnormaal egter die tieners kan draai na die portuurgroep vir algehele aanvaarding. Adolessente wat in ooreenstemming is met die portuurgroep in alles teen die wense en waardes van hul eie ouers, is meer 'n produk van ouerlike miskenning as van die aantrekkingskrag van die portuurgroep. Bronfenbrenner (in Jensen 1985) voer aan dat voldoen beurt kinder om hul ouderdom spanmaats minder uit eie keuse as by verstek van die leemte gelaat deur die onttrekking van ouers en volwassenes. Die lewens van sodanige jeugdiges is gevul met die ongewenste - en moontlik ongewens - plaasvervanger van 'n beslissing portuurgroep.

TOTAL / TOTAAL [100]



**QUESTION 1/VRAAG 1 : MULTIPLE-CHOICE ITEMS / VRAAG 1: MEERKEUSE-ITEMS**

**1 Which of the following 18 not one of the three body structure types that can be distinguished?**

- 1 Ectomorph
- 2 Intromorph
- 3 Mesomorph
- 4 Endomorph

**Watter een van die volgende is nie een van die drie liggaamstruktuurtypes wat onderskei kan word nie?**

- 1 Ektomorf
- 2 Intromorf
- 3 Mesomorf
- 4 Endomorf

**2 Defence mechanisms**

- 1 are conscious behaviour patterns
- 2 are abnormal
- 3 deny and distort reality
- 4 help feelings of anxiety and guilt to penetrate the conscious mind

Verdedigingsmeganismes

- 1 is bewuste gedragpatrone
- 2 is abnormaal
- 3 ontken en verdraai realiteit
- 4 help dat gevoelens van angsts en skuld die bewussyn binnedring

**3 Which of the following is not a sign of drug abuse?**

- 1 Trembling hands
- 2 Poor judgement of speed
- 3 Rapidly changing moods, anxiety and panic reactions
- 4 Persistent swollen glands

**Watter een van die volgende is nie 'n teken van dwelmmisbruik nie?**

- 1 Bewende hande
- 2 Swak skatting van spoed
- 3 Vinnig verandering in buie, angstigheids- en paniekreaksies
- 4 Voortdurende geswolle kliere

**4 Which of the following IS not a characteristic of South African street children?**

- 1 *Experimentation with drugs is common*
- 2 *They look younger and smaller than their chronological age*
- 3 *Most are "hidden females"*
- 4 *They form gangs for mutual support.*

**Walter van die volgende is nie 'n kenmerk van Suid-Afrikaanse straatkinders nie?**

- 1 *Eksperimentering met dwelms is algemeen*
- 2 *Hulle lyk jonger en kleiner as hulle kronologiese ouderdom*
- 3 *Meeste is "vermomde meisies"*
- 4 *Hulle vorm bendes vir wedersydse ondersteuning.*

**5 Different ways of decision making have been identified. Which one of the following is not a recognised way of decision-making?**

- 1 *The opportunistic decider*
- 2 *The Intuitive decider*
- 3 *The fatalistic dealer*
- 4 *The systemic decider*

**Verskillende maniere van besluitneming is geïdentifiseer. Watter een is nie 'n erkende manier van besluitneming nie?**

- 1 *Dis opportunistiese besluitnemer*
- 2 *Die intuitiewe besluitnemer*
- 3 *Die fatalistiese besluitnemer*
- 4 *Die sistemiese besluitnemer*

**6 Which one of the following did not contribute to a better understanding of the cognitive development of adolescents?**

- 1 *Piaget*
- 2 *Sternberg*
- 3 *Vygotsky*
- 4 *Erikson*

**Watter een van die volgende het nie 'n bydrae gemaak tot 'n beter begrip van die kognitiewe ontwikkeling van die adolessent nie?**

- 1 *Piaget*
- 2 *Stenberg*
- 3 *Vygotsky*
- 4 *Erikson*

**7 Which one IS not one of the three considerations determining a career choice?**

- 1 Job description
- 2 The career of the parent(s)
- 3 Working conditions
- 4 Job opportunities

**Watter een is nie een van die drie oorwegings wat n loopbaankeuses bepaal nie?**

- 1 Werksbeskrywing
- 2 Dis die loopbaan van die ouer(s)
- 3 Werksomstandighede
- 4 Werkseleenthede

**8 Intrapersonal intelligence as defined by Howard Gardner is described as being**

- 1 body smart
- 2 self-smart
- 3 people smart
- 4 thinking smart

**Interpersoonlike intelligensie soos gedefinieer deur Howard Gardner word omskryf om \_\_\_\_\_ te wees**

- 1 liggaam-slim
- 2 self-slim
- 3 mens-slim
- 4 dink-slim

**10 "Locus of control" IS part of the development of adolescents**

- 1 physical
- 2 cognitive
- 3 moral
- 4 social

**"Lokus van kontrole" is deel van die .. ontwikkeling van die adolessent**

- 1 fisiese
- 2 kognitiewe
- 3 morele
- 4 sosiale

**Complete the following sentences. Choose the number which corresponds with the word(s) of your choice.**

**Voltooi die volgende sinne. Kies die nommer wat ooreenstem met die woord(e) van u keuse.**

11. \_\_\_ is a stimulant.

- 1 Nicotine
- 2 Heroin
- 3 Rohypnol
- 4 Tik

\_\_\_ is 'n stimulant

- 1 Nikotien
- 2 Heroien
- 3 Rohypnol
- 4 Tik

12. \_\_\_ is the most common sexually transmitted Infection among adolescence.

- 1 Chlamydia
- 2 Pustula
- 3 Anorexia Nervosa
- 4 Bulimia Nervosa

\_\_\_ is die algemeenste seksueeloorraagbare infeksie onder adolessente

- 1 Chlamydia
- 2 Pustula
- 3 Anorexia Nervosa
- 4 Bulimia Nervosa

13. \_\_\_ is not an early warning sign of adolescent suicide

- 1 Family disruption. with the father absent
- 2 Chronic/debilitating illness
- 3 High impulse control
- 4 Low frustration tolerance

\_\_\_ is nie 'n vroeë waarskuwingsteken van adolessente selfmoord nie

- 1 Familie-ontwrigting, met afwesige vader
- 2 Kroniese/aftakelende siekte
- 3 Hoë impulskontrole
- 4 Lae frustrasietoleransie

15. . ... is identified as one of the common traits among underachievers and dropouts.

- 1 Gender
- 2 Negativism
- 3 Heredity
- 4 Authoritative parents

\_\_\_ is geïdentifiseer as een van die algemene eienskappe van onderpresteerders en opskoppers

- 1 Geslag

- 2 Negatiwiteit
- 3 Oorerwing
- 4 Outoritêre ouers

**19 According to Piaget the characteristics of the formal-operational phase include amongst others**

- 1 goal directed activity
- 2 language development that is central
- 3 Intuitive thought
- 4 the ability to handle possibilities end hypotheses

**Die kenmerke van die formeel-operasionele fase volgens Piaget behels onder meer**

- 1 doelgerigte aktiwiteit
- 2 taalontwikkeling wat sentraal is
- 3 intuitiewe denke
- 4 dis vermoë om moontlikhede en hipoteses te hanteer

**20 Which one of the following is not recognised as a common source of conflict between adolescents and their siblings?**

- 1 Poverty
- 2 Teasing
- 3 Name-calling
- 4 Possessions

**Watter een van die volgende word nie erken as 'n algemene konflikbron tussen adolessente en hulle verwante nie?**

- 1 Armoede
- 2 Tergery
- 3 Swetsery
- 4 Besittings

(20x2=40)

#### QUESTION 2/ VRAAG 2

**Indicate if the following statements are TRUE or FALSE. Write down ONLY the number of the question and the word "True" if you agree with the statement or the word "False" if you do not agree with the statement**

**Example:**

**2.1 False**

**2.2 True**

**Dui aan of die volgende stellings WAAR of ONWAAR is. Skryf SLEGS die nommer van die vraag en die woord "Waar" as u met die stelling saamstem, of die woord "Onwaar" as u nie met die stelling saamstem nie.**

**Byvoorbeeld:**

**2.1 Onwaar**

**2.2 Waar**

- 2.1 *Research studies indicate that in most cases a belief system has a negative effect on adolescents' behaviour. **False***

*Navorsingstudies toon dat in die meeste gevalle 'n geloofsisteem 'n negatiewe effek op adolessente gedrag het*

- 2.2 *Deductive reasoning presumably emerges with thought **TRUE***

*Deduktiewe redenering ontstaan vermoedelik saam met denke*

- 2.3 *Accidents are some of the health hazards that increase during adolescence, especially among girls **False***

*Ongelukke is een van die gesondheidsgevaare wat gedurende adolessensie toeneem, veral onder dogters*

- 2.4 *Excessive anxiety is one of the main characteristics of separation anxiety **TRUE***

*Oormatige angstigheid is een van die hoofkenmerke van skeidingsangst*

- 2.5 *Catharsis is the process of releasing strong feelings **TRUE***

*Katarsis is die proses om van swaar gevoelens ontslae te raak.*

- 2.6 *The old view on intelligence recognises that intelligence follows a normal distribution **TRUE***

*Die ou siening van intelligensie erken dat intelligensie 'n normale verspreiding volg*

- 2.7 *Sternberg is known as the father of the multiple intelligences theory. **FALSE***

*Sternberg is bekend as die vader van die meervoudige intelligensie teorie*

- 2.8 *Juvenile delinquency refers to the person violating the law **TRUE***

*Jeugmisdaad verwys na die persoon wat die wet oortree*

- 2.9 *Holland developed a model based on the grouping of personality types' in association with different working environments **TRUE***

*Holland het 'n model ontwikkel wat gebaseer is op die groepering van persoonlikheidstipes in assosiasie met verskillende werksomgewings*

- 2.10 *The use of contraceptives makes girls sterile **FALSE***

*Die gebruik van voorbehoedmiddels maak dogters steriel [10]*

### QUESTION 3/ VRAAG 3

For five (5) marks each, explain the following concepts in your own words.

Vir vyf (5) punte elk, verduidelik die volgende konsepte in jou eie woorde.

- 3.1 **Accelerated growth during adolescence:** Accelerated growth is a sharp increase in weight and height and happens during pubescent period and (period before adolescence). Various changes takes place which leads to reproductive maturity. Pituitary gland plays important role and pubescence gradually gives way to puberty. Physical changes happen because glands release hormones such as sex and growth hormones which includes oestrogen and testosterone as well as hormones which forms muscle and bone.
- Growth spurt – hormonal changes result in rapid increase in body length and mass, but proportions of the body changes.
1. Starts between 9 ½ and 14 ½ (generally 10) for girls & 10 ½ and 16 (generally 12 or 13) for boys. Growth spurt lasts about 2 years and sexual maturity is reached soon after the growth spurt ends.
  2. Girls reach mature body length 2 years before boys. Girls at 17 and boys at 21
  3. Girls are heavier & stronger than boys between ages 11 – 13 but boys catch up due to a more intense growth spurt and are generally taller
  4. All skeletal and muscular proportions are affected but in different degrees which causes clumsiness and poor coordination, but this is restored after the growth spurt.
  5. Growth rate is influenced by genetic, endocrine, emotional and environmental factors but varies for each person.

**Versnelde groei gedurende adolessensie:** Versnelde groei is 'n skerp toename in gewig en lengte, en gebeur tydens die pubasie tydperk (tydperk voor adolessensie). Verskeie veranderinge vind plaas wat lei tot reprodktiewe volwassenheid. Hipofise speel n belangrike rol en puberteit ouderdom gee geleidelik `n manier om puberteit.

Fisiese veranderinge gebeur omdat kliere vrylating van hormone, soos seks en groeihormone wat estrogeen en testosteroon, asook hormone wat spiere en been vorm insluit.

Groeiversnelling - hormonale veranderinge lei tot 'n vinnige toename in liggaamslengte en massa, maar proporsies van die liggaam verander.

1. Begin tussen 9 ½ en 14 ½ (algemeen 10) vir meisies & 10 ½ en 16 (oor die algemeen 12 of 13) vir seuns. Groeiversnelling duur ongeveer 2 jaar en seksuele volwassenheid is gou bereik nadat die groeiversnelling eindig.
2. Girls bereik volwasse liggaamslengte 2 jaar voor seuns. Meisies op 17 en seuns op 21
3. Meisies is swaarder en sterker as seuns tussen die ouderdomme 11-13, maar seuns haal as gevolg van 'n meer intense groeiversnelling en is oor die algemeen langer
4. Alle skeletale en muskulêre proporsies geraak, maar in verskillende grade wat lomtheid en swak koördinasie veroorsaak, maar dit is herstel nadat die groeiversnelling.
5. Groeikoers word beïnvloed deur genetiese, endokriene, emosionele en omgewingsfaktore, maar wissel vir elke persoon.

- 3.2 **Spatial Intelligence:** *Picture smart - the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. It includes sensitivity to colour, line, shape, form, space, and the relationships that exist between these elements. Also includes the capacity to visualise, to graphically represent visual and spatial concepts and to orient oneself properly in a special matrix. They learn best visually and tend to organise their thinking spatially.*

*These learners think and learn in visual formats, such as pictures, graphs and diagrams and can easily get lost or bored in a purely verbal lesson. They may be constantly drawing in their books, and may get so caught up in designs and patterns that they miss the lesson.*

**Ruimetelike intelligensie:** *Picture smart - die vermoë om die visueel-ruimetelike wêreld akkuraat waar te neem en transformasies uit te voer op die persepsies. Dit sluit sensitiwiteit vir kleur, lyn, vorm, vorm, ruimte, en die verhoudings wat bestaan tussen hierdie elemente in. Dit sluit ook die vermoë om te visualiseer, te grafies voor te stel, visuele en ruimtelike konsepte, en om jousef behoorlik te oriënteer in 'n spesiale matriks. Hulle leer die beste visueel en is geneig om hul denke te organiseer deur ruimtelik te dink.*

*Hierdie leerders dink en leer in visuele formaat, soos prente, grafieke en diagramme en kan maklik verdwaal of verveeld word in 'n suiwer verbale les. Hulle kan voortdurend teken in hul boeke, en mag so vasgevang raak in ontwerpe en patrone dat hulle die les mis.*

- 3.3 **Temperament as part of personality development:** *Let us take a look at this interplay: Temperament sets the tone for interaction. Social adolescents react differently to people than reserved adolescents. Temperamental differences determine the kind of behaviours an adolescent may initiate. Active adolescents experience more because they are 'on the go' and doing different kinds of things. Their activities also bring them into greater contact with people and friends, and in this way increase opportunities for social interaction. Parents may react positively or negatively to an adolescent's exhibited temperament: if a parent enjoys the adolescent's frequent emotional expressions of joy, he or she is likely to reward that expression by being attentive. But if a parent disapproves of overt displays of emotion, he or she is likely to punish that expression by disapproving of the parents.*

**Geraardheid is deel van persoonlikheidsontwikkeling:** *Kom ons neem 'n blik op hierdie wisselwerking: Temperament gee die toon aan vir interaksie. Sosiale adolessente reageer verskillend op mense as voorbehoude adolessente. Temperamentele verskille bepaal die soort gedrag wat 'n adolessent kan inisieer. Aktiewe tieners ervaar meer, omdat hulle aan die gang is en verskillende dinge doen. Hul aktiwiteite bring hulle in groter kontak met ander mense en vriende. Op hierdie manier is daar 'n toename in geleenthede vir sosiale interaksie. Ouers kan positief of negatief reageer op die tentoongestelling van temperament as 'n adolescent. As 'n ouer die adolessent se gereelde emosionele uitdrukking van vreugde geniet, sal hy of sy waarskynlik daardie uitdrukking beloon. Maar as 'n ouer die openlike vertoon van emosie afkeur, sal hy of sy waarskynlik daardie uitdrukking straf deur die afkeuring van die ouers.*



3.4 **Motivation:** Motivation has been part of the psychological vocabulary for more than a century (Chamorro-Premuzic 2011). In its current use, the term 'motivation' indicates a complex concept, as can be seen from a study of the literature on this phenomenon.

Here are some of the accepted definitions of motivation:

- Motivation is the activation of a person's motivational situation by himself or herself or by another, engendering heightened activity on the part of that person as a means of realising a goal or a set of goals (Vrey 1979).
- Motivation is a process that influences the direction, persistence, and vigour of goal-directed behaviour (Passer & Smith 2001).
- Motivation is a concept used as an explanation or rationale for the way a person or an organism behaves (Mwamwenda 2004).
- Motivation is the reason why individuals behave, think and feel the way they do (Santrock 2013).

As a rule, the term 'motivation' refers to needs, goals and desires that spur or drive an individual to action. It is apparent from the definitions above that motivation has two components, namely movement, which implies action, and purpose, which determines the direction of movement. A motive is a want or need that causes us to act (Sternberg 1999), and motivation is always linked to an objective. Motivation is directed towards the satisfaction of needs and drives, and if unsatisfied, might generate a state of physiological and/or psychological arousal (Chamorro-Premuzic 2011).

**Motivering** : Motivering het deel van die sielkundige woordeskat vir meer as 'n eeu (Chamorro-Premuzic 2011). In sy huidige gebruik, die term 'motivering' dui op 'n komplekse konsep, soos gesien kan word uit 'n studie van die literatuur oor hierdie verskynsel.

Hier is 'n paar van die aanvaarde definisies van motivering:

- Motivering is die aktivering van motiverende situasie 'n persoon se deur homself of haarself of deur 'n ander, die kweek van verhoogde aktiwiteit op die deel van daardie persoon as 'n middel van die verwesenliking van 'n doel of 'n stel van doelwitte (Vrey 1979).
- Motivering is 'n proses wat die rigting, volharding, en ywer van goaldirected gedrag beïnvloed (Passer & Smith 2001).
- Motivering is 'n konsep wat gebruik word as 'n verduideliking of rasionaal vir die manier waarop 'n persoon of 'n organisme optree (Mwamwenda 2004).
- Motivering is die rede waarom individue optree, dink en voel die manier waarop hulle doen (Santrock 2013).

As 'n reël, die term 'motivering' verwys na behoeftes, doelwitte en begeertes wat Spur of ry 'n individu tot aksie. Dit blyk uit die definisies hierbo wat motivering bestaan uit twee komponente, naamlik beweging, wat optrede impliseer, en doel, wat die rigting van beweging bepaal. 'N motief is 'n gebrek of behoefte wat veroorsaak dat ons om op te tree (Sternberg 1999), en motivering is altyd gekoppel aan 'n

objektiewe. Motivering is gerig op die bevrediging van behoeftes en dryf, en indien nie tevrede is, kan 'n toestand van fisiologiese en / of sielkundige opwekking (Chamorro-Premuzic 2011) te genereer.

- 3.5 **Self-concept:** People with a positive self-concept are well placed to undertake their studies enthusiastically and successfully, and to see them through to the end. A negative self-concept induces a poor academic predisposition.

**Selfkonsep:** Mense met 'n goeie positiewe selfbeeld is geag om hul studies met entoesiasme en sukses uit tevoer, en om dit tot die einde deur te sien. 'n Negatiewe self-konsep veroorsaak 'n swak akademiese ingesteldheid

[6X5=25]

#### QUESTION 4/ VRAAG 4

- 4.1 **Piaget's theory has been criticised. Discuss five of the seven major criticisms.** Piaget's theory of cognitive development has also been criticised. Here are some of the major criticisms:

- Many developmental theorists question the division of the child's cognitive development into the four stages. They agree that children do progress through various stages, but they disagree on the consistency in children's thinking which Piaget's stage theory would imply (Sternberg 2003; Adams 1998; Shaffer & Kipp 2014; Cohen 2013).
- Cross-cultural research on cognitive development has generally revealed that children from different cultures progress through more or less the same stages, but at different rates (McCown et al. 1996). Research studies in Africa reveal that Western children develop at a faster rate than African children and that black South African children from urban homes outperform children from rural homes on a wide variety of mental operations (Page 1973; John, Dambe, Polhemus & John 1983; Mwamwenda 2004).
- Researchers also question the ages at which particular accomplishments can first be made (Sternberg 2002). Not only can younger children think in ways in which Piaget believed only adolescents could, but adolescents frequently think in ways characteristic of earlier ages (Cobb 2010).
- Piaget assumed that formal thought was necessary to understand certain types of logical relationships. In the syllogism that follows, for example, one has to use deductive reasoning to decide on the truth of the third statement: Dingaan was a man. All men are mortal. Dingaan was mortal.
- Deductive reasoning presumably emerges with thought. Yet preschool children can also solve syllogisms requiring this type of logic (Cobb 2010).
- The idea that the formal-operational phase represents the culmination of intellectual development and is central to adolescence is also criticised because not all adolescents attain this ability (Balk 1995; Sprinthall et al. 1995).

- *Research studies in the USA have shown that the majority of adolescents do not function at the formal-operational level (Papalia & Feldman 2012). Mwamwenda (2004) asserts that there is no reason to believe that adolescents in Africa are any better in this regard. Formal-operational thought is more common among adolescents who live within the technological context of Western culture than among adolescents in other cultural contexts. It is also more common among boys than among girls; and among those who have training in mathematics and science than among others without such training (Schickedanz et al. 1998).*
- *According to Piaget's theory, the formal-operational stage is the highest level of cognitive development. By this he implies that no further cognitive development takes place after this stage. However, recent theories and research findings have contradicted this (Newman & Newman 2012). Adults indeed think differently from adolescents. This higher cognitive development stage is referred to as post-formal thought or reasoning. There is a fifth stage of cognitive development, the problem-finding stage (Arlin in Rice & Dolgin 2008). This stage can only be reached if the formal-operational stage has been accomplished. This stage represents an ability to discover problems, or to raise general questions for ill-defined problems.*
- *Formal operational reasoning is not broad enough to encompass the many dimensions along which cognitive functioning matures in adolescence (Newman & Newman 2012).*
- *Piaget generally underestimated the role of language as a tool and therefore underestimated language as a driving force in development (Mitchell & Ziegler 2007).*
- *Piaget ignored the social and emotional development of the child. He paid too little attention to the ways in which children's minds develop through their social interactions with others and the role of emotions in development. Cognitive development is not just intellectual development (Cohen 2013).*
- *Piaget devoted too little attention to cultural influences. He admitted the role of culture on the rate of cognitive development. However, development lists now know that culture also influences how children think (Shaffer & Kipp 2014).*
- *Piaget's theory does not adequately consider cognitive advances, such as information-processing capacity, accumulation of knowledge and the role of metacognition. The ability to think about one's own thinking (metacognition) and to manage one's mental processes may be the most important advance of adolescent thought (Papalia & Feldman 2012).*

**Die teorie van Piaget word gekritiseer. Bespreek vyf van die sewe hoofpunte van kritiek. (5)**

Piaget se teorie van kognitiewe ontwikkeling is ook gekritiseer. Hier is 'n paar van die groot kritiek:

- Baie ontwikkelings teoretici bevraagteken die verdeling van kognitiewe ontwikkeling van die kind se toetreding tot die vier stadiums. Hulle stem saam dat kinders vorder deur verskillende stadiums, maar hulle verskil oor die konsekwentheid in denke se kinders

wat Piaget se stadium teorie sou impliseer (Sternberg 2003; Adams 1998; Shaffer & Kipp 2014; Cohen 2013).

- Kruiskulturele navorsing oor kognitiewe ontwikkeling het oor die algemeen aan die lig gebring dat kinders van verskillende kulture te vorder deur middel min of meer dieselfde stadiums nie, maar teen verskillende tempo's (McCown et al. 1996). Navorsingstudies in Afrika dui daarop dat Wes-kinders te ontwikkel teen 'n vinniger tempo as Afrikaanse kinders en dat swart Suid-Afrikaanse kinders uit stedelike huise oortref kinders van landelike huise op 'n wye verskeidenheid van geestelike bedrywighede (Page 1973; Johannes, Dambe, Polhemus & John 1983; Mwamwenda 2004).
- Navorsers bevraagteken ook die ouderdom waarop bepaalde prestasies en eerste gemaak (Sternberg 2002). Nie net kan jonger kinders dink op 'n manier waarop Piaget geglo net tieners kan, maar tieners dikwels dink op 'n manier kenmerk van vroeër ouderdomme (Cobb 2010).
- Piaget aanvaar dat formele denke nodig om sekere vorme van logiese verhoudings verstaan was. In die sillogisme wat volg, byvoorbeeld, 'n mens moet deduktiewe redenasie gebruik om te besluit oor die waarheid van die derde stelling: Dinging was 'n man. Alle mense is sterflik. Dinging was sterflik.  
Deduktiewe redenasie vermoedelik na vore met denke. Tog voorskoolse kinders kan ook sluitredes wat hierdie tipe logika (Cobb 2010) op te los.
- Die idee dat die formele operasionele fase verteenwoordig die hoogtepunt van intellektuele ontwikkeling en is sentraal tot adolessensie is ook gekritiseer omdat nie alle tieners te bereik hierdie vermoë (Balk 1995; Sprinthall et al 1995)..
- Navorsing studies in die VSA het getoon dat die meerderheid van die adolessente nie funksioneer op die formele operasionele vlak (Papalia & Feldman 2012). Mwamwenda (2004) beweer dat daar is geen rede om te glo dat adolessente in Afrika is 'n beter in hierdie verband. Formele operasionele denke is meer algemeen onder adolessente wat binne die tegnologiese konteks van die Westerse kultuur as onder adolessente in ander kulturele konteks te leef. Dit is ook meer algemeen onder seuns as by meisies; en onder diegene wat opleiding in wiskunde en wetenskap as onder andere sonder sodanige opleiding het (Schickedanz et al. 1998).
- Volgens Piaget se teorie, die formele operasionele fase is die hoogste vlak van kognitiewe ontwikkeling. Deur dit impliseer hy dat geen verdere kognitiewe ontwikkeling plaasvind nadat hierdie stadium. Tog het onlangse teorieë en navorsingsresultate hierdie (Newman & Newman 2012) weerspreek. Volwassenes inderdaad dink anders adolessente. Hierdie hoër kognitiewe ontwikkelings stadium staan bekend as post-formele denke of redenasie. Daar is 'n vyfde stadium van kognitiewe ontwikkeling, die probleem te vind stadium (Arlin in Rice & Dolgin 2008). Hierdie stadium kan slegs bereik word indien die formele operasionele fase bereik is. Hierdie stadium verteenwoordig kan woordelikhed om probleme te ontdek, of om algemene vrae vir swak gedefinieerde probleme in te samel.
- Formele operasionele denke is nie breed genoeg is om die vele dimensies waarlangs kognitiewe funksionering verval in adolessensie (Newman & Newman 2012) omvat.
- Piaget oor die algemeen onderskat die rol of language as 'n instrument en dus onderskat taal as 'n dryfkrag in ontwikkeling (Mitchell & Ziegler 2007).
- Piaget ignoreer die sosiale en emosionele ontwikkeling van die kind. Hy betaal te min aandag aan die maniere waarop mense se gedagtes kinders te ontwikkel deur middel

van hul sosiale interaksie met ander en die rol van emosies in ontwikkeling. Kognitiewe ontwikkeling is nie net intellektuele ontwikkeling (Cohen 2013).

- Piaget wy te min aandag aan kulturele invloede. Hy het erken die rol van kultuur op die tempo van kognitiewe ontwikkeling. Maar ontwikkeling lyste weet nou dat kultuur beïnvloed ook hoe kinders dink (Shaffer & Kipp 2014).
- Piaget se teorie nie genoegsaam beskou kognitiewe vordering, soos information processing kapasiteit, opeenhoping van kennis en die rol van metakognisie. Die vermoë om te dink oor 'n mens se eie denke (metakognisie), en om te bestuur 'n mens se verstandelike prosesse kan die belangrikste opmars van adolescent gedagte (Papalia & Feldman ek 2012) wees.

#### 4.2 **Discuss five of the SIX main ideas of Erik Erikson's theory on personality development.**

'psychosocial crisis' / 'psychosocial modality'	meaning and interpretation
<p><b>1. Trust v Mistrust</b></p> <p><b>'To get'</b></p> <p><b>'To give in return'</b></p> <p><b>(To receive and to give in return. Trust is reciprocal - maybe karma even..)</b></p>	<p>The infant will develop a healthy balance between trust and mistrust if fed and cared for and not over-indulged or over-protected. Abuse or neglect or cruelty will destroy trust and foster mistrust. Mistrust increases a person's resistance to risk-exposure and exploration. "Once bitten twice shy" is an apt analogy. On the other hand, if the infant is insulated from all and any feelings of surprise and normality, or unfailingly indulged, this will create a false sense of trust amounting to sensory distortion, in other words a failure to appreciate reality. Infants who grow up to trust are more able to hope and have faith that 'things will generally be okay'. This crisis stage incorporates Freud's psychosexual Oral stage, in which the infant's crucial relationships and experiences are defined by oral matters, notably feeding and relationship with mum. Erikson later shortened 'Basic Trust v Basic Mistrust' to simply Trust v Mistrust, especially in tables and headings.</p>
<p><b>2. Autonomy v Shame &amp; Doubt</b></p> <p><b>'To hold on'</b></p> <p><b>'To let go'</b></p> <p><b>(To direct behaviour outward or be retentive. Of course very Freudian...)</b></p>	<p>Autonomy means self-reliance. This is independence of thought, and a basic confidence to think and act for oneself. Shame and Doubt mean what they say, and obviously inhibit self-expression and developing one's own ideas, opinions and sense of self. Toilet and potty training is a significant part of this crisis, as in Freud's psychosexual Anal stage, where parental reactions, encouragement and patience play an important role in shaping the young child's experience and successful progression through this period. The significance of parental reaction is not limited to bottoms and pooh - it concerns all aspects of toddler exploration and discovery while small children struggle to find their feet - almost literally - as little people in their own right. The 'terrible twos' and 'toddler tantrums' are a couple of obvious analogies which represent these internal struggles and parental battles. The parental balancing act is a challenging one, especially since</p>

	<p>parents themselves are having to deal with their own particular psychosocial crisis, and of course deal with the influence of their own emotional triggers which were conditioned when they themselves passed through earlier formative crisis stages. What are the odds that whenever a parent berates a child, "That's dirty.." it will be an echo from their own past experience at this very stage?</p>
<p><b>3. Initiative v Guilt</b></p> <p><b>'To make (= going after)'</b></p> <p><b>'To "make like" (= playing)'</b></p> <p><b>(To make and complete things, and to make things together. Topursue ideas, plans)</b></p>	<p>Initiative is the capability to devise actions or projects, and a confidence and belief that it is okay to do so, even with a risk of failure or making mistakes. Guilt means what it says, and in this context is the feeling that it is wrong or inappropriate to instigate something of one's own design. Guilt results from being admonished or believing that something is wrong or likely to attract disapproval. Initiative flourishes when adventure and game-playing is encouraged, irrespective of how daft and silly it seems to the grown-up in charge. Suppressing adventure and experimentation, or preventing young children doing things for themselves because of time, mess or a bit of risk will inhibit the development of confidence to initiate, replacing it instead with an unhelpful fear of being wrong or unapproved. The fear of being admonished or accused of being stupid becomes a part of the personality. "If I don't initiate or stick my neck out I'll be safe.." (from feeling guilty and bad). Parents, carers and older siblings have a challenge to get the balance right between giving young children enough space and encouragement so as to foster a sense of purpose and confidence, but to protect against danger, and also to enable a sensible exposure to trail and error, and to the consequences of mistakes, without which an irresponsible or reckless tendency can develop.</p> <p>This crisis stage correlates with Freud's psychosexual Phallic stage, characterised by a perfectly natural interest in genitals, where babies come from, and as Freud asserted, an attachment to the opposite sex parent, and the murky mysteries of the Oedipus Complex, Penis Envy and Castration Anxiety, about which further explanation and understanding is not critical to appreciating Erikson's theory.</p> <p>What's more essential is to recognise that children of this age are not wicked or bad or naughty, they are exploring and experimenting very naturally in pursuit of learning, development and confidence. The parental/carer responsibility is therefore to provide children with sufficiently safe situations allowing trial and error, so that supervisory limiting or criticizing or reprimanding can be avoided, and freedoms for adventure and discovery - and consequential development of confidence and initiative - are maximized.</p>
<p><b>4. Industry v Inferiority</b></p> <p><b>'To make (= going after)'</b></p> <p><b>'To "make like" and complete things, and to make things together'</b></p>	<p>Industry here refers to purposeful or meaningful activity. It's the development of competence and skills, and a confidence to use a 'method', and is a crucial aspect of school years experience. Erikson described this stage as a sort of 'entrance to life'. This correlates with Freud's psychosexual Latency stage, when sexual motives and concerns are largely repressed while the young person concentrates on work and skills development. A</p>

<p><b>(To initiate projects or ideas, and to collaborate and cooperate with others to produce something.)</b></p>	<p>child who experiences the satisfaction of achievement - of anything positive - will move towards successful negotiation of this crisis stage. A child who experiences failure at school tasks and work, or worse still who is denied the opportunity to discover and develop their own capabilities and strengths and unique potential, quite naturally is prone to feeling inferior and useless. Engaging with others and using tools or technology are also important aspects of this stage. It is like a rehearsal for being productive and being valued at work in later life. Inferiority is feeling useless; unable to contribute, unable to cooperate or work in a team to create something, with the low self-esteem that accompanies such feelings.</p> <p>Erikson knew this over fifty years ago. How is it that the people in charge of children's education still fail to realise this? Develop the child from within. Help them to find and excel at what they are naturally good at, and then they will achieve the sense of purpose and industry on which everything else can then be built.</p>
<p><b>5. Identity v Role Confusion</b></p> <p><b>'To be oneself (or not to be)'</b></p> <p><b>'To share being oneself'</b></p> <p><b>(To be yourself and to share this with others. Affirmation or otherwise of how you see yourself.)</b></p>	<p>Identity means essentially how a person sees themselves in relation to their world. It's a sense of self or individuality in the context of life and what lies ahead. Role Confusion is the negative perspective - an absence of identity - meaning that the person cannot see clearly or at all who they are and how they can relate positively with their environment. This stage coincides with puberty or adolescence, and the reawakening of the sexual urge whose dormancy typically characterises the previous stage.</p> <p>Young people struggle to belong and to be accepted and affirmed, and yet also to become individuals. In itself this is a big dilemma, aside from all the other distractions and confusions experienced at this life stage.</p> <p>Erikson later replaced the term 'Role Confusion' with 'Identity Diffusion'. In essence they mean the same.</p>
<p><b>6. Intimacy v Isolation</b></p> <p><b>'To lose and find oneself in another'</b></p> <p><b>(Reciprocal love for and with another person.)</b></p>	<p>Intimacy means the process of achieving relationships with family and marital or mating partner(s). Erikson explained this stage also in terms of sexual mutuality - the giving and receiving of physical and emotional connection, support, love, comfort, trust, and all the other elements that we would typically associate with healthy adult relationships conducive to mating and child-rearing. There is a strong reciprocal feature in the intimacy experienced during this stage - giving and receiving - especially between sexual or marital partners.</p> <p>Isolation conversely means being and feeling excluded from the usual life experiences of dating and mating and mutually loving relationships. This logically is characterised by feelings of loneliness, alienation, social withdrawal or non-participation.</p> <p>Erikson also later correlated this stage with the Freudian Genitality sexual stage, which illustrates the difficulty in equating Freudian psychosexual theory precisely to Erikson's model.</p>

There is a correlation but it is not an exact fit.

**Bespreek vyf van die ses hoof idees van Erik Erikson se teorie oor persoonlikheidsontwikkeling.**

(10)

'psychososiale krisis'	Beskrywing en interpretasie
<b>1. Vertroue vs wantroue</b>	Die baba sal 'n gesonde balans ontwikkel tussen vertroue en wantroue soos hulle versorg word, beskerm en oorbeskerm word. Mishandeling of verwaardelooing of geweld sal die vertroue vernietig en wantroue aankweek. Wantroue vermeerder 'n persoon se weerstand teen risiko blootstelling en verkenning. Aan die ander hand as die baba weerhou word van alle gevoelens van verrassing en normaliteit, of met onaanvaarbare toegewings, sal dit 'n valse sin van vertroue veroorsaak met 'n sensoriese distorsie, in ander woorde, 'n mislukking om die realiteit te ervaar. Baba swat met vertroue groot word is meer in staat om hoop en vertroue te ervaar dat alles oor die algemeen reg is. Die krisis stadium inkorporeer Freud se psigiese Mondelinge fase, waarin die baba se vorming van verhoudings en ondervindinge gedefinieer word, en die verhouding met die ma versterk.
<b>2. Selfbestuur vs Skaam wees &amp; Twyfel</b>	Autonomie beteken selfbestuur. Dit is onafhanklik van denke, en 'n basiese vertroue om vir jouself te dink en handel. Skaam wees en twyfel beteken wat dit sê, en vanselfsprekend onderdruk self-uitdrukking en ontwikkel jou eie idees, sienswyses en jou seining van jouself. Toilet en potty training is 'n betekenisvolle deel van hierdie krisis, soos in Freud se psigiese seksuele Anale fase, waar ouerlike reaksies, aanmoediging en geduld spel 'n belangrike rol speel in die vorming van die kind se ervaring en suksesvolle progressie tydens hierdie fase. Die belangrikheid van ouerlike reaksie word nie beperk tot boudjies en doeke nie – die kommer dat die kleuter alle aspekte van kleuter eksplorاسie en ontdekking terwyl groter kinders sukkel om hulle voette te vind – amper letterlik - as klein mensies op hulle eie reg. Die 'terrible twos' en 'kleuter uitbarstings' is 'n paar van die ooglopende analogieë wat hierdie interne struweling ouerlike struwelinge voorstel. Die ouerlike balans aksie is 'n uitdaging, vernaamlik omdat die ouers self ook moet deel met hulle eie psigososiale krisis, asook met hul eie emosionele situasies wat gevorm is tydens hulle eie formatiewe krisis fase.



<p><b>3. Initiatief vs Skuld gevoelens</b></p>	<p>Initiatief is die vermoë om aksies en projekte te inisieer, en om die vertroue en geloof dat dit alles reg is om dit te doen, selfs al is daar `n kaans om te faal of foute te maak. Skuld gevoelens beteken wat dit sê, en in hierdie konteks is dit die gevoel dat dit verkeerd is of onvanpas om iets te inisieer wat jy wil laat gebeur. Skuld gevoel kom daarvan dat jy dink dat iets verkeerd is dat dit afkeur sal veroorsaak. Initiatief floreer wanneer avontuur en speletjies aangemoedig word, ongeag hoe dom en simple dit sal wees vir volwassenes. Verrassend, avontuur en eksperimentasie, of om te voorkom dat jong kinders dinge vir hulself doen omdat iets tydsaam, morsig of risiko, stuit dit die ontwikkeling en vertroue om iets te inisieer, word dit vervang met vrees om verkeerd te wees of om afkeur. Die vrees om vermaan te word of om beskuldig te word van dom wees word deel van hul persoonlikheid. "As ek nie my nek uitsteek if iets begin nie sale k veilig wees.." (from feeling guilty and bad). Ouers, oppassers en ouer broers en susters het `n uitdaging om die balans tussen om `n jonger kind genoeg spasie te gee en aanmoediging om betekenisvol (waardigheid) en vertroue, maar ook om teen gevare te beskerm, en om ook blootstelling te kry van sukses en foutering, en die gevolge van foute maak, waarsonder `n onverantwoordelike en roekelose tendens kan ontwikkel.</p> <p>This crisis stage correlates with Freud's psychosexual Phallic stage, characterised by a perfectly natural interest in genitals, where babies come from, and as Freud asserted, an attachment to the opposite sex parent, and the murky mysteries of the Oedipus Complex, Penis Envy and Castration Anxiety, about which further explanation and understanding is not critical to appreciating Erikson's theory.</p> <p>What's more essential is to recognise that children of this age are not wicked or bad or naughty, they are exploring and experimenting very naturally in pursuit of learning, development and confidence. The parental/carer responsibility is therefore to provide children with sufficiently safe situations allowing trial and error, so that supervisory limiting or criticizing or reprimanding can be avoided, and freedoms for adventure and discovery - and consequential development of confidence and initiative - are maximized.</p>
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[15]

**QUESTION 5/ VRAAG 5**

**5.1 Developing mental health during adolescence is important. Briefly discuss five ways that this can be achieved.**

- *By promoting good mental health practices*
- *By preventing emotional problems*
- *By identifying learners with possible emotional disturbances*
- *By promoting positive thinking*
- *By promoting positive goal-setting*

**Die ontwikkeling van geestesgesondheid gedurende adolessensie is belangrik. Bespreek kortliks vyf maniere hoe dit bereik kan word. (5)**

- *Deur die bevordering van goeie geestelike gesondheid praktyke*
- *Deur die voorkoming van emosionele probleme*
- *Deur die identifisering van leerders met moontlike emosionele versteurings*
- *Deur die bevordering van positiewe denke*
- *Deur die bevordering van positiewe doelwitstelling*

## **5.2 DISCUSS how teachers can handle adolescent aggression in the classroom**

- Never ignore inappropriate aggressions and do not get drawn into a power struggle with the aggressor.
- Be firm but gentle in your approach. Remember, the aggressor can handle the tough side of you but he/she will succumb to gentleness and it's really what he wants - the right kind of attention.
- Deal one to one with the aggressor and devise a plan for him/her to take control of their own behavior.
- Successful teachers know that when they establish a one to one relationship with the aggressor, success soon follows. Remember, the aggressor can usually tell if you genuinely like him/her, be genuine, this child merely needs attention.
- Provide opportunities for this child to act appropriately and get some badly needed attention, give him/her responsibilities and provide praise.
- Catch the aggressor behaving well and provide immediate, positive feedback. In time, you will see that the aggressive behaviors will start to diminish.
- Provide him/her with activities that bring forth leadership in a positive way, always let him/her know that you care, trust and respect him. Remind him/her that it's the inappropriate behaviors that you don't like.
- Provide as many methods as you can for this child to take ownership for his/her inappropriate behavior. Probe him/her with how the situation should have been handled and how will it be handled next time

### ***Bespreek hoe onderwysers/onderwyseresse geleenthede adolessente aggressie in die klaskamer kan hanteer*** (5)

- *Nooit onvanpas uitbarstings van aggressie ignoreer nie en moet nie ingetrek word in 'n magstryd met die aggressor nie.*
- *Wees ferm, maar vriendelik in jou benadering. Onthou, die aggressor kan die moeilike kant van jou hanteer, maar hy / sy sal swig voor vriendelikheid en dit is regtig wat hy wil hê - die regte soort aandag.*
- *Hanteer die aggressor op 'n een teen een en bedink 'n plan vir hom / haar om beheer oor hul eie gedrag te neem.*
- *Suksesvolle onderwysers weet dat wanneer hulle 'n een tot een verhouding met hy aggressor vestig, sukses binnekort sal volg. Onthou, die aggressor kan gewoonlik sien as jy regtig van hulle hou. Wees opreg, hierdie kind het net aandag nodig.*
- *Voorsien geleenthede vir hierdie kind om gepas op te tree en broodnodige aandag te kry, gee hom / haar verantwoordelikhede en gee krediet waar nodig.*
- *Wanneer die aggressor goeie gedrag tentoonstel, moet onmiddellike, positiewe terugvoer gegee word. Met verloop van tyd, sal jy sien dat die aggressiewe gedrag sal begin afneem.*

- *Voorsien hom / haar met aktiwiteite wat leierskap sal voortbring op 'n positiewe manier. Laat hom / haar altyd weet dat jy omgee, hulle vertrou en respekteer. Herinner hom / haar dat dit onvanpaste gedrag is wat jy wil nie van hulle sien.*
- *Voorsien soveel metodes as moontlik wat hierdie kind kan eienaarskap gee vir sy / haar onvanpaste gedrag. Bespreek met hom / haar hoe die situasie hanteer moes word en hoe dit volgende keer hanteer sal word.*

*[2x5=10]*

*TOTAL / TOTAAL [100]*

**QUESTION 1: MULTIPLE-CHOICE ITEMS / VRAAG 1: MEERKEUSE-ITEMS**

1. **A person who binge at times, only to purge afterwards by for example vomiting, suffers from the following eating disorder ..**

1. *chlamydia*
2. *obesity*
3. *bulimia nervosa*
4. *anorexia nervosa*

**lemand wat by tye ooreet net om daarna van die kos ontslae te raak deur byvoorbeeld te vomeer, ly aan die eetversteuning**

- 1 *chlamydia*
- 2 *obesiteit*
- 3 *bulimia nervosa*
- 4 *anorexia nervosa*

2. **Defence mechanisms ..**

- 1 *are conserons behaviour patterns*
- 2 *are abnormal*
- 3 *deny and distort reality*
- 4 *help feelings of anxiety and gUilt to penetrate the ccnscious mind*

**Verdedigingsmeganismes**

- 1 *is bewuste gedragspatrone*
- 2 *is abnormaal*
- 3 *ontken en verdraai realiteit*
- 4 *help dat gevoelens van angs en skuld die bewussyn binnedring*

3. **The street name (slang) for marijuana ...**

- 1 *1 smack*
- 2 *grass*
- 3 *schoolboy*
- 4 *flake*

**Die straatnaam (slang) vir marijuana is**

- 1 *'smack'*
- 2 *'grass'*
- 3 *"schoolboy"*
- 4 *"flake"*

(2)

4. **Which of the following IS not a symptom of anorexia nervosa?**

- 1 *Tendency to binge at times, only to purge afterwards by for example vomiting*

- 2 *Relentless pursuit of excessive thinness and the consequent excessive loss of weight*
- 3 *Social withdrawal and preoccupation with food*
- 4 *Feelings of uncertainty and dissatisfaction with body Image*

**Watter een van die volgende is nie 'n simptome van anorexia nervosa me?**

- 1 *Neiging om by tye te ooreet net om daarna van die kos ontslae te raak deur byvoorbeeld te vomer*
- 2 *Onophoudelike strewe na oordrewe slankheid en die gevolglike oormatige verlies van gewig*
- 3 *Sosiale onttrekking en besorgdheid oor voedsel*
- 4 *Gevoelens van onsekerheid en ontevredenheid met liggaamsbeeld* (2)

**5. Which one of the following is not one of the functions of the peer group?**

- 1 *Recreation*
- 2 *Peer pressure*
- 3 *Competition*
- 4 *Social acceptability*

**Watter een van die volgende is nie een van die funksies van die portuurgroep nie?**

- 1 *Rekreasie*
- 2 *Groepsdruk*
- 3 *Kompetisie*
- 4 *Sosiale aanvaarbaarheid* (2)

**6. Mesolevel sources of adolescent stress include ..**

- 1 *gender role, self-identity and biological changes*
- 2 *politics, racial stress and the legal system*
- 3 *disasters, environmental and technological stress*
- 4 *peer pressure, drug abuse and competition*

**Mesovlakbronne van adolassente stres sluit in....**

- 1 *geslagsrol, selfidentiteit en biologiese veranderinge*
- 2 *politiek, rassetspanning en die wetstelsel*
- 3 *rampe, omgewing- en tegnologiese stres*
- 4 *groepsdruk, dwelmmisbruik en kompetisie* (2)

**7. Which one is not one of the three considerations determining a career choice?**

- 1 *Job description*
- 2 *The career of the parent(s)*
- 3 *Working conditions*
- 4 *Job opportunities*

**Watter een is nie een van die drie oorwegings wat 'n loopbaankeuse bepaal nie?**

- 1 *Werksbeskrywing*

- 2 Die loopbaan van die ouer(s)
  - 3 Werksomstandighede
  - 4 Werksgeleenthede
- (2)

**8. Howard Gardner defined spatial intelligence as being ...**

- 1 number smart
- 2 self-smart
- 3 picture smart
- 4 thinking smart

**Howard Gardner omskryf ruimtelike intelligensie as om ..... te wees**

- 1 syferslim
  - 2 selfslim
  - 3 prentslim
  - 4 dinkslim
- (2)

**10. Which one of the following not an emotional symptom of depression?**

- 1 Sadness
- 2 lack of drive
- 3 inability to experience joy
- 4 Anxiety

**Watter een van die volgende is nie 'n simptome van depressie nie?**

- 1 Ongelukkigheid
  - 2 Gebrek aan dryfkrag
  - 3 Onvermoe om genot te ervaar
  - 4 Angs
- (2)

**Complete the following sentences. Choose the number which corresponds with the word(s) of your choice.**

**Voltooi die volgende sinne. Kies die nommer wat ooreenstem met die woord(e) van u keuse.**

**11. The function of the peer group do not include .....**

- 1 emancipation
- 2 competition
- 3 total disregard of parental values
- 4 social mobility

**Die funksies van die portuurgroep sluit nie..... in nie**

- 1 emansipasie
  - 2 kompetisie
  - 3 totale verontagsaming van ouerlike waardes
  - 4 sosiale mobiliteit
- (2)

**12. .... is the most common sexually transmitted infection among adolescents.**

- 1 Chlamydia
- 2 Pustuia
- 3 Anorexia nervosa
- 4 Bulimia nervosa

..... **1s die algemeenste seksueel oordraagbare infeksie onder adolessente**

- 1 Chlamydia
- 2 Pustule
- 3 Anorexia nervosa
- 4 Bulimia nervosa

(2)

**13. .... is not an early warning sign of adolescent suicide.**

- 1 Family disruption, with the father absent
- 2 Chronic/debilitating illness
- 3 High Impulse control
- 4 Low frustration tolerance

.... **is nie 'n vroeë waarskuwingsteken van adolessente selfmoord nie**

- 1 Gesinsontwring, met afwesige vader
- 2 Kroniese/aftakelende siekte
- 3 Hoe impulskontrole
- 4 Lae frustrasietoleransie

(2)

**14. The concept "secular trend" refers to ••.**

1. the onset of puberty
2. the advantages of early development for boys
3. the tendency of children to reach puberty at a younger age
4. the tendency of youth to get involved in sexual activities at a younger age

**Die begrip seksuele neiging" verwys na**

1. die aanbreek van puberteit
2. die voordele wat vroeë ontwikkeling vir seuns inhou
3. die vervoeging in die ouderdom waarop kinders puberteit bereik
4. die neiging van jongmense om al vroeër seksueel aktief te raak

(2)

**15. .... is identified as one of the common traits among underachievers and school dropouts.**

- 1 Gender
- 2 Negativism
- 3 Heredity
- 4 Authoritative parents

.... **is geidentifiseer as een van die algemene eienskappe van onderpresteerders en vroeë skoolverlaters**

- 1 Geslag



- 2 Negatiwiteit
- 3 Oorerwing
- 4 Outoritêre ouers (2)

16. **What does a conflict such as initiative vs. guilt represents In Erikson's theory?**

- 1 A developmental crisis
- 2 Cognitive dissonance
- 3 A moral crisis
- 4 A religious crisis

**Wat verteenwoordig 'n konflik soos inisiatief vs skuld in Erikson se teorie?**

- 1 n Ontwikkelingskrisis
- 2 Kognitiewe dissonansie
- 3 'n Morele krisis
- 4 'n Religieuse krisis (2)

17. **Attributing an unacceptable thought, feeling or behaviour to someone else, is called ...**

- 1 projection
- 2 suppression
- 3 rationalisation
- 4 displacement

**Om 'n onaanvaarbare gedagte, gevoel of gedrag of aan iemand anders toe te skryf, word ..... genoem**

- 1 projeksie
- 2 onderdrukking
- 3 resionaliserring
- 4 verplasing (2)

18. **Which statement does not fit? Adolescents with an internal locus of control ....**

- 1 perform better at school
- 2 feel they have control over their own lives
- 3 do not accept responsibility for their mistakes
- 4 regulate their own behaviour

**Watter stelling pas nie? Adollesete wat oor 'n interne lokus van kontrole beskik,**

- 1 presteer beter op skool
- 2 voel dat hulle beheer het oor hulle eie lewens
- 3 neem nie verantwoordelikheid vir hulle foute nie
- 4 reguleer hulle eie gedrag (2)

19. **.... divides the human life span into eight phases, with the adolescent phase as the centrepiece of his theory.**

- 1 Freud
- 2 Erikson

- 3 Mead
- 4 Havighurst

..... verdeel die menslike lewe in agt fases, met die adolessente fase as die spil waarom sy teorie draai

- 1 Freud
- 2 Erlkson
- 3 Mead
- 4 Havighurst

(2)

**20. Characteristics of self-actualising people do not Include ...**

- 1 full engagement in life
- 2 a realistic self-concept and acceptance of self
- 3 acceptance of deficiencies and limitations without impact on self-worth
- 4 lack of involvement in the wellbeing of others or problems of others

**Kenmerke van self-verwesenlikende persone sluit me in me**

- 1 volle lewensbetrokkenheid
- 2 'n realistiese selfkonsep en selfaanvaarding
- 3 aanvaarding van tekortkomings en beperkinge sonder impak op selfwaarde
- 4 onbetrokkenheid in die welstand van ander of die probleme van ander

(40)

**QUESTION 2 / VRAAG 2**

**Indicate if the following statements are TRUE or FALSE. Write down ONLY the number of the question and the word "True" If you agree with the statement or the word "False" If you do not agree with the statement.**

**Example'**

**2.1**

**2.2 True**

**Dui aan of die volgende stellings WAAR of ONWAAR is. Skryf SLEGS die nommer van die vraag en die woord "Waar" as u met die stelling saamstem, of die woord 'Onwaar' as u nie met die stelling saamstem nie.**

**Byvoorbeeld:**

**2.1 Onwaar**

**2.2 Waar**

2.1 The moral perception of the adolescent become more concrete and less abstract  
**False**

Die morele persepsie van die adolessent word meer konkreet en minder abstrak

2.2 Physical symptoms of adolescent stress include loss of memory, tight muscles and verbal aggression. **False**

*Fisiese simptome van adolessente stres sluit in geheueverlies, stywe spiere en verbale aggressie*

- 2.3 *Accidents are some of the health hazards that increases during adolescence, especially among girls. **FALSE***

*Ongelukke is een van die gesondheids gevare wat gedurende adolessensie toeneem, veral onder dogters*

- 2.4 *The three recognised anxiety disorders of childhood and adolescence are: separation anxiety disorder; over anxious disorder and obsessive compulsive disorder. **FALSE***

*Die drie erkende angsvrsteurings van kinders en adolessente is skeidingsvrsteuning, oorangstigheidsvrsteuring en obsessief-kompulsiewe vrsteuring*

- 2.5 *Catharsis is the process of releasing strong feelings **TRUE***

*Katarsis is die proses om van sterk gevoelens ontslae te raak*

- 2.6 *The old view on intelligence recognises that intelligence follows a normal distribution. **TRUE***

*Die ou siening van intelligensie erken dat intelligensie `n normale verspreiding volg*

- 2.7 *Sternberg is known as the father of the multiple intelligence theory **FALSE***

*Sternberg is bekend as die vader van die meervoudige intelligensieteorie*

- 2.8 *Juvenile delinquents are minor under the age of 21. **False***

*Jeugmisdadigers is minderjariges onder die ouderdom van 21*

- 2.9 *According to John Holland's classification of personality, someone who communicates with ease and is concerned about people falls into the investigative personality type. **FALSE***

*Volgens John Holland se persoonlikheidsklassifikasie, val iemand wat met gemak kommunikeer en besorg oor ander mense is, in die ondersoekende persoonlikheidstipe*

- 2.10 *Cocaine is a central nervous system depressant. **False***

*Kokaïen is `n sentrale senuweestelselonderdrukker*

(10)

### **QUESTION 3/VRAAG 3**

**Explain the following concepts in your own words**

**Verduidelik die volgende konsepte in jou eie woorde**

- 3.1 **Motivation:** *Motivation has been part of the psychological vocabulary for more than a century (Chamorro-Premuzic 2011). In its current use, the term 'motivation' indicates a complex concept, as can be seen from a study of the literature on this phenomenon.*

Here are some of the accepted definitions of motivation:

- *Motivation is the activation of a person's motivational situation by himself or herself or by another, engendering heightened activity on the part of that person as a means of realising a goal or a set of goals (Vrey 1979).*
- *Motivation is a process that influences the direction, persistence, and vigour of goal-directed behaviour (Passer & Smith 2001).*
- *Motivation is a concept used as an explanation or rationale for the way a person or an organism behaves (Mwamwenda 2004).*
- *Motivation is the reason why individuals behave, think and feel the way they do (Santrock 2013).*

*As a rule, the term 'motivation' refers to needs, goals and desires that spur or drive an individual to action. It is apparent from the definitions above that motivation has two components, namely movement, which implies action, and purpose, which determines the direction of movement. A motive is a want or need that causes us to act (Sternberg 1999), and motivation is always linked to an objective. Motivation is directed towards the satisfaction of needs and drives, and if unsatisfied, might generate a state of physiological and/or psychological arousal (Chamorro-Premuzic 2011).*

**Motivering** : *Motivering het deel van die sielkundige woordeskat vir meer as 'n eeu (Chamorro-Premuzic 2011). In sy huidige gebruik, die term 'motivering' dui op 'n komplekse konsep, soos gesien kan word uit 'n studie van die literatuur oor hierdie verskynsel.*

*Hier is 'n paar van die aanvaarde definisies van motivering:*

- *Motivering is die aktivering van motiverende situasie 'n persoon se deur homself of haarself of deur 'n ander, die kweek van verhoogde aktiwiteit op die deel van daardie persoon as 'n middel van die verwesenliking van 'n doel of 'n stel van doelwitte (Vrey 1979).*
- *Motivering is 'n proses wat die rigting, volharding, en ywer van goaldirected gedrag beïnvloed (Passer & Smith 2001).*
- *Motivering is 'n konsep wat gebruik word as 'n verduideliking of rasionaal vir die manier waarop 'n persoon of 'n organisme optree (Mwamwenda 2004).*
- *Motivering is die rede waarom individue optree, dink en voel die manier waarop hulle doen (Santrock 2013).*

*As 'n reël, die term 'motivering' verwys na behoeftes, doelwitte en begeertes wat Spur of ry 'n individu tot aksie. Dit blyk uit die definisies hierbo wat motivering bestaan uit twee komponente, naamlik beweging, wat optrede impliseer, en doel, wat die rigting van beweging bepaal. 'N motief is 'n gebrek of behoefte wat veroorsaak dat ons om op te tree (Sternberg 1999), en motivering is altyd gekoppel aan 'n objektiewe. Motivering is gerig op die bevrediging van behoeftes en dryf, en indien nie tevrede is, kan 'n toestand van fisiologiese en / of sielkundige opwekking (Chamorro-Premuzic 2011) te genereer.*

(5)

3.2 **Intrapersonal intelligence** : *Self-smart – self-knowledge and the ability to act adaptively on the basis of this knowledge. Includes possessing an acute self-image, awareness of inner moods, intentions, motivations, temperaments and desires. Also includes the capacity for self-discipline, self-understanding and self-esteem. They learn best through meta-cognitive practices. These learners are the least disruptive in the class situation. They are more introspective and may daydream or be lost in their own world, rather than disturb others*

**Intrapersoonlike intelligensie:** *Eie slim - selfkennis en die vermoë om adaptively optree op grond van hierdie kennis. Sluit besit van 'n akute selfbeeld, bewustheid van innerlike buie, bedoelings, motiverings, temperamente en begeertes. Dit sluit ook die vermoë om self-dissipline, self-begrip en selfbeeld. Hulle leer die beste deur middel van metakognitiewe praktyke. Hierdie leerders is die minste ontwrigting in die klassituasie. Hulle is meer introspektief en kan dagdroom of verlore gaan in hul eie wêreld, eerder as ander versteur* (5)

3.3 **Emotional maturity:** *Emotional development not only involves the adolescent's understanding of emotions but also how to restrain impulsive expression of feelings, in other words, how to control his or her emotions (emotional maturity). The control over emotions is due to an increased rationality and an ever –widening frame of reference acquiring through new learning experiences*

**Emosionele volwassenheid:** *Emosionele ontwikkeling behels nie net die adolessent se begrip van emosies nie, maar ook hoe om impulsiewe uitdrukking van gevoelens in toom te hou, met ander woorde, hoe om sy of haar emosies (emosionele volwassenheid) te beheer. Die beheer oor emosies is te danke aan 'n toename in rasionaliteit en 'n steeds -groeïende verwysingsraamwerk agv verkryging van nuwe leer ervarings* (5)

3.4 **Street children:** *is another problem that is closely linked to the marginalization of the youth and to youth crime. This problem occurs worldwide and is on the increase. Street children are defined as follows:*

- *A child under the age of 18 whose parents are unfit or incapable to adequately take care of them.*
- *Who accepts street life as a way of life*
- *Who begs and does odd jobs in an attempt to survive and even resort to theft and prostitution*

**Straatkinders:** *Is 'n ander probleem wat nou verband hou met die marginalization van die jeug en die jeug misdaad. Hierdie probleem kom wêreldwyd en is aan die toeneem. Straatkinders word soos volg gedefinieer:*

- *'n kind onder die ouderdom van 18 wie se ouers onbevoeg of nie in staat is om behoorlik te sorg vir hulle.*
- *Wie aanvaar straat lewe as 'n manier van lewe*
- *Wie bedel en doen los werkies in 'n poging om te oorleef en selfs plek te diefstal en prostitusie* (5)

### 3.5 **Body image:**

*is associated with the sense of self worth and is determined by the experience of how others see them. BI is a comparison to others. Self-esteem is tied with being attractive and the standard is very high. BI is related to self-concept*

*Physical development (acne, late development etc) is critical in forming a body image as they change the attitude toward their body based on these factors. This impacts self-concept and personality development.*

*Boys are more positive than girls. Metabolism declines by 15% during adolescents which will cause weight gain including poor nutrition and lack of exercise. Learners who feel they are attractive tend to be more successful. Negative BI could inhibit learners through concentration, motivation, shyness, social distance and inactive physical activities. (P24)*

**Liggaamsbeeld:** (5)

*Is wat verband hou met die sin van eie waarde en word bepaal deur die ervaring van hoe ander hulle sien. BI is 'n vergelyking met ander. Selfbeeld gekoppel is met wat aantreklik en die standaard is baie hoog. BI is verwant aan selfbeeld*

*Fisiese ontwikkeling (aknee, laat ontwikkeling ens) is van kritieke belang in beeld 'n liggaam vorm as hulle die houding teenoor hul liggaam op grond van hierdie faktore verander. Dit impak selfkonsep en persoonlikheidsontwikkeling.*

*Seuns is meer positief as meisies. Metabolisme afneem met 15% in adolessente wat gewigstoename insluitend swak voeding en gebrek aan oefening sal veroorsaak. Leerders wat voel hulle is aantreklik is geneig om meer suksesvol te wees. Negatiewe BI kan leerders inhibeer deur konsentrasie, motivering, bedeesd, sosiale afstand en onaktiewe fisiese aktiwiteite*

(25)

## QUESTION 4 / VRAAG 4

### 4.1 Explain "abstract thought", a characteristic of the formal-operational phase as viewed by Jean Piaget.

#### • Abstract thought

Comparison between adolescents in the concrete-operational phase and formal-operational phase:

- concrete-operational phase:
  - more dependent on direct personal experience,
  - comments on any issue will be less sophisticated
  - less advanced spatio-temporal mobility
  - less critical about themselves.
- formal-operational phase
  - capable of abstract thoughts, dealing with abstract concepts and understanding abstract relationships.
  - think and reason about concepts such as love and hate, justice and injustice
  - comprehend relationships between such concepts as mass, energy and force
  - begin to display an understanding of the rationales, intentions and behaviours of other people and start to question them,
  - question and examine social, political and religious systems

- have more advanced spatio-temporal mobility - they are capable of projecting into the past and the future, and of creating new, original situations
- more critical about themselves - they constantly measure themselves against ideal models (for example the Barbie doll image) or against the peer group
- capable of reflecting on their own ideas and try to enter imaginatively into the world of other people's ideas
- try to penetrate the conceptual world of others
- extremely sensitive about the impression they make on others and want to be part of the group
- are egocentric in that they think others are just as preoccupied with them as they are with themselves - this egocentricity differs from that displayed in the concrete-operational phase in that they persuade themselves that others share their favourite concerns. Adolescents' egocentrism manifests in the creation of an imaginary audience and a personal fable.
- imagine that other people are just as preoccupied with their appearance and behaviour as they are - they therefore react to an imaginary audience and are extremely self-conscious, and they also display a need for privacy.
- The personal fable is closely related to the imaginary audience in that adolescents believe that they are important to their audience and that they are unique and singular as individuals - they believe, for example, that nobody has ever experienced as much agony over the break-up of a love affair as they have.
- Egocentrism usually wanes towards the end of adolescence when adult roles and responsibilities are accepted. An adolescent whose thinking is still in the concrete-operational phase is not capable of abstract thought.

*Verduidelik "abstrakte denke", 'n kenmerk van die formeel-operasionele fase volgens die sienswyse van Jean Piaget* (10)

*Vergelyking tussen adolessente in die beton-operasionele fase en formele operasionele fase:*

*- Beton-operasionele fase:*

- *meer afhanklik van direkte persoonlike ervaring,*
- *kommentaar oor enige kwessie sal minder gesofistikeerd wees*
- *minder gevorderde tydruimtelike mobiliteit*
- *minder krities oor hulself.*

*- Formele operasionele fase*

- *in staat abstrakte gedagtes, die hantering van abstrakte konsepte en begrip abstrakte verhoudings.*
- *dink en redeneer oor konsepte soos liefde en haat, geregtigheid en onreg*
- *begryp verhoudings tussen begrippe soos massa, energie en krag*
- *begin om 'n begrip van die rasionaal, bedoelings en gedrag van ander mense voor te stel en te begin om dit te bevraagteken,*
- *vraag en ondersoek sosiale, politieke en godsdienstige stelsels*
- *meer gevorderde tydruimtelike mobiliteit - hulle is in staat om te projekteer in die verlede en die toekoms, en die skep van nuwe, oorspronklike situasies*
- *meer krities oor hulself - hulle voortdurend meet hulself teen ideale modelle (byvoorbeeld beeld die Barbiepop) of teen die portuurgroep*
- *in staat te dink oor hul eie idees en probeer om verbeeldingryk te tree in die wêreld van die ander se idees*
- *probeer om die konseptuele wêreld van ander te dring*

- *uiters sensitief oor die indruk wat hulle maak op ander en wil deel wees van die groep wees*
- *is egosentries in dat hulle dink ander is net so besig met hulle soos hulle is met hulself - dit egoïsme verskil van dié vertoon in die beton-operasionele fase in dat hulle hulself oortuig dat ander deel hul gunsteling bekommernisse. Egosentrisme adolessente se manifesteer in die skepping van 'n denkbeeldige gehoor en 'n persoonlike fabel.*
- *dink dat ander mense is net so besig met hul voorkoms en gedrag aangesien hulle - hulle dus te reageer op 'n denkbeeldige gehoor en is uiters selfbewus, en hulle het ook 'n behoefte aan privaatheid vertoon.*
- *Die persoonlike fabel is nou verwant aan die denkbeeldige gehoor in daardie tieners glo dat dit belangrik is om hulle gehoor en dat hulle unieke en besondere as individue - hulle glo byvoorbeeld dat niemand nog ooit beleef het soveel pyn oor die deurbraak uit 'n liefdesverhouding as wat hulle het.*
- *Egosentrisme kwyn gewoonlik teen die einde van adolessensie wanneer volwasse rolle en verantwoordelikhede aanvaar. 'N adolessent se denke is steeds in die beton-operasionele fase is nie in staat om abstrakte denke.*

#### **4.2 Discuss Phase 5, identity in opposition to identity diffusion, of Erik Erikson's theory. (P78)**

*In this phase, adolescents wonder how other people perceive them, how this corresponds to their self-image and how the roles and acquired skills fit in with their plans for the future. They experience a sense of identity when they achieve integration between earlier identifications, abilities, plans for the future and the opportunities offered by society.*

*Social institutions, such as schools, initiation schools and churches, support adolescents in the search for identity. They gain identities that are not permanent because they are still being influenced by their life, and their identities will be changed by experiences and aspirations. Identity diffusion may arise in the absence of sufficient opportunities to experiment with social roles to gain self-knowledge.*

#### **Bespreek Fase 5, identiteit in stryd met identiteitsdiffusie (identiteitsverwarring), van Erik Erikson se teorie**

(5)

*In hierdie fase, adolessente wonder hoe ander mense hulle sien, hoe dit ooreenstem met hul selfbeeld en hoe die rolle en vaardighede inpas by hul planne vir die toekoms. Hulle ervaar 'n gevoel van identiteit wanneer hulle integrasie tussen vroeër identifikasies, vermoëns, planne vir die toekoms en die geleenthede wat aangebied word deur die gemeenskap te bereik.*

*Sosiale instellings, soos skole, inisiasie skole en kerke, ondersteun tieners in die soeke na identiteit. Hulle kry identiteite wat nie permanente is omdat hulle nog steeds beïnvloed deur hul lewe, en hul identiteit sal verander word deur ervarings en aspirasies. Identiteit diffusie mag ontstaan in die afwesigheid van voldoende geleenthede om te eksperimenteer met sosiale rolle om selfkennis te verkry.*

(15)



### QUESTION 5/VRAAG 5

**DISCUSS the role of the school as a socialising agent in the moral development of the adolescent. (P130)**

*As early as 1933, John Dewey recognised the role of the school in teaching morals to children, by referring to a 'hidden curriculum' (Santrock 2013). This curriculum is conveyed by the moral atmosphere that is part of every school. As a socialising agent, the school has an important role to play in the moral development of adolescents. The school represents the larger outside world to the child. If the school does not teach value, the child is more likely to reject the lessons learned at home (Allport 1961). The adolescent will also be thrown into peer values more completely, with their emphasis on the hedonism of teenage parties or the destructiveness of gangs. Further, the adolescent will also be more at the mercy of the sensate values peddled by movies, TV and the internet.*

*All schools have rules. If learning is to take place, learners cannot interrupt one another or the teacher. Therefore, learners must respect and cooperate with each other and when differences do arise, they must learn to compromise. The way the teacher communicates the rules has an impact on the child's moral development.*

**Bespreek die rol van die skool as 'n sosialiseringsagent in die morele ontwikkeling van die adolessent** (10)

*So vroeg as 1933, erken John Dewey die rol van die skool in die onderrig moraal van kinders, deur te verwys na 'n "verborge kurrikulum" (Santrock 2013). Hierdie kurrikulum word oorgedra deur die morele atmosfeer wat deel is van elke skool. As 'n sosialiseringsagent, het die skool 'n belangrike rol om te speel in die morele ontwikkeling van adolessente. Die skool stel die groter buitewêreld aan die kind bekend. As die skool nie waardes aan die kind leer nie, sal die kind meer geneig wees om die lesse wat geleer is by die huis (Allport 1961) te verwerp. Die adolessent sal ook heeltemal in hul eweknie (peers) se waardes gegooi word, met hul klem op hedonisme van tiener partye of die vernietigende invloed van bendes. Verder sal die adolessent ook meer aan die genade van die sensie waardes wat deur films, TV en die internet vertoonbeeld word.*

*Alle skole het reëls. As onderig gaan plaasvind, kan leerders nie mekaar of die onderwyser onderbreek nie. Daarom moet leerders mekaar respekteer en saamwerk met mekaar wanneer verskille ontstaan, en moet hulle leer om tot 'n kompromie te kom. Die manier waarop die onderwyser die reëls kommunikeer het 'n impak op die morele ontwikkeling van die kind.*

TOTAL/ TOTAAL: [100]

May/Jun 2015

**QUESTION 1: MULTIPLE-CHOICE ITEMS/**

**VRAAG 1: MEERKEUSE-ITEMS**

1. **The belief of an adolescent girl that nothing bad can happen to her, for example getting pregnant refers to**

- 1 *Imaginary audience*
- 2 *personal fable*
- 3 *Imaginary world*
- 4 *Invincible fable*

**Die mening van 'n adolosente dogter dat niks met haar kan gebeur nie, byvoorbeeld dat sy kan swanger raak, verwys na**

- 1 *denkbeeldige gehoor*
- 2 *persoonlike versinsel*
- 3 *denkbeeldige wêreld*
- 4 *onoorwinbare versinsel*

3. **According to the theory of Piaget there should always be ....between accommodation and assimilation.**

- 1 *an equilibrium*
- 2 *a schema*
- 3 *a disequilibrium*
- 4 *an interaction*

**Volgens Piaget se teorie moet daar altyd ..... tussen akkommodasie en assimilasie wees**

- 1 *'n balans*
- 2 *'n skema*
- 3 *'n wanbalans*
- 4 *'n interaksie*

5. **The personality trait that is associated with curiosity, flexibility, artistic sensitivity and unconventional attitudes is ....**

- 1 *Introversion*
- 2 *openness to experience*
- 3 *conscientiousness*
- 4 *neuroticism*

**Die persoonlikheidseienskap wat met nuuskiengheid, buigsaamheid, kunssinnige sensitiliteit en onkonvensionele houdings in verband gebring word, is .....**

- 1 *introversle*
- 2 *oopheid vir ervaring*

- 3 konsensieusheid
- 4 neurotisme

**6. Loss of appetite, lack of energy, sleep difficulties and weight loss are ... symptoms of depression**

- 1 somatic
- 2 cognitive
- 3 motivational
- 4 emotional

**`n Gebrek aan eetlus, gebrek aan energie, slaapprobleme en gewigsverlies is ... simptome van depressie**

- 1 somatiese
- 2 kognitiewe
- 3 motivering
- 4 emosionele

**8. According to the theory of ....., people are classified into SIX personality types, each of which is associated with a particular working environment**

- 1 Johan
- 2 Galloti
- 3 Holland
- 4 Jacobs

**Volgens ..... se teorie word mense in ses persoonlikheidstiepes geklassifiseer, waarvan elkeen met `n bepaalde werkomgewing in verband gebring word.**

- 1 Johan
- 2 Galloti
- 3 Holland
- 4 Jacobs

**9. The South African Children's Act allows adolescents over the age of ..... years to access health services, such as HIV testing and termination of pregnancy without parental consent.**

- 1 ten (10)
- 2 twelve (12)
- 3 fourteen (14)
- 4 sixteen (16)

**Die Suid-Afrikaanse Kinderwet gee adolessente ouer as ..... jaar toegang tot gesondheidsdienste, soos MIV-toetsing en die beëindiging van `n swangerskap sonder die toestemming van hul ouers**

- 1 tien (10)
- 2 twaalf (12)
- 3 veertien (14)
- 4 sestien (16)

**10. Nomophobia is a fear of being without**

- 1 the Internet
- 2 a mobile phone
- 3 a computer
- 4 a TV

**Nomofobia is `n vrees om sonder .... te wees,**

- 1 Internet
- 2 `n selfoon
- 3 `n rekenaar
- 4 `n TV

**12. The most Important aspects for mental health are positive thinking and**

- 1 physical fitness
- 2 cognitive reasoning
- 3 achieving goals
- 4 achieving emotional maturity

**Die belangrikste aspekte van geestesgesondheid is positiewe denke en**

- 1 liggaamlike fiksheid
- 2 kognitiewe redenasie
- 3 dis bereiking van doelwitte
- 4 die bereiking van emosionele volwassenheid

**14. Vygotsky believed that learning only takes place in what he called the ....**

- 1 mediated learning experience
- 2 zone of proximal development (ZPD)
- 3 existential Intelligence
- 4 formal-operational phase

**Vygotsky glo dat leer slegs plaasvind in wat hy noem ....**

- 1 bemiddelde leerervaring
- 2 zone of proximal development (ZPD)
- 3 eksistensiële intelligensie
- 4 formeel-operatonele fase

**16. An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity**

- 1 diffusion
- 2 moratorium
- 3 achievement
- 4 foreclosure

**`n Adollesent wat 'n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op die volgende identiteitstatus, naamlik identiteits-**

- 1 diffusie

- 2 moratorium
- 3 prestesle
- 4 slw/mg

17. **A useful career assessment tool that is widely used by psychologists, teachers, parents, students and learners is**

- 1 the Senior South African Individual Scale
- 2 the Johan Window
- 3 Cattell's 16PF
- 4 the Self-Directed Search

**’n Nuttige loopbaanassessmentinstrument wat baie deur sielkundiges, onderwysers, ouers, studente en leerders gebruik word, is die**

- 1 Senior Suid-Afrikaanse Individuele Skaal
- 2 Johan Venster
- 3 Cattel se 16PF
- 4 Selfrigtende Onderzoek

19. **If a parent has a demanding and stressful Job, it may affect the way the parent interacts with their children at home, and this may have a negative effect on the child. This is an example of Bronfenbrenner's system**

- 1 meso
- 2 micro
- 3 chrono
- 4 exo

**Indien ’n ouer ’n veeleisende en stresvolle werk het, kan dit die manier beïnvloed waarop die ouer sy of haar kinders by die huis hanteer en dit kan ’n negatiewe uitwerking op die kind hê. Dit is ’n voorbeeld van Bronfenbrenner se stelsel**

- 1 meso
- 2 mikro
- 3 chrono
- 4 ekso

20. **Which one of the following is the clearest example of Piaget's concept of assimilation?**

- 1 Learners who are computer literate, easily learn to navigate new websites and programmes
- 2 Not all furry four legged animals are dogs, some are cats
- 3 Learning that a green light means "go" and a red light means "stop"
- 4 Learning to paint with a new type of brush

**Watter een van die volgende is die duidelikste voorbeeld van Piaget se konsep van assimilasië?**

- 1 Leerders wat rekenaar geletterd is, leer maklik om op nuwe webtuistes en programme rond te snuffel

- 2 Nie alle wollerige, vierpotige diere is honde nie, party is katte  
 3 Om te leer dat `n groen lig "ry" beteken en dat `n rooi lig "stop" beteken  
 4 Leer verf met 'n nuwe soort kwas [20X20:40]

## QUESTION 2/VRAAG 2

Indicate if the following statements are **TRUE** or **FALSE**

**Dui aan of die volgende stellings WAAR of ONWAAR is.**

- 2.1 Constructivism means that the learner and the teacher together construct the knowledge **TRUE**  
 Konstruktivisme beteken dat die leerder en die onderwyser saam die kennis opbou
- 2.2 Peer groups always consist of members of the same sex and culture **FALSE**  
 Portuurgroepe bestaan altyd uit lede van dieselfde geslag en kultuur
- 2.3 Children move suddenly from one cognitive stage to the next **FALSE**  
 Kinders beweeg skielik van die een kognitiewe fase na die volgende
- 2.4 The crux of Ericson's cognitive approach is that children learn from stimuli in the environment. **TRUE**  
 Die kern van Erikson se kognitiewe benadering is dat kinders uit stlmuli in die omgewing leer
- 2.5 Self-esteem is a general concept while self-concept is specific to a given situation **TRUE**  
 Eiewaarde is 'n algemene begrip, terwyl selfkonsep situasie-spesifiek is
- 2.6 Scaffolding forms part of Sternberg's theory **FALSE**  
 Steiering (scaffolding) vorm deel van Sternberg se teorie
- 2.7 A characteristic of generation Y is that they believe they can accomplish almost everything on their own **TRUE**  
 `n Kenmerk van generasie Y is dat hulle glo dat hulle byna enigiets op hulle eie kan berelk
- 2.8 Body image is a conception of and attitude towards one's physical appearance **TRUE**  
 Liggaamsbeeld is 'n begrip van en houding ten opsigte van 'n mens se fisieke voorkoms
- 2.9 The secular trend refers to tendency of learners in industrialised nations to grow taller and heavier than their parents and grandparents were as children **FALSE**  
 Die sekulêre neiging ("secular trend") verwys na die geneigdheid van leerders van geïndustrialiseerde nasies om groter en langer te word as hul ouers toe hulle kinders was

- 2.10 Adolescents who are in the concrete operational phase of cognitive development cannot understand the laws of conservation **FALSE**

Adolescente in die konkrete operasionele fase van kognitiewe ontwikkeling kan nie die wette van bewaring verstaan nie [10]

### QUESTION 3/ VRAAG 3

Explain the following concepts in your own words

Omskryf die volgende bagrippe in u eie woorde

#### 3.1 Cognitive neuroscience

Cognitive neuroscience is an interdisciplinary study of human cognition that looks at the psychological, computational and biological mechanisms that have an impact on human thought, or cognition. Advanced brain imaging systems are used to gain a deeper knowledge of the division of labour within the brain. The view of neuroscience is that actions, thought and experiences alter the brain, rather than genes strictly dictating brain development (Bergin & Bergin 2014; Papalia & Feldman 2012).

Brain-based-education (neuroscience) has been a popular movement, and some claim that neuroscience is revolutionising education. Neuroscience specifies the following five basic concepts about brain development (Papalia & Feldman 2012):

- The brain develops throughout the life span.
- The interactive influence of genes and experience shape the developing brain.
- The brain's capacity for change decreases with age.
- Cognitive, emotional and social capacities are inextricably intertwined throughout the life course.
- Toxic stress damages developing brain architecture, which can lead to lifelong problems in learning, behaviour, and physical and mental health.

#### Kognitiewe neurowetenskap

Kognitiewe neurowetenskap is 'n interdisciplinêre studie van menslike kognisie wat kyk na die sielkundige, computational en biologiese meganismes wat 'n impak op die menslike denke, of kognisie het. Gevorderde breinbeelding stelsels word gebruik om 'n dieper kennis van die afdeling Arbeid kry binne die brein. Die uitsig van neurowetenskap is dat aksies, denke en ervarings verander die brein, eerder as gene streng dikteer breinontwikkeling (Bergin & Bergin 2014; Papalia & Feldman 2012).

Breingebaseerde-onderwys (neuro) wat 'n gewilde beweging is, en 'n paar beweer dat neurowetenskap is 'n rewolusionêre onderwys. Neurowetenskap spesifiseer die volgende vyf basiese konsepte oor breinontwikkeling (Papalia & Feldman 2012):

- Die brein ontwikkel dwarsdeur die lewensduur.

- *Die interaktiewe invloed van gene en ervaring vorm die ontwikkeling van die brein.*
- *Die brein se kapasiteit vir 'n verandering neem af met ouderdom.*
- *Kognitiewe, emosionele en sosiale vermoëns is onlosmaaklik verweef regdeur die lewe.*
- *Toksiese stres beskadig die ontwikkelende brein argitektuur, wat kan lei tot lewenslange probleme in leer, gedrag, en fisiese en geestelike gesondheid.*

3.2 **Obesity:** *refers to an excess body weight and more an abnormally elevated body fat percentage. Get a person become overweight and eventually obese so that your health will suffer. The main cause of obesity is unbalanced eating habits and physical inactivity.*

*Where we teach students and plays an important role in teaching them a healthy body houses a healthy mind*

**Vetsug:** *verwys na 'n oormatige liggaamsmassa en meer 'n abnormaal verhoogde presentasie liggaamsvet . Raak 'n mens oorgewig raak en uiteindelik so vetsugtig word dat jou gesondheid daaronder ly. Die hooforsaak van vetsug is ongebalanseerde eetgewoontes, en fisiese onaktief.*

*Waar ons die leerders leer en 'n belangrike rol speel om vir hulle te leer van 'n gesonde liggaam huisves 'n gesonde gees*

3.3 **"Big Five" higher-order personality traits:** *The entirety of someone's character. Features and characteristics of someone or something capacity. This is the cognitive, social, emotional, and self-concept development is formed.*

*Self-concept refers to a person's view and evaluation with regard to him or herself. Emotional development ability to express various feelings.*

*Social development is important this is where the child gain later than adolescent experiences and life lessons.*

*Cognitive skills, personality and interpersonal relationships are developed.*

**"Groot Vyf" hoër orde persoonlikheidseienskappe:** *Die geheel van iemand se karakter. Kenmerke of eienskappe van iemand of iets, hoedanigheid. Dit is die kognitiewe, sosiale, emosionele, en selfkonsep ontwikkeling gevorm word.*

*Selfkonsep verwys na 'n persoon se siening en evaluasie met betrekking tot hom of haarself.*

*Emosionele ontwikkeling vermoë om verskeie gevoelens uit te druk .*



Sosiale ontwikkeling is belangrik dis waar die kind later as adolessent ervaring en lewenslesse opdoen.

Kognitiewe vaardighede, persoonlikheid en interpersoonlike verhoudings ontwikkel word.

- 3.4 **Multiple intelligences:** Howard Gardner defines multiple intelligence as a biopsycological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.

**Meervoudige intelligensies:** Howard Gardner definieer veelvuldige intelligensie as 'n biopsigologiese potensiaal om inligting wat in 'n kulturele instelling kan geaktiveer word om probleme op te los of produkte te skep wat van waarde is in 'n kultuur te verwerk.

- 3.5 **Locus of control:** refers to the extent to which people feel that they have control over the events that influence their lives. When you are dealing with a challenge in your life, do you feel that you have control over the outcome? Or do you believe that you are simply at the hands of outside forces?

If you believe that you have control over what happens, then you have what psychologists refer to as an **internal locus of control**.

If you believe that you have no control over what happens and that external variables are to blame, then you have what is known as an **external locus of control**.

**Lokus van kontrole:** verwys na die mate waarin mense voel dat hulle beheer oor die gebeure wat hul lewens beïnvloed het. Wanneer jy te doen het met 'n uitdaging in jou lewe, voel jy dat jy beheer oor die uitkoms hê? Of glo jy dat jy net in die hande van buite magte?

As jy dink dat jy beheer oor wat gebeur het, dan moet jy dit wat sielkundiges verwys na as 'n interne lokus van kontrole.

As jy dink dat jy het geen beheer oor wat gebeur het en dat eksterne veranderlikes te blameer is, dan moet jy wat bekend staan as 'n eksterne lokus van kontrole. [25]

#### QUESTION 4/VRAAG 4

**Explain the effect of Piaget's Formal Operational thought on other domains of adolescent development**

- (A) Abstract ideas in the formal operational stage.

Abstract thinking is a comparison in adolescence related to the formal operational stage which consists of the hypothetical deductive reasoning and propositional thinking (Gous, E, 2015: 47). The majority of young adolescents think concretely and have no insight into long-term consequences of their actions. The adolescents are more dependent on their own personal experience and can not be heard or touched to think about things that are not seen. Examples include things like faith, trust, belief and spirituality. (Gous, E, 2015: 48) The adolescent's appearance is tremendous important as is their exposure to social circles. Adolescent is awful egocentrism and

*terrible itself be centered and just be focused on their own needs and their own problems.*

*(B) Formal operational egocentrism.*

*Adolescent's ability to think abstractly combined with the physical changes they undergo, meaning that they start thinking about themselves. Young teens see themselves as full-time on the stage. They are convinced that they are the focus of everyone's attention, and always the center of discussion. The result is that they are the focus of everyone's attention. The result is that they self-conscious and effort to avoid embarrassment. Example - mama can not go to school or walk to greet the public and the mother looked appearance. The imagination heard help us to understand why our adolescent so much time in the bathroom to study every detail of their appearance. Girls are especially likely to begin to make greater use of skincare products and find what the really work. It tells us to be super sensitive to criticism, especially when it come down to a person after they looked up and traumatic for the groups or social circles in which they move and are very unique. An example is my daughter asked to belong to a group whatts up and she barely out and a great gossip and discussion among themselves and unhappy she was the subject. Immediately it is the center of our home's discussion for the day. It's the end of the world how they can do it and her feelings, etc., etc.. They believe in certain respects certain things eg. if they use one time drugs and social alcohol use can not be habit forming, they can say no. Pregnancy when the girls sleep around and be naive and think it can not happen to them.*

*(C) Propositional thinking.*

*Piaget's see the relationship between reality and possibilities as the primary characteristics of the formal operational stage. It is not included in the other characteristics of the phase (Inhelder & Piaget 1958). Means formal -operasionele thinkers evaluate the logic of verbal statements without referring to actual circumstances, for example if you were to ask the following for a concrete - operational child (d.w.s a primary school child): What would happen if men have babies? You may probably be confused or even irritated expressions and statements as to expect the following: they can not - women have babies! What planet are you from that you do not know. The reality is the basis of concrete operational thinking. Formal operational thinkers on the other side understand that the reality is not the only possibility is. They can visualize alternative realities and the consequences examined. Make use of alternative methods of problem solving. Adolescent take longer to make decisions. Also take part in longer conversations and more confident in the choices they make.*

*In contrast to the concrete -operasionele adolescent can see and share with imaginary and future problems. Use different ratings of humor.*

*Education, experience and personality are important factors that play a role in reaching the stage of cognitive thinking. an Adolescent which does the same opportunities had or exposure to language and in previous phases may have a backlog that will be difficult to overcome (Gouws, E., 2015: 49).*

*(D) Hypothetical reasoning -deduktiewe*

*This term refers to a problem-solving strategy in which adolescent begins with a general theory of all possible factors that could influence the outcome of a problem.*

*Reasoning done deductively (from the general to the specific) and definite conclusion can be made so. The reasoning is important to the philosophy of mathematics and scientific research.*

(E) *Inter-proportional election logic*

*It remains to be seen a characteristic of formal operational thinking and refers to the ability to test and test inconsistencies for logical consistency and detect inconsistencies between different statements. For example people who abuse alcohol liver and kidneys hold it and hand, then the only option is an organ transplant if time so will the person insured dies of kidney subsidence.*

(F) *Introspection*

*Increasing introspection can lead to self-criticism, self-evaluation and efforts to enhance their appearance, for example as part of their own identification and self-knowledge. Gouws E (2015: 51).*

*The adolescent they compare themselves constantly with models or someone in their circle of friends. This can lead to personal frustration and a sense of isolation. The adolescent tone nukkerigheid which can range from depression to discontent to happiness. (Thom 1990)*

**Verduidelik die invloed wat Piaget se Formeel operasionele denke het op die ander domeine van die adolessent se ontwikkeling** (10)

(a) *Abstrakte gedagtes in die formele- operasionele fase.*

*Abstrakte denke is 'n vergelyking in adolessensie wat betrekking het op die formele operasionele fase wat bestaan uit die hipotetiese deduktiewe redenering en Propositionele denke (Gous, E 2015: 47). Die meerderheid van die jong adolessente dink konkreet en het geen insig in langtermyn konsekwensies van hulle dade nie. Die adolessente is meer afhanklik van hulle eie persoonlike ondervinding en om oor dinge te dink wat nie gesien, gehoor of aangeraak kan word nie. Voorbeelde sluit in dinge soos geloof, vertroue, oortuigings en geestelike onderwerpe. (Gous, E 2015: 48) Die adolessent se voorkoms is geweldige belangrik en so ook hulle blootstelling aan sosiale kringe. Adolessent is vreeslike egosentrisme en kan vreeslike self gesentreerd wees en net ingestel wees op hulle eie behoeftes en eie probleme.*

(b) *Formele operasionele egosentrisme.*

*Adolessente se vermoë om abstrak te dink gekombineer met die fisiese veranderinge wat hulle ondergaan, beteken dat hulle begin dink oor hulself. Jong tieners sien hulself as voltyds op die verhoog. Hulle is oortuig dat hulle die fokus van almal se aandag is en altyd die middel punt van bespreking is. Die resultaat is dat hulle die fokus van almal se aandag is. Die resultaat is dat hulle selfbewus en baie moeite doen om 'n verleentheid te vermy. Voorbeeld - mamma mag nie meer saam skool toe loop nie of groet in die openbaar nie en hoe ma se voorkoms lyk. Die verbeeldingsgehoor help om ons te verstaan waarom adolessent*

soveel tyd in die badkamer om elke detail aan hulle voorkoms te bestudeer. Meisie is veral geneig om meer gebruik te begin maak van velprodukte en na iets te soek wat regtige werk . Dit sê vir ons ook dat hulle super sensitief is vir kritiek veral as dit van 'n persoon afkom na wat hulle opkyk en kan traumaties vir die groepe of sosiale kringe waarin hulle beweeg en baie uniek is . 'n voorbeeld is my dogter is gevra om aan 'n groep te behoort op whatsapp en sy skaars daarop en 'n groot geskinder en bespreking onder mekaar en ongelukkige was sy die onderwerp . Onmiddellik is dit die middelpunt van ons huis se bespreking vir die dag . Dis die einde van die aarde hoe kan hulle dit doen en haar gevoel ensovoorts, ens. Hulle glo in sekere opsigte sekere dinge soos bv. as hulle 1 keer dwelms gebruik en sosiaal alkohol gebruik dit kan nie gewoonte vorming word nie , hulle kan nie sê . Swangerskap wanneer die meisies rondslaap en naïef wees en dink dit kan nie met hulle gebeur nie .

(c) *Proposisionele denke .*

Piaget's sien die verhouding tussen realiteit en moontlikhede as die primêre karaktereienskappe van die formele operasionele fase . Dit is nie ingesluit by die ander karaktereienskappe van die fase nie (Inhelder & Piaget 1958) . Beteken dat formele –operasionele denkers die logika van verbale stellings kan evalueer sonder om na werklike omstandighede te verwys , byvoorbeeld indien jy vir 'n konkreet –operasionele kind (d.w.s 'n laerskoolkind ) die volgende sou vra : "Wat sal gebeur as mans babas kry ? "kan jy waarskynlik verwarde of selfs geïrriteerd uitdrukkings en opmerkings soos die volgende te wagte wees : hulle kan nie – vroue kry babatjies ! Van watter planeet af kom jy dat jy dit nie weet nie . Die werklikheid is die basis van konkreet-operasionele denke . Formeel-operasionele denkers aan die anderkant verstaan dat die werklikheid nie die enigste moontlikheid is nie . Hulle kan alternatiewe werklikhede visualiseer en die gevolge ondersoek . Maak ook gebruik van alternatiewe probleem oplossing metodes . Adolessent neem ook langer om besluite te neem . Neem ook deel aan langer gesprekke en het meer met selfvertroue in die keuses wat hulle maak .

In kontras met die konkrete –operasionele adolescent kan nie aanskou en deel met denkbeeldige en toekomstige probleme . Maak gebruik van verskillende graderings van humor .

Opvoeding , ervarings en persoonlikheid is belangrike faktore wat 'n rol speel om die fase te bereik in kognitiewe denke . 'n Adolessent wat nie dieselfde geleenthede gehad het nie of blootstelling met taal en in die vorige fases nie , kan 'n agterstand hê , wat moeilike sal wees om te oorkom (Gouws, E. 2015 : 49) .

(d) *Hipotetiese –deduktiewe redenering*

Hierdie term verwys na 'n probleem oplossingstrategie waarin adolescent begin met 'n algemene teorie van alle moontlike faktore wat die uitkoms van 'n probleem kan beïnvloed .

Redenering geskied deduktief ( vanaf die alg na die spesifieke) en definitiewe gevolgtrekking kan sodoende gemaak word. Die redenering wat belangrik is aan die filosofie vir wiskunde en wetenskaplike navorsing .

(e) *Inter- proposionele logika*

*Dit is nog 'n eienskap van formeel-operasionele denke en verwys na die vermoë om vir logiese konsekwentheid te toets en inkonsekwentheid te toets en inkonsekwentheid tussen verskillende stellings raak te sien . Byvoorbeeld mense wat alkohol misbruik se lewer en niere hou dit nie en kan ingee , dan al opsie is 'n orgaan oorplanting indien betyds so nie sal die persoon verseker sterf aan nier versakking .*

(f) *Introspeksie*

*Toenemende introspeksie kan lei tot eie-kritiek , self-evaluasie en pogings om byvoorbeeld voorkoms te verbeter as deel van eie identifisering en selfkennis . Gouws E (2015: 51).*

*Die adolessent vergelyk hulle self konstant met modelle of iemand in hulle vriendekring. Dit kan lei tot persoonlike frustrasie en 'n gevoel van insolasie. Die adolessent toon nukkerigheid wat kan varieer van depressie tot onvergenoegdheid tot gelukkigheid . (Thom 1990)*

### **QUESTION 5/VRAAG 5**

#### **Name and discuss the functions of the peer group during adolescent development (P125)**

*Peer groups can help adolescents to attain autonomy with respect to a moral perspective or system of their own by the following means (Rice 1984; Thorn 1990; Berk 2010):*

- *Adolescents are increasingly treated as the equals of adults, and they develop the self-confidence to decide with their peer group which rules to implement, and which ones to amend and how.*
- *During interaction with the peer group, adolescents become aware of the interchangeability of roles and the cooperation between individuals.*
- *Through increasing interaction with the peer group, adolescents come to realise that individuals behave differently because they maintain different sets of values, which means that other people's values are now considered.*
- *When adolescents meet, they have discussions that last for hours, and these discussions often result in clarity about existing values or changes in values.*
- *Interaction between peers who present different viewpoints promotes moral understanding.*
- *Adolescents who form close friendships and have regular conversations with their friends seems to be more advanced in moral reasoning than other adolescents.*

#### **Noem en bespreek die funksies van die portuurgroep gedurende adolessente ontwikkeling [15]**

*Portuurgroepe kan adolessente help om outonomie te bereik met betrekking tot 'n morele perspektief of stelsel van hul eie deur die volgende wyses (Rice 1984; Thorn 1990; Berk 2010):*

- *Adolescente word toenemend beskou as die gelykes van volwassenes, en hulle ontwikkel met die selfvertroue om te besluit saam met hul portuurgroep watter reëls om te implementeer, en wat om te wysig en hoe.*
- *Tydens interaksie met die portuurgroep, raak adolessente bewus van die uitwisselbaarheid van rolle en die samewerking tussen individue.*
- *Deur die verhoging van interaksies met die portuurgroep, kan adolessente tot die besef kom dat individue anders optree omdat hulle verskillende stelle waardes in stand te hou, wat beteken dat waardes nou oorweeg word deur ander mense.*
- *Wanneer adolessente mekaar ontmoet, raak hulle betrokke in gesprekke wat ure lank duur, en hierdie gesprekke lei dikwels tot duidelikheid oor bestaande waardes of veranderinge in waardes.*
- *Interaksie tussen eweknieë wat verskillende standpunte kan bied bevorder morele begrip.*
- *Adolescente wat hegte vriendskappe vorm en gereelde gesprekke met hul vriende het, blyk meer gevorderd in morele redenasie as ander tieners te wees.*

*TOTAL (100]*

Oct/Nov 2015

**QUESTION 1** MULTIPLE CHOICE ITEMS /

**VRAAG 1** MEERKEUSE-ITEMS

**QUESTION 1**

1. **The following two criteria must be present to describe an adolescent as resilient, namely significant adversity and**

- 1 negative adjustment
- 2 positive adjustment
- 3 negative support
- 4 positive support

**Die volgende twee kriterias moet teenwoordig wees om 'n adolessent as lewenskragtig (resilient) te beskryf, naamlik opvallende teespoed en**

- 1 negatiewe aanpassing
- 2 positiewe aanpassing
- 3 negatiewe steun
- 4 positiewe sleun

2. **A learner who repeatedly scores low marks in tests, and attribute this to the teacher who is seen as being against them, is using the following defence mechanism**

- 1 denial
- 2 suppression
- 3 projection
- 4 regression

**'n Leerder wat herhaaldelik swak punte in toetse kry, en die blaam op die onderwyser plaas en sê die onderwyser is teen hulle, gebruik die volgende verdedigingsmeganisme**

- 1 ontkenning
- 2 onderdrukking
- 3 projeksie
- 4 agteruitgang

4. **Which statement is TRUE with regard to the peer group?**

- 1 The values of the peer group always differ from those of the parents
- 2 The peer group offers the adolescent an opportunity to compete with others on an equal footing
- 3 Peer groups always consist of members of the same sex and culture
- 4 Conformity to the peer group's identity is essential and individual identity is rejected

**Watter stelling is WAAR met betrekking tot die portuurgroep?**

- 1 Die waardes van die portuurgroep verskil altyd van die waardes van die ouers
- 2 Die portuurgroep bied die adolessent 'n geleentheid om met ander op 'n gelyke voet mee te ding
- 3 Portuurgroepe bestaan altyd uit mense van dieselfde geslag en kultuur
- 4 Om by die portuurgroep se identiteit aan te pas is noodsaaklik en individuele identiteit word verwerp

**5. Parents who encourage communication with their adolescent children are**

- 1 permissive
- 2 authoritarian
- 3 authoritative
- 4 over-involved

**Ouers wat kommunikasie met hulle adolessente kinders aanmoedig is**

- 1 permissief
- 2 outontêr
- 3 gebiedend
- 4 oorbetrokke

**6. Constructivism means that the**

- 1 learner constructs knowledge for themselves
- 2 teacher constructs the knowledge for the learner
- 3 learner and the teacher together construct the knowledge
- 4 learner constructs knowledge With the help of other learners

**Konstruktivisme beteken dat die**

- 1 leerder self kennis opbou
- 2 onderwyser die kennis vir die leerder opbou
- 3 leerder en die onderwyser saam die kennis opbou
- 4 leerder kennis met behulp van ander leerders opbou

**7. There are three steps in the memory processing process namely, working/short-term memory, long-term memory and**

- 1 sensory register
- 2 central executive
- 3 memory register
- 4 memory executive

**Daar is drie stappe in die proses van geheueverwerking naamlik, werkende/korttermyngeheue, langtermyngeheue en**

- 1 gevoelsreglster
- 2 sentrale uitvoering
- 3 geheuregister
- 4 geheue-uitvoering

**8. A stimulant that is used to treat children and adolescents who have attention-deficit and hyperactivity disorder is called**



- 1 Codeine
- 2 Rohypnol
- 3 Ritalin
- 4 Mandrax

**Watter stimulant word gebruik om kinders en adolessente met aandaggebreksindroom en hiperaktiwiteit te behandel, word genoem**

- 1 Kodelen
- 2 Rohypnol
- 3 Ritalin
- 4 Mandrax

**9. Which one is not one of the three body structure types that can be distinguished?**

- 1 Ectomorph
- 2 Endomorph
- 3 Mesomorph
- 4 Intromorph

**Watter een is nie een van die drie liggaamstrukture wat onderskei kan word nie?**

- 1 Ektomorf
- 2 Endomorf
- 3 Mesomorf
- 4 Intromorf

**10. The microsystem of Bronfenbrenner's ecological model for understanding social influences includes**

- 1 the school, mass media and workplaces
- 2 family, the school and peers
- 3 the neighbours, school and family
- 4 peers, family and extended family

**Die mikrostelsel van Bronfenbrenner se ekologiese model om sosiale invloede te verstaan, sluit in**

- 1 die Skool, massamedie en werkplekke
- 2 termie, die skool en die portuurgroep
- 3 die bure, skool en familie
- 4 die portuurgroep, familie en uitgebreide familie

**11. Sternberg proposes that intelligence comprises three aspects. Which of the following is not one of the aspects?**

- 1 Practical intelligence
- 2 Creative intelligence
- 3 Existential intelligence
- 4 Analytical intelligence

**Sternberg stel voor dat intelligensie uit drie aspekte bestaan. Watter van die volgende is nie een van die aspekte nie?**

- 1 Praktiese intelligensie
- 2 Kreatiewe intelligensie
- 3 Eksistensiële intelligensie
- 4 Anelillose intelligensie

**12. The whole process of adolescent sexual functioning and reproductive maturity takes about ..... years**

- 1 three
- 2 four
- 3 five
- 4 SIX

**Die hele proses van seksuele funksionering en voortplantingsvolwassenheid by adolessente neem ongeveer ..... jaar.**

- 1 one
- 2 vier
- 3 vyf
- 4 ses

**13. A new drug that seems to be causing serious concern in South African townships, is a deadly drug named**

- 1 Tik
- 2 Kwape
- 3 Nyope
- 4 Popeyes

**'n Nuwe dwelm wat ernstige kommer wek in townships in Suid-Afrika, is 'n dodelike dwelm genaamd**

- 1 Tik
- 2 Kwape
- 3 Nyope
- 4 Popeyes

**14. Scaffolding forms part of**

- 1 Erickson's theory
- 2 Vygotsky's theory
- 3 Piaget's theory
- 4 Sternberg's theory

**Steiering (scaffolding) vorm deel van**

- 1 Erickson se teorie
- 2 Vygotsky se teorie
- 3 Piaget se teorie
- 4 Sternberg se teorie

**15. Using excuses to justify what may be considered unacceptable behaviour is called**

- 1 projection
- 2 suppression
- 3 denial
- 4 rationalization

**Die gebruik van verskonings om te regverdig wat as onaanvaarbare gedrag beskou word, word genoem**

- 1 projeksie
- 2 onderdrukking
- 3 ontkenning
- 4 rasionalisasie

**16. When you remember the sequence of the colours green, blue, red, orange and yellow by the acronym GBROY you make use of the memory strategy**

- 1 rehearsal
- 2 organisation
- 3 elaboration
- 4 mental routine

**Wanneer jy die volgende van die kleure groen, blou, rooi, oranje en geel met die akroniem GBROG onthou, maak jy gebruik van ..... as geheuestrategie**

- 1 herhaling
- 2 organisasie
- 3 uitwerking
- 4 roetinevoorstelling

**17. Most of the empirical research into moral reasoning is based on ..... theory**

- 1 Kohlberg's
- 2 Erikson's
- 3 Gilligan's
- 4 Hurlock's

**Die meesle van die empiriese navorsing oor morele redenasie is gegrond op ..... se teorie**

- 1 Kohlberg
- 2 Erikson
- 3 Gilligan
- 4 Hurlock

**18. An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity**

- 1 diffusion
- 2 moratorium

- 3 *achievement*
- 4 *foreclosure*

**`n Adollesent wat n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op dle volgende identiteitstatus, naamlik identiteits-**

- 1 *diffusie*
- 2 *moratorium*
- 3 *prestasie*
- 4 *sluiting*

**19. Adolescents who are in the concrete operational phase of cognitive development cannot**

- 1 *understand laws of conservation*
- 2 *make use of memory, thought and imitation*
- 3 *use direct personal experience for thinking*
- 4 *handle possibilities and hypotheses*

**Adollesente in die konkrete operasionele fase van kognitiewe ontwikkeling kan nie**

- 1 *die wette van bewaring verstaan nie*
- 2 *gebruik maak van geheue, gedagte en nabootsing nie*
- 3 *direkte persoonlike ervaring vir denke gebruik nie*
- 4 *moontlikhede en hipoteses hanteer nie*

**20. The most important aspects for mental health are positive thinking and**

- 1 *physical fitness*
- 2 *cognitive reasoning*
- 3 *achieving goals*
- 4 *achieving emotional maturity*

**Die belangrikste aspekte van geestesgesondheid is positiewe denke en**

- 1 *liggaamlike fiksheid*
- 2 *kognitiewe redenasie*
- 3 *die bereiking van doelwitte*
- 4 *die bereiking van emosionele volwassenheid*

[2X 20=40]

## QUESTION 2 IVRAAG 2

**Indicate if the following statements are TRUE or FALSE, for example**

**2.1 TRUE**

**2.2 TRUE**

**Dui aan of die volgende stellings WAAR of ONWAAR IS, byvoorbeeld**

## 2.1 WAAR

## 2.2 WAAR

2.1 *Nutritional unbalance is a common health hazard amongst adolescents* **TRUE**

*Wanvoeding is 'n algemene gesondheidsrisiko by adolessente*

2.2 *Gender role identity only starts developing during adolescence* **FALSE**

*Geslagsrol identiteit ontwikkel eers gedurende adolessensie*

2.3 *Children move suddenly from one cognitive stage to the next* **FALSE**

*Kinders beweeg skielik van die een kognitiewe fase na die volgende*

2.4 *Howard Gardner is known as the father of the Multiple intelligences theory* **TRUE**

*Howard Gardnar is die vader van die Meervoudige intelligensie teorie*

2.5 *Self-esteem is a general concept while self-concept is specific to a given situation.* **TRUE**

*Selfwaarde is 'n algemene begrip, terwyl selfkonsep situasie-spesifiek is*

2.6 *A useful career assessment is a tool that is widely used by psychologists, teachers, parents, students and learners is Cattell's 16PF* **FALSE**

*'n Nullge loopbaanassesseringsinstrument wat deur sielkundiges, onderwysers, ouers, studente en leerders gebruik word, is Cattell se 16PF*

2.7 *A characteristic of generation Y is that they believe they can accomplish almost everything on their own* **TRUE**

*'n Kenmerk van generasie Y is dat hulle glo dat hulle byna enigiets op hulle eie kan bereik*

2.8 *Body image is a conception of and attitude towards one's physical appearance* **TRUE**

*Liggaamsbeeld is 'n begrip van en houding ten opsigte van 'n mens se fisieke voorkoms*

2.9 *According to the theory of Bloom, people are classified into SIX personality types, each of which is associated with a particular working environment* **FALSE**

*Volgens Bloom se teorie, word mense in ses persoonlikheidstipes geklassifiseer, waarvan elkeen met 'n bepaalde werk omgewing in verband gebring word*

2.10 *Adolescents who are in the formal operational phase of cognitive development cannot understand the laws of conservation* **FALSE**

*Adolessente in die formeel operasionele fase van kognitiewe ontwikkeling kan nie die wette van bewaring verstaan nie*

### QUESTION 3/VRAAG 3

**Explain the following concepts in your own words**

**Omskryf die volgende begrippe in u eie woorde**

- 3.1 **Eating disorders:** *is a disorder that can start as early as beginning of adolescents. Nutrition plays an important part in children's physical development. Some children experience problems such as malnutrition and obesity, or eating disorders, such as anorexia nervosa and bulimia nervosa. There are both intrinsic and extrinsic factors that cause such challenging disorders, and these are generally complex and multiple in nature. (P155)*

**Eetversteurings:** *is 'n siekte wat so vroeg as die begin van adolessie kan begin. Voeding speel 'n belangrike rol in kinders se fisiese ontwikkeling. Sommige kinders ervaar probleme soos wanvoeding en vetsug, of eetversteurings soos anoreksia nervosa en bulimia nervosa. Daar is intrinsieke en ekstrasieke faktore wat sulke uitdagende versteurings veroorsaak, en dit is oor die algemeen komplekse en veelvuldig in die natuur. (P155)* (5)

- 3.2 **Meta-cognition:**

*Higher order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning. Metacognition plays an important role in all learning and life experiences.*

Beyond academic learning, when students gain awareness of their own mental states, they begin to answer important questions:

- How do I live a happy life?
- How do I become a respected human being?
- How do I feel good about myself?

**Metakognisie:** (5)

*Hoërorde denke wat begrip, analise, en beheer van 'n mens se kognitiewe prosesse in staat stel, veral wanneer besig met leer. Metakognisie speel 'n belangrike rol in allerhande geskifte en lewenservaring.*

*Anderkant akademiese leer, wanneer studente bewus raak van hul eie geestelike toestand, begin hulle om belangrike vrae te beantwoord:*

- Hoe kan ek 'n gelukkige lewe leef?
- Hoe word ek 'n gerespekteerde mens?
- Hoe kan ek goed voel oor myself?

- 3.3 **Resilience:** *The idea behind resilience is that challenges to be addressed through the use of protective factors to minimize the effects of risk factors (Masten & Gewirtz, 2006: 1; Wagnild & Young, 2006: 1). The latter authors point out that they have the ability to approach negative and unpleasant situation effectively and handled according to Cave Mountain (1995: 7) is resilience a basic human capacity, innate in all children.*

**Veerkrachtigheid:** *Die idee agter veerkrachtigheid is egter dat uitdagings aangepak moet word deur die benutting van beskermingsfaktore om sodoende die gevolge van die risikofaktore te verminder (Masten & Gewirtz, 2006:1 ; Wagnild & Young, 2006:1).*

*Die genoemde outeurs wys daarop dat hulle die vermoë het om negatiewe en onaangename situasie, effektiewe en onaangename situasie effektief te benader en te hanteer volgens Cave Mountain (1995:7) is veerkragtigheid 'n basiese menslike kapasiteit, ingebore by alle kinders. (5)*

### **3.4 Mediated learning:** (P55, 57-58)

1. *How the child arrives at a solution is indicative of the child's mental potential. Vygotsky used the term 'mediation: instead of 'teaching: when the child solves a problem in the following circumstances:*

- *using clues from the mediator*
- *using guiding (leading) questions from the mediator*
- *after the mediator has shown how it should be solved*
- *after the mediator has started it*
- *in collaboration with other children.*

*The adult acts as 'mediator' between the child's actual development and the child's potential development. The mediated process may vary from culture to culture, and different forms of guided participation are likely to be used, depending on the requirements a culture places on adults and children (Shaffer & Kipp 2014).*

2. *Mediated Learning Experience forms the core of Feuerstein's approach, and the teacher intervenes between the learner and reality and acts as a human mediator, interpreter and facilitator of the learning experience (Wiechers 1993). The teaching style therefore changes from one of transmission of information to one of mediating learning experiences, thus promoting a climate of involvement and mutual respect during the learning event.*

*The process of accompaniment influences the cognitive structure and provides sufficient linking ideas to which new knowledge can be attached. Knowledge gained in this way expands and refines the existing cognitive structure (Ausubel 1968).*

*Feuerstein's theory is endorsed by the research of Bloom, Madaus and Hastings (1981), who found that children's cognitive development is influenced by the environment in which they grow up. The importance of high-quality attention and accompanied learning experience may not be disregarded, since these enable children to develop their ability to orientate themselves effectively and efficiently in new situation (Greenberg 1990). In itself, an environment that produces a rich variety of stimuli holds no guarantee of elevated cognitive functioning, since accompaniment is required.*

*Feuerstein (1979; 1980) observes that besides the need for a stimulating physical environment, the teacher must be present to draw learners' attention to certain matters and help learners to interpret what they observe, so that a satisfactory cognitive progress may be assured for the learners.*

The following are some of the requirements for adequate mediation of cognitive skills (Naude, Clark, Van der Waals & Uys 1987):

- *Mediation is an intentional activity: The teacher intervenes between the learner and the world and enriches the learner's experiences, for instance, by focusing his or her attention on something specific and asking questions. The learner is guided to examine aspects of reality.*
- *Mediation usually implies bridging or a transfer of knowledge to other situations:  
Transfer occurs from the specific situation to which the learner has been exposed to a different situation. Teachers can encourage and promote bridging by pointing out connections between situations or events.*

**Bemiddelde leer:** (5)

1. *Hoe die kind kom by 'n oplossing is 'n aanduiding van die geestelike potensiaal van die kind. Vygotsky gebruik die term "mediasie: in plaas van 'onderrig: wanneer die kind 'n probleem oplos in die volgende omstandighede:*

- *met behulp van leidrade uit die bemiddelaar*
- *die gebruik van begeleiding (leiding) vrae uit die bemiddelaar*
- *na die bemiddelaar het gewys hoe dit opgelos moet word*
- *na die bemiddelaar het dit begin*
- *in samewerking met ander kinders.*

*Die volwasse tree op as 'n bemiddelaar 'tussen werklike ontwikkeling van die kind se en potensiële ontwikkeling van die kind. Die bemiddel proses kan wissel van kultuur tot kultuur, en verskillende vorme van begeleide deelname is geneig om te gebruik, afhange van die vereistes van 'n kultuur plekke op volwassenes en kinders (Shaffer & Kipp 2014).*

2. *Bemiddel Leerervaring vorm die kern van Feuerstein se benadering en die onderwyser ingryp tussen die leerder en die werklikheid en tree op as 'n menslike bemiddelaar, vertolker en fasiliteerder van die leerervaring (Wiechers 1993). Die onderrigstyl verander dus van een oftransmission van inligting om een van die bemiddeling van leerervarings, dus 'n klimaat van betrokkenheid en wedersydse respek te bevorder tydens die leerproses gebeurtenis.*

*Die proses van begeleiding beïnvloed die kognitiewe struktuur en bied voldoende koppel idees waaraan nuwe kennis kan aangeheg word. Kennis wat op hierdie wyse groei en verfyn die bestaande kognitiewe struktuur (Ausubel1968).*

*Feuerstein se teorie onderskryf deur die navorsing van Bloom, Madaus en Hastings (1981), wat bevind dat kinders se kognitiewe devel pment word beïnvloed deur die omgewing waarin hulle grootword. Die belangrikheid van 'n hoë-gehalte aandag en vergesel leerervaring kan nie buite rekening gelaat word, aangesien hierdie kinders in staat te stel om hul vermoë om hulself doeltreffend en effektief te oriënteer in 'n nuwe situasie (Greenberg 1990) ontwikkel. Op sigself is 'n omgewing te skep wat 'n ryke verskeidenheid van stimuli produseer hou geen waarborg van verhoogde kognitiewe funksionering, aangesien begeleiding word vereis.*



*Feuerstein (1979; 1980) merk op dat afgesien van die behoefte aan 'n stimulerende fisiese omgewing, moet die onderwyser teenwoordig wees om leerders se aandag te vestig op sekere sake en help leerders om te interpreteer wat hulle waarneem, sodat daar 'n bevredigende kognitiewe vordering kan verseker wees vir die leerders.*

*Die volgende is 'n paar van die vereistes vir voldoende bemiddeling van kognitiewe vaardighede (Naude, Clark, Van der Waals & Uys 1987):*

- *Bemiddeling is 'n opsetlike aktiwiteit: Die onderwyser ingryp tussen die leerder en die wêreld en verryk ervarings die leerder se byvoorbeeld deur te fokus sy of haar aandag op iets spesifiek en vrae te vra. Die leerder word gelei om aspekte van die werklikheid te ondersoek.*
- *Bemiddeling impliseer gewoonlik oorbrugging of 'n oordrag van kennis met ander situasies:*

*Oordrag plaasvind vanaf die spesifieke situasie waarin die leerder is blootgestel aan 'n ander situasie. Onderwysers kan aanmoedig en oorbrugging te bevorder deur daarop te wys verbindings tussen situasies of gebeure*

**3.5 Adolescent depression:** Depression can be defined as a serious psychological disorder marked by sadness, helplessness and hopelessness (Rice & Dolgin 2008). In the past several decades there have been enormous changes in the recognition of depression as a problem of adolescence. Perspectives have changed from an initial view that depression could not occur in children and adolescents to an acknowledgement of depression as a major mental health concern among children and adolescents. Furthermore, it is now widely recognised that depression during adolescence has a tendency to occur with other disorders such as internalising problems (e.g. anxiety) and externalising problems (e.g. aggression) (Compas, Connor & Hinden 1998). A recent study pointed out that depression increases in children of school-going age (Jensen 2000a) and that depression is quite common during adolescence (Rice & Dolgin 2008). Depression may make adolescents vulnerable to other problems: they may experience scholastic problems, interpersonal and social problems, and they may contemplate and attempt suicide. These adolescents are in need of our help; we must try to understand what adolescent depression is, what may cause it and what we can do to help and support them.

**Adolesente depressie:** *Depressie kan gedefinieer word as 'n ernstige sielkundige afwyking wat gekenmerk word deur hartseer, hulpeloosheid en hopeloosheid (Rice & Dolgin 2008).*

*In die afgelope paar dekades het daar enorme veranderinge in die erkenning van depressie as 'n probleem van adolessensie is. Perspektiewe verander van 'n aanvanklike siening dat depressie nie kon voorkom in kinders en tieners om 'n erkenning van depressie as 'n belangrike geestelike gesondheid kommer onder kinders en tieners. Verder is dit nou algemeen erken dat depressie tydens adolessensie het 'n neiging om plaas te vind met ander versteurings soos internalisering probleme (bv angs) en eksternalisering probleme (bv aggressie) (Compas, Connor & Hinden 1998). 'N Onlangse studie het daarop gewys dat*

*depressie stygings in kinders van skoolgaande ouderdom (Jensen 2000a) en dat depressie is redelik algemeen tydens adolessensie (Rice & Dolgin 2008).*

*Depressie kan tieners kwesbaar vir ander probleme te maak; hulle mag skolastiese probleme, interpersoonlike en sosiale probleme ondervind, en hulle mag dink en probeer selfmoord. Hierdie tieners in die behoefte van ons hulp; Ons moet probeer om te verstaan wat adolessente depressie is, wat kan dit veroorsaak en wat ons kan doen om te help en te ondersteun.*

(5)

[25]

#### QUESTION 4/VRAAG 4

**Discuss the personality development of the adolescent by referring to the "Big Five" higher-order personality traits**

The "Big Five" personality traits:

1. *To experience openness: It's appreciation for art, emotion, adventure, curiosity, and so on. A high level of openness indicates unpredictability and it leads to a man more adventurous can reveal his to adapt to situations.*
2. *Diligence: This is when people tend to be organized and reliable and also demonstrate self-discipline. A person who is conscientious, rather head for performance and prefer to plan rather than to act spontaneously.*
3. *Extroversion: Positive emotions, assertiveness and energy, the tendency to seek stimulation in the company of others.*
4. *Compliance: It is the tendency to be compassionate and koöorporatief, rather than being suspicious and antagonistic towards others.*
5. *Neuroticism: It is the tendency to unpleasant emotions, such as anger, anxiety, depression, and so easy to experience. Neuroticism also refers to the degree of emotional stability and impulse control.*

**Bespreek die persoonlikheidsontwikkeling van die adolessent deur te verwys na die "Groot Vyf" hoër orde persoonlikheidseienskappe**

Die "Groot Vyf" persoonlikheidseienskappe is:

1. *Om openheid te ervaar: Dit is waardering vir kuns, emosies, avontuur, nuuskierigheid, ensovoorts. 'n Hoë vlak van openheid dui op onvoorspelbaarheid en dit lei weer dat 'n mens meer sy avontuurlustige kan openbaar om te kan aanpas by situasies.*
2. *Pligsgetrouheid: Dit is wanneer mense geneig is om georganiseerd en betroubaar te wees en ook selfdissipline te openbaar. Iemand wat pligsgetrou is, mik eerder vir prestasie en verkies om te beplan eerder as om spontaan op te tree.*
3. *Ekstroversie: Positiewe emosies, selfgelding en energie, is die neiging om stimulasie te soek in die geselskap van ander.*
4. *Inskiklikheid: Dit is die neiging om deernisvol en koöorporatief te wees, eerder as om verdag en antagonisties teenoor ander te wees.*

5. *Neurotisme: Dit is die neiging om onaangename emosies, soos woede, angs, depressie, ensovoorts maklik te ervaar. Neurotisme verwys ook na die mate van emosionele stabiliteit en impuls beheer.* [10]

#### QUESTION 5/VRAAG 5

##### 5.1 **Explain by using practical examples how a teacher can assist the learner in developing a positive self-concept**

*Educators can enhance self esteem:*

- *Value and accept attempts and accomplishments*
- *Clear standards of evaluation*
- *Model appropriate methods of self criticism and self reward*
- *Compete with own prior achievement rather than others*
- *Opportunities for all learners to experience success*

**Verduidelik aan die hand van praktiese voorbeelde hoe die onderwyser die leerder kan help om 'n positiewe selfbeeld te ontwikkel** (10)

*Opvoeders kan selfbeeld verbeter deur:*

- *Waardes en aanvaar pogings en prestasies*
- *Duidelike standarde van evaluering*
- *Model toepaslike metodes van self kritiek en self beloning*
- *Kompeteer met eie vorige prestasie eerder as ander*
- *Geleenthede vir alle leerders om sukses te ervaar*

##### 5.3 **Teachers are frequently confronted by adolescent aggression. How will you handle aggression in the classroom?**

*An area that was severely neglected in the past in terms of discipline structures in the school environment is that of communication and discussion between learners and educators. The accepted style was very autocratic, with the educator making and enforcing both the rules and the punishments. No discussion was allowed, and certainly no debate or objections were entertained. Recently, the approach has changed in line with the acceptance that learners have real human rights in the school context. One of these rights is that of being treated with respect, and this implies the right to voice opinions and have them acknowledged.*

*Debates and discussions with educators on discipline and punishment empower learners; give them insight into their behaviour, and a sense of responsibility for their actions. The educator can identify the problem behaviour and discuss it with the learners. The educator then invites the learners to suggest a solution to the problem. If they are unable to do so, the educator can offer one or even more solutions. The learners are then asked to accept the chosen solution and commit themselves to*

*adhering to the agreed behaviour. The educator can, for example, approach learners by saying: "I can't start the class until the room is quieter. We waste several minutes at the beginning of each lesson. Have you any suggestions of how we might solve this problem?" (Henson 2004: 382). Once learners' suggestions have been heard and a specific one decided on, learners must undertake to keep to the solution. Discipline and mutual respect should prevail in the classroom. When conflicts arise, resolve them constructively without making anyone feel angry, humiliated or dissatisfied. Be prepared to admit that YOU can also make mistakes and to apologise to learners if you have been wrong or unfair in any way. Discuss any conflict between learners openly. Give each learner a chance to tell his side of the story and act as the mediator in conflict resolution.*

**Onderwysers word dlkwels gekonfronteer met adolessente aggressie. Hoe sal jy aggressie in die klaskamer hanteer? (5)**

*'N gebied wat erg in die verlede afgeskeep in terme van dissipline strukture in die skoolomgewing, is dié kommunikasie en gesprek tussen leerders en opvoeders. Die aanvaarde styl was baie outokraties, met die opvoeder wat beide die reëls maak en die straf af te dwing. Geen bespreking is toegelaat, en beslis geen debat of besware is gemaak. Onlangs het die benadering verander in ooreenstemming met die aanvaarding dat leerders werklike menslike regte het in die skoolkonteks. Een van hierdie regte is om met respek behandel te word, en dit impliseer die reg om menings uit te spreek en dat dit te aanvaar word. Debatte en gesprekke met opvoeders oor dissipline en straf, bemagtig die leerders; en gee hulle insig oor hul gedrag en 'n gevoel van verantwoordelikheid vir hul dade. Die opvoeder kan die gedragsprobleem identifiseer en dit bespreek met die leerders. Die opvoeder nooit dan die leerders om 'n oplossing vir die probleem voor te stel. As hulle nie in staat is om dit te doen nie, kan die opvoeder een of selfs meer oplossings bied. Die leerders word dan gevra om die gekose oplossing te aanvaar en onderneem om te hou by die ooreen gekome gedrag. Die opvoeder kan byvoorbeeld die leerders benader deur te sê: "Ek kan die les nie begin totdat die klas stiller is nie. Ons mors 'n paar minute aan die begin van elke les. Het jy enige voorstelle oor hoe ons hierdie probleem kan oplos?" (Henson 2004: 382). Sodra die leerders se voorstelle aangehoor is en op 'n spesifieke voorstel besluit is, moet die leerders onderneem om by die oplossing te hou.*

*Dissipline en wedersydse respek moet heers in die klaskamer. Wanneer konflikte ontstaan, moet dit konstruktief opgelos word sonder om iemand kwaad te maak, te verneder, of om ontevrede te voel. Wees voorbereid om te erken dat jy ook foute kan maak en om verskoning vra aan leerders as jy verkeerd of onregverdig op enige was teenoor die leerders. Bespreek enige konflik openlik met die leerders betrokke. Gee elke leerder 'n kans om sy kant van die storie en daad te vertel en so as die bemiddelaar in konflikoplossing op te tree.*

[15]

TOTAL [100]

## May/June 2016

### QUESTION 1: MULTIPLE-CHOICE ITEMS/ VRAAG 1: MEERKEUSE-ITEMS

1. *Parents who encourage communication with their adolescent children are ...*

1. *permissive*
2. *authoritarian*
3. *authoritative*
4. *over-involved*

*Ouers wat kommunikasie met hulle adolosente kinders aanmoedig is ...*

1. *permissief*
2. *outoriter*
3. *gebiedend*
4. *oorbetrokke*

2. *An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity...*

1. diffusion.

2. moratorium.

3. achievement.

4. foreclosure

*'n Adolosente wat 'n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op die volgende identiteitstatus, naamlik identiteits- ...*

1. diffusie

2. moratorium

3. prestasie

4. sluiting

3. *The theory of ... on moral development is more relevant for the understanding of female moral reasoning.*

1. Kohlberg

2. Erikson

3. Gilligan

4. Hurlock

*Die teorie van... oor morele ontwikkeling is meer van toepassing op die begrip van vroulike morele redenasie.*

1. Kohlberg

2. Erikson

3. Gilligan

4. Hurlock

4. **According to Erikson, adolescents experience a crisis characterised by ...**

1. intimacy versus isolation

2. generatively versus stagnation

3. identity versus identity diffusion

4. initiative versus guilt

**Volgens Erikson beleef adolessente 'n krisis wat gekenmerk word deur ...**

1. intimiteit versus isolasie

2. generatieweit versus stagnasie

3. identiteit versus identiteitsverwarring

4. inisiatief versus skuld

5. **Scaffolding forms part of ...**

1. Erickson's theory

2. Piaget's theory

3. Vygotsky's theory

4. Sternberg's theory

**Steiering (scaffolding) vorm deel van ...**

1. Erickson se teorie

2. Piaget se teorie

3. Vygotsky se teorie

4. Sternberg se teorie

6. **In South Africa, school dropout rates remain high. Which one of the following factors is NOT seen as a cause of adolescent dropout?**

1. Socioeconomic and environmental factors

2. Academic factors and related behavior

3. Age of the adolescent

4. Inadequate school systems

**In Suid-Afrika, bly die vroeë skoolverlater syfer hoog. Watter een van die volgende faktore word NIE gesien as 'n oorsaak tot vroeë skoolverlating nie?**

1. Sosio-ekonomiese en omgewingsfaktore
2. Akademiese faktore en verwante gedrag
3. Ouderdom van die adolescent
4. Onvoldoende skool stelsels

**7. Maslow (1968, 1970) proposed that human motives are organised into a hierarchy of needs. This hierarchical arrangement is usually portrayed as a pyramid. Which one of the following does NOT form part of Maslow's theory?**

1. Self-actualisation
2. Love and belongingness
3. Psychological needs
4. Physiological needs

**Maslow ( 1968 , 1970 ) het voorgestel dat menslike motiewe georganiseer is in 'n hiërargie van behoeftes. Hierdie hiërargiese reëling word gewoonlik uitgebeeld as 'n piramide. Watter een van die volgende is NIE deel van Maslow se teorie nie?**

1. Self- aktualisering
2. Liefde en om te behoort
3. Sielkundige behoeftes
4. Fisiologiese behoeftes

**8. Defence mechanisms are ...**

1. special strategies that serve as safeguards against anything that poses a danger to personality.
2. the use of excuses to justify what may be considered unacceptable behaviour.
3. conscious behaviour patterns used by a person to protect himself/herself. against feelings of anxiety and inferiority.
4. opposing forces among the id, ego and superego.

**Verdedigingsmeganismes is ...**

1. spesiale strategieë wat as beskerming dien teen enigiets wat 'n gevaar inhou vir die persoonlikheid.
2. die gebruik van verskonings om dit te regverdig wat as onaanvaarbare gedrag beskou kan word.
3. bewuste gedragspatrone wat deur 'n persoon gebruik word om hom-/ haarself teen gevoelens van ang en minderwaardigheid te beskerm.

4. teenstrydige kragte tussen die id, ego en superego

9. **A learner who repeatedly scores low marks in tests, and attributes this to the teacher who is seen as being against them, is using the following defence mechanism:**

1. denial

2. suppression

3. projection

4. regression

**'n Leerder wat herhaaldelik swak punte in toetse kry, en die blaam op die onderwyser plaas en sê die onderwyser is teen hulle, gebruik die volgende verdedigingsmeganisme ...**

1. ontkenning

2. onderdrukking

3. projeksie

4. agteruitgang

10. **An adolescent who has not started to explore any career options and has not yet made any career decision, function on the following identity status, namely identity...**

1. diffusion

2. moratorium

3. achievement

4. foreclosure

**'n Adollesent wat nog nie begin het om enige loopbaanopsies te ondersoek en nog nie 'n loopbaanbesluit geneem het nie, funksioneer op die volgende identiteitstatus, naamlik identiteits- ...**

1. diffusie

2. moratorium

3. prestasie

4. sluiting

11. **Which statement does not fit? Adolescents with an internal locus of control**

1. perform better at school

2. feel they have control over their own lives

3. do not accept responsibility for their mistakes



4. regulate their own behaviour

**Watter stelling pas me? Adolessente wat oor 'n interne lokus van kontrole beskik,**

1. presteer beter op skool

2. voel dat hulle beheer het oor hulle eie lewens

3. neem nie verantwoordelikheid vir hulle foute nie

4. reguleer hulle eie gedrag

**12. Anxiety is defined as a complex pattern of three types of reactions to a perceived threat, namely, motor responses, physiological responses and ... responses.**

1. objective

2. emotional

3. separation

4. subjective

**Angstigheid word omskryf as 'n komplekse patroon van drie soorte reaksies op 'n waargenome bedreiging, naamlik motorresponse, fisiologiese response en ... response.**

1. objektiewe

2. emosionele

3. skeidings-

4. subjektiewe

**13. Which one of the following is not one of the functions of the peer group?**

1. Recreation

2. Peer pressure

3. Competition

4. Social acceptability

**Watter een van die volgende is nie een van die funksies van die portuurgroep nie?**

1. Rekreasie

2. Groepsdruk

3. Kompetisie

4. Sosiale aanvaarbaarheid

**14. Several memory strategies are commonly used. Which of the following is NOT a memory strategy?**

1. Rehearsal
2. Organisation
3. Manipulation
4. Elaboration

**Verskeie geheue strategieë word algemeen gebruik. Watter een van die volgende is NIE 'n geheue strategie nie?**

1. Repetisie
2. Organisasie
3. Manipulasie
4. Uitbreiding

**15. According to the theory of ... people are classified into six personality types, each of which is associated with a particular working environment.**

1. Johari
2. Galloti
3. Holland 152
4. Jacobs

**Volgens ... se teorie word mense in ses persoonlikheidstipes geklassifiseer, waarvan elkeen met 'n bepaalde werkomgewing in verband gebring word.**

1. Johari
2. Galloti
3. Holland
4. Jacobs [15]

## **QUESTION 2 / VRAAG 2**

*Explain the following concepts in YOUR own words. Do not write more than 10 sentences per concept.*

*Verduidelik die volgende konsepte in JOU eie woorde. Moenie meer as 10 sinne per konsep skryf nie.*

## 2.1 Motivation (5)

*Motivation has been part of the psychological vocabulary for more than a century (Chamorro-Premuzic 2011). In its current use, the term 'motivation' indicates a complex concept, as can be seen from a study of the literature on this phenomenon.*

*Here are some of the accepted definitions of motivation:*

- *Motivation is the activation of a person's motivational situation by himself or herself or by another, engendering heightened activity on the part of that person as a means of realising a goal or a set of goals (Vrey 1979).*
- *Motivation is a process that influences the direction, persistence, and vigour of goal-directed behaviour (Passer & Smith 2001).*
- *Motivation is a concept used as an explanation or rationale for the way a person or an organism behaves (Mwamwenda 2004).*
- *Motivation is the reason why individuals behave, think and feel the way they do (Santrock 2013).*

*As a rule, the term 'motivation' refers to needs, goals and desires that spur or drive an individual to action. It is apparent from the definitions above that motivation has two components, namely movement, which implies action, and purpose, which determines the direction of movement. A motive is a want or need that causes us to act (Sternberg 1999), and motivation is always linked to an objective. Motivation is directed towards the satisfaction of needs and drives, and if unsatisfied, might generate a state of physiological and/or psychological arousal (Chamorro-Premuzic 2011).*

### **Motivering**

*Motivering is al meer as 'n eeu deel van die sielkundige woordeskat (Chamorro Premuzic 2011). In die huidige gebruik dui die term 'motivering' op 'n komplekse konsep, soos uit 'n studie van die literatuur oor hierdie verskynsel gesien kan word.*

*Hier is 'n paar van die aanvaarde definisies van motivering:*

- *Motivering is die aktivering van 'n persoon se motiveringsituasie deur homself of haarself of deur 'n ander, wat die verhoogde aktiwiteit van daardie persoon tot gevolg het as 'n doel om 'n doel of 'n stel doelwitte te bereik (Vrey 1979).*
- *Motivering is 'n proses wat die rigting, volharding en kragtigheid van goëlgerigte gedrag beïnvloed (Passer & Smith 2001).*
- *Motivering is 'n konsep wat gebruik word as 'n verduideliking of rasionaal vir die manier waarop 'n persoon of 'n organisme optree (Mwamwenda 2004).*
- *Motivering is die rede waarom individue gedra, dink en voel soos hulle dit doen (Santrock 2013).*

*Die term 'motivering' verwys gewoonlik na behoeftes, doelwitte en begeertes wat 'n individu tot aksie aanspoor of bestuur. Uit die definisies hierbo blyk dit dat motivering twee komponente het, naamlik beweging, wat aksie en doel impliseer, wat die rigting van beweging bepaal. 'N Motief is 'n behoefte of behoefte wat ons laat doen (Sternberg 1999), en motivering is altyd gekoppel aan 'n doelwit. Motivering is gerig*

*op bevrediging van behoeftes en dryf, en as dit ontevrede is, kan dit 'n toestand van fisiologiese en / of sielkundige opwekking veroorsaak (Chamorro Premuzic 2011).*

2.2 **Multiple intelligences:** *Howard Gardner defines multiple intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.*

**Meervoudige intelligensies:** *Howard Gardner definieer veelvuldige intelligensie as 'n biopsigologiese potensiaal om inligting wat in 'n kulturele instelling kan geaktiveer word om probleme op te los of produkte te skep wat van waarde is in 'n kultuur te verwerk*

2.3 **Adolescent depression (5)**

*Serious psychological disorder marked by sadness, helplessness and hopelessness.*

*Perception changed from that depression cannot occur in children to acknowledging depression as a concern and that it is common during adolescence. Also occurs with other disorder such as internalizing problems (anxiety) and externalizing problems (aggression).*

*Depression could also lead to other problems (scholastic, interpersonal and social problems).*

*Distinguish between:*

- *Depressive symptoms or mild depression*
- *Depression as a disorder (clinical depression).*

*Everyone experience symptoms at times, but this passes once the event has passed or person is used to situation, but depression is inability to function effectively and need help of professionals.*

*Symptoms of depression:*

*Emotional – sadness, happiness, anxiety, misery, inability to enjoy*

*Cognitive – negative cognition about self, world and future*

*Motivational – loss of interest, lack of drive, difficult starting anything, difficult to focus*

*Somatic symptoms – loss of appetite, lack of energy, sleep difficulties, weight loss*

*Symptoms also linked to behavioural problems. Find difficult to admit self-criticism to self and others and they often hide behind a mask. Reactions also include running away, involved with delinquency or substance abuse.*

*Anxiety also included – Anxious Depressed syndrome:*

- *Complain of loneliness / no one loves them / against them*
- *Cry often / fearful / feel inferior*

- *Need to be perfect*

### **Adolescente depressie**

*Ernstige sielkundige afwyking wat gekenmerk word deur hartseer, hulpeloosheid en hopeloosheid.*

*Persepsie verander van wat depressie kan nie voorkom in kinders om te erken depressie as 'n bekommernis en dat dit algemeen tydens adolessensie. Ook kom met ander versteuring soos internalisering probleme (angs) en eksternalisering probleme (aggressie).*

*Depressie kan ook lei tot ander probleme (skolastiese, interpersoonlike en sosiale probleme).*

*Onderskei tussen:*

- *depressiewe simptome of ligte depressie*
- *Depressie as 'n afwyking (kliniese depressie).*

*Almal ervaar simptome by tye, maar dit gaan sodra die gebeurtenis geslaag het of persoon gebruik word om situasie, maar depressie is die onvermoë om effektief te funksioneer en hulp van professionele mense nodig het.*

*Simptome van depressie:*

*Emosionele - hartseer, geluk, angs, ellende, onvermoë om te geniet*

*Kognitiewe - negatiewe kennis oor die self, die wêreld en die toekoms*

*Motiverende - verlies aan belangstelling, 'n gebrek aan ry, moeilike begin iets, moeilik om te fokus*

*Somatiese simptome - verlies van eetlus, gebrek aan energie, slaap probleme, gewigsverlies*

*Simptome ook gekoppel aan gedragsprobleme. Vind moeilik om self-kritiek om self en ander te erken en hulle weg te steek dikwels agter 'n masker. Reaksies ook weghardloop, betrokke by misdadigheid of dwelmmisbruik.*

*Angs het ook - Angstig Depressed sindroom:*

- *kla oor eensaamheid / niemand is lief vir hulle / teen hulle*
- *huil dikwels / bang / voel minderwaardig*
- *Behoefte om volmaak te wees*

- 2.4 **Resilience:** *The idea behind resilience is that challenges to be addressed through the use of protective factors to minimize the effects of risk factors (Masten & Gewirtz, 2006: 1; Wagnild & Young, 2006: 1). The latter authors point out that they have the ability to approach negative and unpleasant situation effectively and handled according to Cave Mountain (1995: 7) is resilience a basic human capacity, innate in all children.*

***Veerkrachtigheid:*** Die idee agter veerkrachtigheid is egter dat uitdagings aangepak moet word deur die benutting van beskermingsfaktore om sodoende die gevolge van die risikofaktore te verminder (Masten & Gewirtz, 2006:1 ; Wagnild & Young, 2006:1). Die genoemde outeurs wys daarop dat hulle die vermoë het om negatiewe en onaangename situasie effektiewe en onaangename situasie effektief te benader en te hanteer volgens Grotberg (1995:7) is veerkrachtigheid 'n basiese menslike kapasiteit, ingebore by alle kinders.

## **2.5 Emotional maturity (5)**

*Features of Emotional maturity include ability to:*

- *Refrain from outbursts in front of others*
- *“blow off steam” in a socially acceptable way (suitable place and time)*
- *Evaluating situation critically before reacting (ignore triggers – greater stability)*
- *Understand and empathise with others’ emotions – put in other’s shoes*
- *Give without wanting to receive*
- *Don’t dominate and judge*
- *Be flexible to express emotions in different ways according to the situation while considering the emotions of others.*

*Guide adolescents towards the following to achieve EM:*

- *Gain realistic perception on situations that would cause intense emotions by discussing with others*
- *Release stored-up emotions in a structured manner (activities, exercise, crying or laughter)*

### **Emosionele volwassenheid**

*Kenmerke van emosionele volwassenheid sluit ability om:*

- *Weerhou van outbursts voor ander*
- *“blaas stoom af” in 'n sosiaal aanvaarbare manier (geskikte plek en tyd)*
- *Evaluering situasie krities voor reageer (ignoreer snellers - groter stabiliteit)*
- *Anderstand en empatie met ander se emosies - sit in ander se skoene*
- *Gee sonder wil ontvang*
- *Moenie oorheers en regter*
- *Wees buigsaam om emosies op verskillende maniere volgens die situasie met inagneming van ander se gevoelens uit te druk.*

*Lei tieners na die emosionele volwassenheid te bereik:*

- *Kry realistiese persepsie op situasies wat intense emosies sou veroorsaak deur 'n bespreking met ander*
- *Laat gestoor-up emosies op 'n gestruktureerde wyse (aktiwiteite, oefening, huil of lag)*

## **2.6 Meta-cognition (5)**

*Higherorder thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning. Metacognition plays an important role in all learning and life experiences.*

Beyond academic learning, when students gain awareness of their own mental states, they begin to answer important questions:

- How do I live a happy life?
- How do I become a respected human being?
- How do I feel good about myself?

### **Metakognisie**

*Hoërorde denke wat begrip, analise, en beheer van 'n mens se kognitiewe prosesse in staat stel, veral wanneer besig met leer. Metakognisie speel 'n belangrike rol in allerhande geskifte en lewenservaring.*

*Anderkant akademiese leer, wanneer studente bewus raak van hul eie geestelike toestand, begin hulle om belangrike vrae te beantwoord:*

- *Hoe kan ek 'n gelukkige lewe leef?*
- *Hoe word ek 'n gerespekteerde mens?*
- *Hoe kan ek goed voel oor myself?*

[30]

## **QUESTION 3/ VRAAG 3**

### **3.1 Discuss the role of the school as a socialising agent in the moral development of the adolescent.**

*As early as 1933, John Dewey recognised the role of the school in teaching morals to children, by referring to a 'hidden curriculum' (Santrock 2013). This curriculum is conveyed by the moral atmosphere that is part of every school. As a socialising agent, the school has an important role to play in the moral development of adolescents. The school represents the larger outside world to the child. If the school does not teach value, the child is more likely to reject the lessons learned at home (Allport 1961). The adolescent will also be thrown into peer values more completely, with their emphasis on the hedonism of teenage parties or the destructiveness of gangs. Further, the adolescent will also be more at the mercy of the sensate values peddled by movies, TV and the internet.*

*All schools have rules. If learning is to take place, learners cannot interrupt one another or the teacher. Therefore, learners must respect and cooperate with each other and when differences do arise, they must learn to compromise. The way the teacher communicates the rules has an impact on the child's moral development.*

**Bespreek die rol van die skool as 'n sosialiseringsagent in die morele ontwikkeling van die adolessent** (10)

So vroeg as 1933, erken John Dewey die rol van die skool in die onderrig moraal van kinders, deur te verwys na 'n "verborge kurrikulum" (Santrock 2013). Hierdie kurrikulum word oorgedra deur die morele atmosfeer wat deel is van elke skool. As 'n sosialiseringsagent, het die skool 'n belangrike rol om te speel in die morele ontwikkeling van adolessente. Die skool stel die groter buitewêreld aan die kind bekend. As die skool nie waardes aan die kind leer nie, sal die kind meer geneig wees om die lesse wat geleer is by die huis (Allport 1961) te verwerp. Die adolessent sal ook heeltemal in hul eweknie (peers) se waardes gegooi word, met hul klem op hedonisme van tiener partye of die vernietigende invloed van bendes. Verder sal die adolessent ook meer aan die genade van die sensie waardes wat deur films, TV en die internet vertoonbeeld word.

Alle skole het reëls. As onderig gaan plaasvind, kan leerders nie mekaar of die onderwyser onderbreek nie. Daarom moet leerders mekaar respekteer en saamwerk met mekaar wanneer verskille ontstaan, en moet hulle leer om tot 'n kompromie te kom. Die manier waarop die onderwyser die reëls kommunikeer het 'n impak op die morele ontwikkeling van die kind. (10)

3.2 Name and discuss the functions of the peer group during adolescent development  
Noem en bespreek die funksies van die portuurgroep gedurende adolessente ontwikkeling (15)

[25]

**QUESTION 4/ VRAAG 4**

**Identity formation is an important part of the psychosocial development of the adolescent. Discuss the adolescent identity formation under the following headings:**

**4.1 Gender-role identity (10)**

*This concept is intimately related to the concept of gender role, which is defined as the outward manifestations of personality that reflect the gender identity.*

*There are two schools of thought concerning gender-role identification. The traditional school holds that social forces maintain a constant and cumulative pressure on the gender role identification of the child. As the child grows older, this leads to increasing conformity to cultural norms for gender-appropriate behaviour. Up to puberty, for example, boys and girls are allowed considerable freedom with regard to what is seen as gender-typical behaviour. Usually, littl is made of girls climbing trees and playing with toy cars and boys baking cakes. From puberty, however, pressure is exerted on adolescents to display more gender-typical behaviour. The following two groups emphasise particular gender-role standards and demand that the young person conform to them (Coleman 1980):*

- *the peer group who exerts strong pressure, partly owing to their growing consciousness of their own sexual maturation*
- *adults who see this behaviour in their interaction with the adolescent to ensure successful adjustment to adult life.*



## **4.2 Career identity**

**(10)**

*During the adolescent phase, occupational identity becomes more defined. Whereas young children usually base their career choices on that with which they are familiar, or on fantasies (policeman, doctor, educator, ballet dancer, astronaut), adolescents begin to form an increasingly realistic conception of their own abilities and interests, with the result that their career interests also become gradually more realistic.*

*The acquisition of a career identity takes place in two phases (Super in Steinberg & Belsky .1.991):*

- 1. During the first phase, from approximately 14 to 18 years of age, the adolescent begins to think in broad categories of work without taking any definite decisions. This is referred to as the crystallisation phase because the adolescent begins to form ideas about careers and to gather information about categories of careers.*
- 2. In the second or specification phase, the adolescent's choices are increasingly steered towards more specific careers. By the end of this period, extending from approximately 18 to 21 years of age, the adolescent has usually chosen a career that forms an important part of his or her identity.*

## **4.3 Ethnic identity**

**(10)**

*It is also during the adolescent phase that a strong ethnic identity usually emerges. Adolescents become acutely aware of cultural differences and differences in the values and customs of their ethnic groups. This is usually the phase when young people rebel strongly against any form of injustice against their cultural groups. It is not surprising that adolescents often take the lead in protest actions, marches, strikes and the like.*

*Ethnic identity is the sum total of group members' feelings about the symbols, values and common histories that identify them as a distinct group, and it is not merely knowing that one is a member of a certain ethnic identity (Rice & Dolgin 2008; Newman & Newman 2012). In other words, the adolescent actively tries to understand this or her culture and explores the meaning of that culture (Levine & Munsch 2011). Adolescents from a minority group face thorny identity questions when they encounter conflicts between their culture and the culture of the dominant group (Newman & Newman 2012). However, many adolescents who are faced with the choice of two or more sources of identification develop a bicultural identity (Santrock 2013). This is when adolescents identify in some ways with their own ethnic group and in some ways with the dominant culture.*

*Adolescents in South Africa and many other parts of the world are coming of age in societies that are ethnically and culturally diverse. Ethnicity can affect adolescents in many ways. Belonging to a minority or majority group has different effects. In the classroom, minority learners often face problems that do not exist for those from the dominant cultural group.*

**Identiteitsontwikkeling is 'n belangrike deel van die psigososiale ontwikkeling van die adolessent. Bespreek die adolessent se identiteitsontwikkeling onder die volgende opskrifte:**

#### **4.1 Geslagsrol-identiteit**

**(10)**

*Hierdie konsep is intiem verwant aan die konsep van geslag rol, wat gedefinieer word as die uiterlike manifestasies van persoonlikheid wat die geslag identiteit weerspieël.*

*Daar is twee skole van denke met betrekking tot geslag-rol identifikasie. Die tradisionele skool hou dat sosiale kragte in stand te hou 'n konstante en kumulatiewe druk op die geslag rol identifisering van die kind. Soos die kind ouer word, dit lei tot toenemende gelykvormigheid aan kulturele norme vir geslag-gepaste gedrag. Tot puberteit, byvoorbeeld, seuns en dogters word toegelaat aansienlike vryheid ten opsigte van wat beskou word as geslag-tipiese gedrag. Gewoonlik, littl is gemaak van meisies klim tre s en speel met karretjies en seuns bak koeke. Van puberteit egter druk uitgeoefen op tieners om meer geslagsgebalanseerde tipiese gedrag vertoon. Die volgende twee groepe beklemtoon bepaalde standaarde geslag-rol en eis dat die jong persoon voldoen aan hulle (Coleman 1980):*

- die portuurgroep wat sterk druk uitoefen, deels as gevolg van hul groeiende bewussyn van hul eie seksuele rypwording*
- volwassenes wat hierdie gedrag in hul interaksie met die adolessent te sien vir 'n suksesvolle aanpassing by die volwasse lewe te verseker.*

#### **4.2 Loopbaan-identiteit**

**(10)**

*Tydens die adolessente fase, beroeps- identiteit raak meer defind. AANGESIEN jong kinders gewoonlik baseer hul loopbaankeuses op dit waarmee hulle vertrou is, of op fantasieë (polisierman, dokter, onderwyser, balletdanser, ruimtevaarder), tieners begin om 'n toenemend realistiese begrip van hul eie vermoëns en belangstellings vorm, met die gevolg wat hul loopbaan belange geleidelik meer realistiese geword ook.*

*Die verkryging van 'n loopbaan identiteit vind in twee fases (Super in Steinberg & Belsky .1.991):*

- 1. Tydens die eerste fase, vanaf ongeveer 14 tot 18 jaar oud, die adolescent begin om te dink in breë kategorieë van werk sonder om enige definitiewe besluite. Dit staan bekend as die kristallasie fase omdat die adolessent begin om idees ah ut loopbane en om inligting in te samel oor kategorieë loopbane te vorm.*
- 2. In die tweede of spesifikasie fase, is keuses die adolessent se incteasingly gelei tot meer spesifieke loopbane. Teen die einde van hierdie tydperk, wat strek van ongeveer 18 tot 21 jaar oud is, het die adolescent gewoonlik gekies 'n loopbaan wat 'n belangrike deel van sy of haar identiteit vorm.*

### 4.3 Etniese identiteit

(10)

*Dit is ook tydens die adolessente fase wat 'n sterk etniese identiteit gewoonlik na vore laat kom. Adolessente word deeglik bewus van kulturele verskille en verskille in die waardes en gebruike van hul etniese groepe. Dit is gewoonlik die fase wanneer jong mense rebelleer en sterk gekant is teen enige vorm van ongeregtigheid teen hul kultuurgroepe. Dit is nie verbasend dat adolessente dikwels die voortou neem in protesaksies, optogte, stakings en dies meer.*

*Etniese identiteit is die som totaal van gevoelens groeplede se oor die simbole, waardes en algemene geskiedenis waarmee hulle identifiseer as 'n afsonderlike groep, en dit is nie net om te weet dat 'n mens is 'n lid van 'n sekere etniese identiteit (Rice & Dolgin 2008; Newman & Newman 2012). Met ander woorde, die adolessent probeer aktief om sy of haar kultuur te verstaan en verken die betekenis van daardie kultuur (Levine & Munsch 2011). Adolessente van 'n minderheid groep sien netelige identiteits vrae wanneer hulle konflik tussen hul kultuur en die kultuur van die dominante groep teëkom (Newman & Newman 2012). Daar is egter baie tieners wat voor die keuse van twee of meer bronne van identifikasie te ontwikkel 'n twee-kulturele identiteit (Santrock 2013). Dit is wanneer adolessente hulle identifiseer in 'n paar maniere met hul eie etniese groep en in sommige maniere met die dominante kultuur.*

*Adolessente in Suid-Afrika en baie ander dele van die wêreld is mondig in samelewings wat etnies en kultureel divers is. Ras kan tieners op baie maniere beïnvloed, wat deel uitmaak van 'n lae integriteit of meerderheidsgroep het verskillende effekte. In die klaskamer, leerder minderheid in die gesig staar dikwels probleme wat nie bestaan nie vir dié van die dominante kultuurgroep. [30]*

**TOTAL [100]**

**QUESTION 1. MULTIPLE-CHOICE ITEMS/ VRAAG 1: MEERKEUSE-ITEMS**

**1. Scaffoldmg forms part of**

- 1 Erickson's theory
- 2 Vygotsky's theory .
- 3 Piaqet's theory
- 4' Sternberg's theory

**Steiering (scaffolding) vorm deel van**

- 1 Enckson se teone
- 2 Vygotsky se teone
- 3 Piaqet se teone
- 4 Sternberg se teone

**2. The primary symptoms of anorexia nervosa are the induidual's**

- 1. tendency to binge at times, only to purge himself/herself afterwards for example by vomuting
- 2. relentless pursuit of excessive thinness and the consequent loss of weight
- 3. social withdrawal and preoccupation with food
- 4. feelings of uncertainty and drssansfaction With body Image

**Die primere simptome van anorexia nervosa is die individu se**

- 1. neiging om by tye te ooreet, net om daarna van die kos ontslae te raak deur byvoorbeeld te vomeer
- 2. onophoudellke strewe na oordrewe slankherd en die gevolglike oormallge verlies van gewig
- 3. sosrale onttrekking en preokupasie met voedsel
- 4. gevoelens van onsekerheid en ontevredenheid met die liggaamsbeeld

**3. Sternberg proposes that Intelligence compses three aspects. Which of the following is not one of the aspects?**

- 1 Practical Intelligence
- 2 Creative intelligence
- 3 Existential intelligence
- 4 Analytical intelligence

**Sternberg stel voor dat intelligensie uit drie aspekte bestaan. Watter van die volgende is nie een van die aspekte nie?**

- 1 Prakuese Intelligensie
- 2 Kreatiewe mtelhqensie
- 3 Eksistensiele intelligensie
- 4 Analitiese intelligensie .

**7. The best way to determine what cognitive stage a person has reached IS by**

- 1 measuring the person's scores by means of a mental ability test
- 2 knowing the person's age
- 3 knowing the person's rate of development
- 4 observing how the person solves problems

Die beste manier om te bepaal watter kognitiewe stadium iemand bereik het, is deur

- 1 die persoon se tellings dmv 'n toets vir verslandelike vermoens te meet
- 2 te weet hoe oud die persoon is
- 3 die persoon se tempo van ontwikkeling te ken
- 4 waar te neem hoe die persoon probleme oplos

**8. Parents who encourage communication with their adolescent children are**

- 1 permissive
- 2 authontanan
- 3 authoritative
- 4 over -mvoled

**Ouers wat kommunikasie met hulle adolosente kinders aanmoedig is**

- 1 permussief
- 2 outoriter
- 3 gebiedend
- 4 oorbetrokke

**9. The South Afncan Children's Act allows adolescents over the age of years to access health services, such as HIV testing and termination of pregnancy without parental consent**

- 1 ten (10)
- 2 twelve (12)
- 3 fourteen (14)
- 4 sixteen (16)

**Die Suid-Afrikaanse Kinderwet gee adolessente ouer as \_\_\_\_ jaar toegang tot gesondheidsdienste, soos MIV-toetsing en die beëindiging van 'n swangerskap sonder die toestemming van hul ouers**

- 1 Tien (10)
- 2 twalf (12)
- 3 veertien (14)
- 4 sestien (16)

**10 A learner who repeatedly scores low marks in tests, and attributes this to the teacher who is seen as being against them, is using the following defence mechanism**

- 1 denial
- 2 suppression
- 3 projection
- 4 regression

**'n Leerder wat herhaaldelik swak punte in toetse kry, en die blaam op die onderwyser plaas en se die onderwyser is teen hulle, gebruik die volgende verdedigingsmeganisme.**

- 1 ontkenning
- 2 onderdrukking
- 3 projeksie
- 4 agterultgang

**11. According to Erikson adolescents experience a crisis characterised by**

- 1 intimacy versus isolation
- 2 general1vely versus stagnation
- 3 Identity versus Identity diffusion
- 4 Initiative versus guilt

**Volgens Erikson beleef adolessente 'n krisis wat gekenmerk word deur**

- 1 intimiteit versus isolasie
- 2 generatiewitelt versus stagnasie
- 3 identiteit versus identiteitsverwarring
- 4 inisiatief versus skuld

**12 A stimulant that is used to treat children and adolescents who have attention deficit and hyperactivity disorder is called**

1 codeiene

2 rohypnol

3 Ritalin

4 Mandrax

**'n Stimulant wat gebruik word om kinders en adolessente met aandag gebreksindroom en hiperaktiwiteit te behandel, word genoem**

1 kodeien

2 rohypnol

3 ritalin

4 mandrax

**13. An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity**

1 diffusion

2 moratorium

3 achievement

4 foreclosure

**'n Adolessent wat 'n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op die volgende identiteitstatus, naamlik identiteits-**

1 diffusie

2 moratorium

3 prestasie

4 sluiting

**14. Which one of the following statements on the self-concept IS NOT true?**

1 The self-concept is complex

2 The self-concept is mono-dimensional

3 The self-concept is dynamic

4 The self-concept is organised

**Watter een van die volgende stellings oor die selfkonsep IS ONWAAR?**

1 Die selfkonsep is kompleks

2 Die selfkonsep is monodimensioneel

3 Die selfkonsep is dinamies

4 Die selfkonsep is georganiseerd

**15. Defence mechanisms are**

1 special strategies that serve as safeguards against anything that poses a danger to personality

- 2 the use of excuses to justify what may be considered unacceptable behaviour
- 3 conscious behaviour patterns used by a person to protect himself/herself against feelings of anxiety and inferiority
- 4 opposing forces among the id, ego and superego

**Verdedigingsmeganismes is**

1 spesiale strategiee wat as beskerming dien teen enigiets wat 'n gevaar inhou vir die persoonlikheid

- 2 die gebruik van verskonings om dit te regverdig wat as onaanvaarbare gedrag beskou kan word
- 3 bewuste gedragspatrone wat deur 'n persoon gebruik word om hom-/haarself teen gevoelens van angs en minderwaardigheid te beskerm
- 4 teenstrydige kragte tussen die id, ego en superego

**16. There are three steps in the memory processing process namely, working/shortterm memory, long-term memory and**

- 1 sensory register
- 2 central executive
- 3 memory register
- 4 memory executive

**Daar is drie stappe in die proses van geheueverwerking naamlik, werkende/korttermyngeheue, langtermyngeheue en**

- 1 gevoelsreglster
- 2 sentrale uitvoenng
- 3 geheuereglster
- 4 geheue-ultvoerlng

**17. Constructivism means that the**

- 1 learner constructs knowledge for themselves
- 2 teacher constructs the knowledge for the learner
- 3 learner and the teacher together construct the knowledge
- 4 learner constructs knowledge with the help of other learners



**Konstruktivisme beteken dat die**

- 1 leerder self kennis opbou
- 2 onderwyser die kennis vir die leerder opbou
- 3 leerder en die onderwyser saam die kennis opbou
- 4 leerder kennis met behulp van ander leerders opbou

**18. In South Africa, school dropout rates remain high. Which one of the following factors IS NOT seen as a cause of adolescent dropout?**

- 1 Socio-economic and environmental factors
- 2 Academic factors and related behavior
- 3 age of the adolescent
- 4 Inadequate school systems

**In Suid-Afrika, bly die vroeë skoolverlater syfer hoog. Watter een van die volgende faktore word NIE gesien as 'n oorsaak tot vroeë skoolverlating nie?**

- 1 Sosio-ekonomiese en omgewingsfaktore
- 2 Akademiese faktore en verwante gedrag
- 3 Ouderdom van die adoloesent
- 4 Onvoldoende skool stelsels

**19. Achievement motivation has a number of components is one of the component of achievement motivation**

- 1 The need to strengthen the ego
- 2 Ability
- 3 Locus of control
- 4 The need for luck

**Prestasie motivering het verskeie komponente is een van die komponent van prestasie motivering**

- 1 die behoefte om die ego te versterk
- 2 vermoë
- 3 lokus van kontrole
- 4 die behoefte aan geluk

**20. Most of the empirical research into female moral reasoning IS based on theory**

- 1 Kohlberg's
- 2 Erikson's
- 3 Gilligan's
- 4 Hurlock's

**Die meeste van die empiriese navorsing oor vroulike morele redenasie is gegrond op se teorie.**

- 1 Kohlberg
- 2 Erikson
- 3 Gilligan
- 4 Hurlock

**21. A useful career assessment tool that IS widely used by psychologists, teachers, parents, students and learners IS**

- 1 the Senter South African Individual Scale
- 2 the Johan Window
- 3 Cattell's 16PF
- 4 the Self-Directed Search

**'n Nuttige toepaas assesseringsinstrument wat baie deur sielkundiges, onderwysers, ouers, studente en leerders gebruik word, IS die**

- 1 Senior Surd-Afrikaanse Individuele Skaal
- 2 Johan Venster
- 3 Cattell se 16PF
- 4 Selfrigtende Ondersoek

**22. Anxiety IS defined as a complex pattern of three types of reactions to a perceived threat, namely, motor responses, physiological responses and responses**

- 1 objective
- 2 emotional
- 3 separation
- 4 subjective

**Angstigheid word omskryf as 'n komplekse patroon van drie soorte reaksies op 'n waargenome bedreiging, naamlik motorrespons, fisiologiese respons en respons**

- 1 objektiewe
- 2 emosionele
- 3 skeidings-
- 4 subjektiewe

**23. The theory of \_\_\_\_\_ on moral development IS more relevant for the understanding of female moral reasoning**

1 Kohlberg

2 Enkson

3 Gilligan

4 Hurlock

**Die teorie van \_\_\_\_\_ oor morele ontwikkeling is meer van toepassing op die begrip van vroulike morele redenasie,**

1 Kohlberg

2 Enkson

3 Gilligan

4 Hurlock

**24. Which one of the statements IS NOT true with regard to Gardner's theory of Multiple Intelligence?**

1 The MI theory is a learning theory

2 MI is a theoretical framework for understanding learners' different intelligences

3 Teachers may find the application of Gardner's theory hard to perfect in a classroom setting

4 MI theory has simulated new ideas and practices in the field of education

**Watter een van die stellings IS NIE waar met betrekking tot Gardner se teorie van Meervoudige intelligensie nie?**

1 MI is 'n teoretiese raamwerk sodat ons die verskillende intelligensies van leerders kan verstaan

2 Onderwysers mag die toepassing van Gardner se teorie moeilik vind in 'n klaskamer omgewing

3 MI teorie het nuwe idees en praktyke gestimuleer in die gebied van onderwys

4 Die MI -teorie is 'n leer teorie

**25. Maslow (1968, 1970) proposed that human motives are organised into a hierarchy of needs. This hierarchical arrangement IS usually portrayed as a pyramid. Which one of the following does NOT form part of Maslow's theory?**

1 Self-actualisation

2 Love and belongingness

3 Psychological needs

4 Physiological needs

**Maslow (1968, 1970) het voorgestel dat menslike nuwe georganiseer IS in 'n hiërargie van behoeftes. Hierdie hiërargiese reël word gewoonlik uitgebeeld as 'n ouerru. Watter een van die volgende IS NIE deel van Maslow se teorie?**

- 1 Self- aktualisering
- 2 Liefde en om te behoort
- 3 Sielkundige behoeftes
- 4 Fisiologiese behoeftes

[25]

## QUESTION 2 /VRAAG 2

**Explain the following concepts In your own words / Omskryf die volgende begnpe In u ere woorde**

**2.1 Cyberbullying :** Cyberbullying is harassment on computers and the internet. By using the internet or other digital communication devices, harmful or cruel text and images are being sent or posted, for example:

- sending derogatory or threatening messages
- posting stories or pictures that ridicule them
- sending embarrassing or pornographic material to the one you wish to harass
- spreading rumours about others on the web
- copying personal information from the person you wish to harass and sending it to others or posting it openly on the net.

### **Kuber afknouery**

**2.2 Mental health:** Thinking and feeling positive about self and environment. Developing mental health can be done by:

- Positive thinking (create + mood, less selfish, higher self esteem, overcome illness or pain)
- Goal setting (take control of life, tend to make goal a reality if visualized)

**Geestesgesondheid:** Dink en voel positief oor die self en die omgewing. Die ontwikkeling van Geestesgesondheid kan gedoen word deur:

- Positiewe denke (skep + bui, minder selfsugtig, hoër selfbeeld, oorkom siekte of pyn)
- Doelwitstelling (neem beheer van die lewe, is geneig om te doel 'n werklikheid as gevisualiseer)

### **2.3 Resillience**

#### **Veerkragtigheid**

### **2.4 Information processing**

#### **Informasie prosessering**

**2.5 Moral development:** based on behaviour that conforms to the standard of the group – choose between right and wrong and accept responsibility for the choice. Morals are

acquired through learning, not inherited. Must develop a system of values to conform to principles regulate thinking and behaviour.

**Morele ontwikkeling:** gebaseer op gedrag wat voldoen aan die standaard van die groep - kies tussen reg en verkeerd en aanvaar verantwoordelikheid vir die keuse. Waardes is verkry deur middel van aanleer, dit word nie geërf nie. Moet aan 'n stelsel van waardes voldoen om aan die beginsels te ontwikkel en reguleer denke en gedrag.

## 2.6 "Big Five" higher-order personality traits

[Extraversion](#) is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

People who are high in extraversion are outgoing and tend to gain energy in social situations. People who are low in extraversion (or introverted) tend to be more reserved and have to expend energy in social settings.

People who rate [high on extraversion](#) tend to:

- Enjoy being the center of attention
- Like to start conversations
- Enjoy meeting new people
- Have a wide social circle of friends and acquaintances
- Find it easy to make new friends
- Feel energized when they are around other people
- Say things before they think about them

People who rate [low on extraversion](#) tend to:

- Prefer solitude
- Feel exhausted when they have to socialize a lot
- Find it difficult to start conversations
- Dislike making small talk
- Carefully think things through before they speak
- Dislike being the center of attention

## Agreeableness

This personality dimension includes attributes such as trust, [altruism](#), kindness, affection, and other [prosocial behaviors](#). People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and even manipulative.

People who are high in the trait of agreeableness tend to:

- Have a great deal of interest in other people
- Care about others
- Feel [empathy](#) and concern for other people
- Enjoy helping and contributing to the happiness of other people

Those who are low in this trait tend to:

- Take little interest in others
- Don't care about how other people feel
- Have little interest in other people's problems
- Insult and belittle others

## Conscientiousness

Standard features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Highly conscientiousness tend to be organized and mindful of details.

Those who are high on the conscientiousness continuum also tend to:

- Spend time preparing
- Finish important tasks right away
- Pay attention to details
- Enjoy having a set schedule

People who are low in this trait tend to:

- Dislike structure and schedules
- Make messes and not take care of things
- Fail to return things or put them back where they belong
- [Procrastinate](#) important tasks
- Fail to complete the things they are supposed to do

## Neuroticism

Neuroticism is a trait characterized by sadness, moodiness, and emotional instability. Individuals who are high in this trait tend to experience mood swings, anxiety, irritability and sadness. Those low in this trait tend to be more stable and emotionally [resilient](#).

Individuals who are high in neuroticism tend to:

- Experience a lot of stress
- Worry about many different things
- Get upset easily
- Experience dramatic shifts in mood
- Feel anxious

Those who are low in this trait are typically:

- Emotionally stable
- Deal well with stress
- Rarely feel sad or depressed
- Don't worry much
- Very relaxed

## Openness

This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests. People who are high in this trait tend to be more

adventurous and [creative](#). People low in this trait are often much more traditional and may struggle with abstract thinking.

People who are high on the openness continuum are typically:

- [Very creative](#)
- Open to trying new things
- Focused on tackling new challenges
- Happy to think about abstract concepts

Those who are low on this trait:

- Dislike change
- Do not enjoy new things
- Resist new ideas
- Not very imaginative
- Dislikes abstract or theoretical concepts

### **"Groot VyF" hoër orde persoonlikheidsienskappe**

**Ekstraversie** word gekenmerk deur opgewondenheid, maatskaplikheid, praatvaardigheid, assertiwiteit, en hoë mate van emosionele ekspressiwiteit.

Mense wat hoog is in ekstraversie, is uitgaande en is geneig om energie te kry in sosiale situasies. Mense wat in ekstrasie (of introverte) is, is geneig om meer gereserveer te word en moet energie in sosiale instellings bestee.

Mense wat hoog op ekstraversie val, is geneig om:

- Geniet die sentrum van aandag
- Hou daarvan om gesprekke te begin
- Geniet om nuwe mense te ontmoet
- Het 'n wye sosiale kring van vriende en kennisse
- Vind dit maklik om nuwe vriende te maak
- Voel energie wanneer hulle om ander mense is
- Sê dinge voordat hulle oor hulle dink

Mense wat lae op ekstraversie beoordeel is geneig om:

- Verkies eensaamheid
- Voel uitgeput wanneer hulle baie moet sosialiseer
- Vind dit moeilik om gesprekke te begin
- Hou nie van praatjies nie
- Dink sorgvuldig deur voordat hulle praat
- Hou nie daarvan om die middelpunt van aandag te wees nie

### **Inskiklikheid**

Hierdie persoonlikheidsdimensie sluit in eienskappe soos vertrou, altruïsme, vriendelikheid, liefde en ander prososiale gedrag. Mense wat hoog in ooreenstemming is, is geneig om meer samewerkend te wees, terwyl diegene wat laas in hierdie eienskap is, geneig is om meer mededingend en selfs manipulerend te wees.

Mense wat hoog in die eienskap van ooreenstemming is, is geneig om:

- Het 'n groot belangstelling in ander mense
- Sorg vir ander
- Voel empatie en kommer vir ander mense
- Geniet dit om te help en bydra tot die geluk van ander mense

Diegene wat laas in hierdie eienskap is, is geneig om:

- Neem min belangstelling in ander
- Moenie omgee oor hoe ander mense voel nie
- Het min belangstelling in ander mense se probleme
- Beledig ander

### **Pligsgetrouheid**

Standaard eienskappe van hierdie dimensie sluit in hoë vlakke van bedagsaamheid, met goeie impulsbeheer en doelgerigte gedrag. Hoë konscientiousness is geneig om georganiseer en aandag te gee aan besonderhede.

Diegene wat hoog op die konsekwentheids kontinuum is, is ook geneig om:

- Spandeer tyd voorbereiding
- Voltooi belangrike take dadelik
- Gee aandag aan besonderhede
- Geniet van 'n vaste skedule

Mense wat laas in hierdie eienskap is, is geneig om:

- Hou nie van struktuur en skedules nie
- Maak gemors en moenie dinge versorg nie
- Versuim om dinge terug te gee of terug te plaas waar hulle behoort
- Verduidelik belangrike take
- Versuim om die dinge te voltooi wat hulle veronderstel is om te doen

### **Neuroticism**

Neurotisme is 'n eienskap wat gekenmerk word deur hartseer, buigsamheid en emosionele onstabieleit. Individue wat hoog in hierdie eienskap is, is geneig om stemmingswisselings, angs, prikkelbaarheid en hartseer te ervaar. Dié lae in hierdie eienskap is geneig om meer stabiel en emosioneel veerkragtig te wees.

Individue wat hoog is in neurotisme, is geneig om:

- Ervaar baie stres
- Bekommer oor baie verskillende dinge
- Word maklik ontstel
- Ervaar dramatiese verskuiwings in bui
- Wees angstig

Diegene wat lae in hierdie eienskap is, is tipies:

- Emosioneel stabiel



- Hanteer goed met stres
- Selde voel hartseer of depressief
- Moenie veel bekommer nie
- Baie ontspanne

### **Openheid**

Hierdie eienskap het eienskappe soos verbeelding en insig, en diegene wat hoog in hierdie eienskap is, het ook 'n wye verskeidenheid belange. Mense wat hoog in hierdie eienskap is, is geneig om meer avontuurlustig en kreatief te wees. Mense wat laas in hierdie eienskap is, is dikwels baie meer tradisioneel en kan sukkel met abstrakte denke.

Mense wat hoog op die openings kontinuum is, is tipies:

- Baie kreatief
- Oop om nuwe dinge te probeer
- Fokus op die aanpak van nuwe uitdagings
- Gelukkig om oor abstrakte konsepte te dink

Diegene wat laas op hierdie eienskap is:

- Hou nie van verandering nie
- Moenie nuwe dinge geniet nie
- Weerstaan nuwe idees
- Nie baie verbeeldingryk nie
- Hou nie van abstrakte of teoretiese konsepte nie

## **QUESTION 3/VRAAG 3**

### **3.1 What are the criticisms of Piaget's theory of cognitive development? (12)**

#### ***Criticisms of Jean Piaget's Theory of Cognitive Development:***

- 1 ) His theory lacks scientific control
- 2 ) He used his own children for the study
- 3 ) The subject's were not studied across the entire lifespan
- 4 ) He may have underestimated a child's capabilities
- 5 ) His theory does not discern between competency and performance
- 6 ) Theory does not account for the influence of motivation and emotion
- 7 ) The study included stages of development that were too broad
- 8 ) Piaget describes the children's development but never fully explains it
- 9 ) There was no account for adult development in the theory
- 10 ) Cognitive development does not continue throughout the adulthood
- 11 ) A child in the study may have been completely competent but could not perform the task well due to motivational or emotional circumstances
- 12 ) The most criticized aspect of Piaget's theory is that formal operational thought can be achieved as early as 11 years of age

### **3.2 Neuroscience specifies five basic concepts about brain development. Name the five basic concepts (5)**

### **3.3 Explain by using practical examples how a teacher can promote creativity. (8)**

**3.1 Wat is die kritiek teen Piaget se teorie van kognitiewe ontwikkeling? (12)**

Kritiek van Jean Piaget se teorie van kognitiewe ontwikkeling:

- 1) Sy teorie het nie wetenskaplike beheer nie
- 2) Hy het sy eie kinders vir die studie gebruik
- 3) Die vak is nie oor die hele lewensduur bestudeer nie
- 4) Hy het dalk 'n kind se vermoëns onderskat
- 5) Sy teorie onderskei nie tussen bevoegdheid en prestasie nie
- 6) Teorie gee nie die invloed van motivering en emosie uit nie
- 7) Die studie het stadiums van ontwikkeling ingesluit wat te breed was
- 8) Piaget beskryf die kinders se ontwikkeling, maar verduidelik dit nooit ten volle nie
- 9) Daar was geen rekening vir volwasse ontwikkeling in die teorie nie
- 10) Kognitiewe ontwikkeling duur nie deur die volwassenheid voort nie
- 11) 'n Kind in die studie kon heeltemal bevoeg wees, maar kon nie die taak goed doen nie as gevolg van motiverende of emosionele omstandighede
- 12) Die mees gekritiseerde aspek van Piaget se teorie is dat formele operasionele denke so vroeg as 11 jaar bereik kan word

**3.2 Neuro-wetenskap spesifiseer vyf basiese konsepte wat belangrik is vir brein ontwikkeling. Noem die vyf basiese konsepte (5)**

**3.3 Verduidelik aan die hand van praktiese voorbeelde hoe die onderwyser kreatiwiteit kan bevorder (8)**

[25]

## QUESTION 4/VRAAG 4

**4.1 Name and discuss the five types of peer status that can be distinguished during adolescence (10)**

**4.2 "Urie Bronfenbrenner's ecological model explains how everything in an adolescent and his or her environment affects how they grow and develop. Do you agree with this statement? Motivate your answer (10)**

**4.1 Noem en bespreek die vyf tipes portuur statusse wat onderskei kan word gedurende adolessente. (10)**

**4.2 "Urie Bronfenbrenner se ekologiese model verduidelik hoe alles in 'n adolessent en sy omgewing beïnvloed hoe hulle groei en ontwikkel. Stem U saam met hierdie stelling? Motiveer u antwoord? (10)**

[20]

TOT AL: [100]

## MAY/JUNE 2017

### QUESTION 1 :MULTIPLE-CHOICE ITEMS/ VRAAG 1: MEERKEUSE-ITEMS

Write only the number of the question and the letter of the correct answer. For example 1 C

Skryf slegs die nommer van die vraag en die korrekte antwoord neer. Byvoorbeeld 1 C

**1. Parents who encourage communication with their adolescent children are**

- a permissive
- b authoritarian
- c authoritative
- d over-involved

**Ouers wat kommunikasie met hulle adolossente kinders aanmoedig is**

- a permissief
- b outoritêr
- c gebiedend
- d oorbetrokke

**2. An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity**

- a diffusion
- b moratorium
- c achievement
- d foreclosure

**‘n Adolossent wat ‘n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op die volgende identiteitstatus, naamlik identiteits-**

- a diffusie
- b moratorium
- c prestasie
- d sluiting

**3 The theory of on moral development is more relevant for the understanding of female moral reasoning**

- a Kohlberg
- b Enkson
- c Gilligan**
- d Hurlock

**Die teorie van oor morele ontwikkeling is meer van toepassing op die begrip van vroulike morele redenasle**

- a Kohlberg
- b Enkson
- c Gilligan**
- d Hurlock

**4. According to Erikson, adolescent's experience a crisis characterised by**

- a intimacy versus Isolation
- b generatively versus stagnation
- c Identity versus Identity diffUSion
- d Initiative versus guilt

**Volgens Erikson beleef adolessente 'n krisis wat gekenmerk word deur**

- A intimiteit versus isolasie
- b generatIWltelt versus stagnasle
- c Identltell versus Identlteltsverwamng
- d mlslatlef versus skuld

**5. Scaffolding forms part of**

- a Erickson's theory
- b Piaget's theory
- c Vygotsky's theory
- d Sternberg's theory

**Steiering (scaffolding) vorm deel van**

- a Erickson se teorie
- b Piaget se teorie
- c Vygotsky se teorie
- d Sternberg se teorie

**6. In South Africa, school dropout rates remain high. Which one of the following factors is NOT seen as a cause of adolescent dropout?**

- a Socioeconomic and environmental factors
- b Academic factors and related behavior
- c Age of the adolescent
- d Inadequate school systems

**In Suid-Afrika, bly die vroeë skoolverlater syfer hoog. Watter een van die volgende faktore word NIE gesien as 'n oorsaak van vroeë skoolverlating nie?**

- a Sosio-ekonomiese en omgewingsfaktore
- b Akademiese faktore en verwante gedrag
- c Ouderdom van die adolessent
- d Onvoldoende skool stelsels

**7. Maslow (1968, 1970) proposed that human motives are organised into a hierarchy of needs. This hierarchical arrangement IS usually portrayed as a pyramid. Which one of the following does NOT form part of Maslow's theory?**

- a Self-actualisation
- b Love and belonging ness
- c Psychological needs
- d Physiological needs

**Maslow ( 1968, f 1970 ) het voorgestel dat menslike motiewe georganiseer is in 'n hierargie van behoeftes. Hierdie hiërgiese reeling word gewoonlik uitgebeeld as 'n piramide. Watter een van die volgende IS NIE deel van Maslow se teorie nie?**

- a Self- aktualisering
- b Liefde en om te behoort
- c Sielkundige behoeftes
- d Fisiologiese behoeftes

**8. Defence mechanisms are**

- a special strategies that serve as safeguards against anything that poses a danger to personality
- b the use of excuses to justify what may be considered unacceptable behaviour
- c conscious behaviour patterns used by a person to protect himself/herself against feelings of anxiety and inferiority
- d opposing forces among the id, ego and superego

**Verdedigingsmeganismes is**

- a spesiale strategieë wat as beskerming dien teen enigiets wat 'n gevaar inhou vir die persoonlikheid
- b die gebruik van verskonings om dit te regverdig wat as onaanvaarbare gedrag beskou kan word
- c bewuste gedragpatrone wat deur 'n persoon gebruik word om hom/ haarself teen gevoelens van ang en minderwaardigheid te beskerm
- d teenstrydige kragte tussen die id, ego en superego

**9. Learners who repeatedly scores low marks in tests, and attributes this to the teacher who is seen as being against them, is using the following defence mechanism**

- a denial
- b suppression
- c projection
- d regression

**Leerders wat herhaaldelik swak punte in toetse kry, en die blaam op die onderwyser plaas en sê die onderwyser is teen hulle, gebruik die volgende verdedigingsmeganisme**

- a ontkenning
- b onderdrukking
- c projeksie
- d agteruitgang

**10. An adolescent who has not started to explore any career options and has not yet made any career decision, functions on the following identity status, namely identity**

- a diffusion
- b moratorium
- c achievement
- d foreclosure

**'n Adollesent wat nog nie begin het om enige loopbaanopsies te ondersoek en nog nie 'n loopbaanbesluit geneem het nie, funksioneer**

- a diffusie
- b moratorium
- c prestasie
- d sluiting

**11. Which statement does not fit? Adolescents with an internal locus of control**

- a perform better at school
- b feel they have control over their own lives
- c do not accept responsibility for their mistakes
- d regulate their own behavior

**Watter stelling pas nie? Adollesente wat oor 'n interne lokus van kontrole beskik**

- a presteer beter op skool
- b voel dat hulle beheer het oor hulle ete lewens
- c neem nie verantwoordelikheid (vir hulle foute nie )
- d reguleer hulle ete gedrag

**12. Anxiety is defined as a complex pattern of three types of reactions to a perceived threat, namely, motor responses, physiological responses and \_\_\_\_\_ responses**

- a objective
- b emotional
- c separation
- d subjective

**Angstigheid word omskryf as 'n komplekse patroon van drie soorte reaksies op 'n waargenome bedreiging, naamlik motorresponse, fisiologiese response en \_\_\_\_\_ response**

- a objektiewe
- b emosionele
- c skeidings
- d subjektiewe

**13 Which one of the following is not one of the functions of the peer group?**

- a Recreation
- b Peer pressure
- c Competition
- d Social acceptability

**Watter een van die volgende IS me een van die tunksies van die portuurgroep me?**

- a Rekreasie
- b Groepsdruk
- c Kompetisie
- d Sosiale aanvaarbaarheid



14 Several memory strategies are commonly used. Which of the following is NOT a memory strategy?

- a Rehearsal
- b Organisation
- c Manipulation
- d Elaboration

Verskeie geheue strategieë word algemeen gebruik. Watter een van die volgende is NIE 'n geheue strategie me?

- a. Repesisie
- b. Orgarnisasie
- c. Manipulasie
- d. Uitbreiding

15 According to the theory of \_\_\_\_\_ people are classified into SIX personality types, each of which IS associated with a particular working environment

- a Johan
- b Galloti
- c Holland
- d Jacobs

Volgens \_\_\_\_\_ se teorie word mense in ses persoonikheidstipes geklassifiseer, waarvan elkeen met 'n bepaalde werkomgewing in verband gebring word

- a Johan
- b Galloti
- c Holland
- d Jacobs

[15]

## QUESTION 2 / VRAAG 2

Explain the following concepts in YOUR own words. Do not write more than ten (10) sentences per

Concept / Verduidelik die volgende konsepte in JOU eie woorde. Moenie meer as tien (10) sinne per konsep skryf nie

2.1 **Motivation:** *Motivation has been part of the psychological vocabulary for more than a century (Chamorro-Premuzic 2011). In its current use, the term 'motivation' indicates a complex concept, as can be seen from a study of the literature on this phenomenon.*

*Here are some of the accepted definitions of motivation:*

- *Motivation is the activation of a person's motivational situation by himself or herself or by another, engendering heightened activity on the part of that person as a means of realising a goal or a set of goals (Vrey 1979).*
- *Motivation is a process that influences the direction, persistence, and vigour of goal-directed behaviour (Passer & Smith 2001).*

- *Motivation is a concept used as an explanation or rationale for the way a person or an organism behaves (Mwamwenda 2004).*
- *Motivation is the reason why individuals behave, think and feel the way they do (Santrock 2013).*

*As a rule, the term 'motivation' refers to needs, goals and desires that spur or drive an individual to action. It is apparent from the definitions above that motivation has two components, namely movement, which implies action, and purpose, which determines the direction of movement. A motive is a want or need that causes us to act (Sternberg 1999), and motivation is always linked to an objective. Motivation is directed towards the satisfaction of needs and drives, and if unsatisfied, might generate a state of physiological and/or psychological arousal (Chamorro-Premuzic 2011).*

**Motivering** : *Motivering het deel van die sielkundige woordeskat vir meer as 'n eeu (Chamorro-Premuzic 2011). In sy huidige gebruik, die term 'motivering' dui op 'n komplekse konsep, soos gesien kan word uit 'n studie van die literatuur oor hierdie verskynsel.*

*Hier is 'n paar van die aanvaarde definisies van motivering:*

- *Motivering is die aktivering van motiverende situasie 'n persoon se deur homself of haarself of deur 'n ander, die kweek van verhoogde aktiwiteit op die deel van daardie persoon as 'n middel van die verwesenliking van 'n doel of 'n stel van doelwitte (Vrey 1979).*
- *Motivering is 'n proses wat die rigting, volharding, en ywer van goaldirected gedrag beïnvloed (Passer & Smith 2001).*
- *Motivering is 'n konsep wat gebruik word as 'n verduideliking of rasionaal vir die manier waarop 'n persoon of 'n organisme optree (Mwamwenda 2004).*
- *Motivering is die rede waarom individue optree, dink en voel die manier waarop hulle doen (Santrock 2013).*

*As 'n reël, die term 'motivering' verwys na behoeftes, doelwitte en begeertes wat Spur of ry 'n individu tot aksie. Dit blyk uit die definisies hierbo wat motivering bestaan uit twee komponente, naamlik beweging, wat optrede impliseer, en doel, wat die rigting van beweging bepaal. 'N motief is 'n gebrek of behoefte wat veroorsaak dat ons om op te tree (Sternberg 1999), en motivering is altyd gekoppel aan 'n objektiewe. Motivering is gerig op die bevrediging van behoeftes en dryf, en indien nie tevrede is, kan 'n toestand van fisiologiese en / of sielkundige opwekking (Chamorro-Premuzic 2011) te genereer. (5)*

## **2.2 Multiple intelligence**

**(5)**

Learners with different types of intelligences react differently to the traditional type of teacher-orientated teaching that is still so prevalent in schools:

- **Linguistic:** These learners will have the need to speak and communicate, and will, for example, often be writing and passing notes instead of concentrating on the mathematics lesson.
- **Logical-mathematical:** These learners will, for example, quickly understand a new concept in mathematics and other related subjects, such as accountancy and science, and will get irritated, restless and fidgety when the teacher has to re-explain the concept or do multiple examples.

- **Visual/spatial:** These learners think and learn visually in pictures, graphs and diagrams and can easily get lost or bored in a purely verbal lesson. They may be constantly drawing in their books, and may get so caught up in designs and patterns that the lesson passes without them paying attention.
- **Musical (intuitive):** These learners tend to drum on the desk, or hum or sing under their breath when they are forced to sit still. Without realising it, they often get louder as the lesson progresses.
- **Bodily-kinaesthetic:** These learners are the most restless of all. They need to move, and if they are sitting in front of, or within the line of vision of other learners, they are very disruptive. These are the chair-swingers or book-spinners who play with their stationery and anything else they can lay their hands on. They often ask to go to the bathroom and will be the first to volunteer to run errands.
- **Intrapersonal:** These learners are the least disruptive in the class situation. They are more introspective and may daydream or be lost in their own world, rather than disturb others.
- **Interpersonal:** These learners are the socialites, the constant talkers and the ones who cannot avoid becoming involved in whatever is happening in the class, even if it is an argument they have nothing to do with. Many of them also tend to comment on others in class.
- **Naturalistic:** These learners want to be in nature, outside - not in the classroom. They battle to focus their attention on the here and now.
- **Existential:** These learners pose and ponder about questions. They also tend to be daydreamers and pay little attention in class.

### **Meervoudige intelligensie**

**(5)**

Leerders met verskillende tipes intelligensies reageer verskillend op die tradisionele tipe onderwysgerigte onderwys wat nog steeds algemeen in skole is:

- **Linguisties:** Hierdie leerders sal die behoefte hê om te praat en te kommunikeer, en sal byvoorbeeld byvoorbeeld skryf en aantekeninge plaas eerder as om op die wiskunde les te konsentreer.
- **Logies-wiskundig:** Hierdie leerders sal byvoorbeeld 'n nuwe konsep in wiskunde en ander verwante vakke soos rekeningkunde en wetenskap vinnig verstaan en sal geïrriteerd, rusteloos en fidgeties raak wanneer die onderwyser die konsep moet herverduidelik of doen verskeie voorbeelde.
- **Visueel / ruimtelike:** Hierdie leerders dink en leer visueel in prente, grafieke en diagramme en kan maklik verby of verveeld raak in 'n suiwer verbale les. Hulle kan voortdurend in hul boeke teken, en kan so vinnig in die ontwerpe en patrone raak wat die les verbygaan sonder dat hulle aandag gee.
- **Musieks (intuïtief):** Hierdie leerders is geneig om op die lessenaar te trom, of hum of sing onder hul asem wanneer hulle gedwing word om stil te gaan sit. Sonder om dit te besef, word hulle dikwels harder as die les vorder.
- **Liggaams-kinesteties:** Hierdie leerders is die mees rustelose van almal. Hulle moet beweeg, en as hulle voor of binne die gesigspunt van ander leerrigters sit, is hulle baie ontwrigtend. Dit is die stoel swingers of boek-spinners wat met hul skryfbehoeftes speel en enigiets anders waarop hulle hul hande kan lê. Hulle vra dikwels om na die badkamer te gaan en sal die eerste wees om vrywillig te wees om boodskappe uit te voer.
- **Intrapersoonlik:** Hierdie leerders is die minste ontwrigtende in die klassituasie. Hulle is meer introspektief en kan dagdroom of verlore gaan in hul eie wêreld, eerder as om ander te versteur.

- Interpersoonlik: Hierdie leerders is die sosiale mense, die konstante praatjies en diegene wat nie kan vermy om betrokke te raak by alles wat in die klas gebeur nie, selfs al is dit 'n argument waarmee hulle niks het nie. Baie van hulle is ook geneig om kommentaar te lewer op ander in die klas.
- Naturalisties: Hierdie leerders wil in die natuur wees, buite - nie in die klaskamer nie. Hulle stry om hul aandag op die hier en nou te fokus.
- Eksistensiële: Hierdie leerders stel en dink oor vrae. Hulle is ook geneig om dagdromers te wees en gee min aandag in die klas.

### **2.3 Adolescent depression**

**(5)**

*Serious psychological disorder marked by sadness, helplessness and hopelessness.*

*Perception changed from that depression cannot occur in children to acknowledging depression as a concern and that it is common during adolescence. Also occurs with other disorder such as internalizing problems (anxiety) and externalizing problems (aggression).*

*Depression could also lead to other problems (scholastic, interpersonal and social problems).*

*Distinguish between:*

- *Depressive symptoms or mild depression*
- *Depression as a disorder (clinical depression).*

*Everyone experience symptoms at times, but this passes once the event has passed or person is used to situation, but depression is inability to function effectively and need help of professionals.*

*Symptoms of depression:*

- *Emotional – sadness, happiness, anxiety, misery, inability to enjoy*
- *Cognitive – negative cognition about self, world and future*
- *Motivational – loss of interest, lack of drive, difficult starting anything, difficult to focus*
- *Somatic symptoms – loss of appetite, lack of energy, sleep difficulties, weight loss*

*Symptoms also linked to behavioural problems. Find difficult to admit self-criticism to self and others and they often hide behind a mask. Reactions also include running away, involved with delinquency or substance abuse.*

*Anxiety also included – Anxious Depressed syndrome:*

- *Complain of loneliness / no one loves them / against them*
- *Cry often / fearful / feel inferior*
- *Need to be perfect*

#### **Adolescente depressie**

*Ernstige sielkundige afwyking wat gekenmerk word deur hartseer, hulpeloosheid en hopeloosheid.*

*Persepsie verander van wat depressie kan nie voorkom in kinders om te erken depressie as 'n bekommernis en dat dit algemeen tydens adolessensie. Ook kom met ander versteuring soos internalisering probleme (angs) en ekternalisering probleme (aggressie).*

*Depressie kan ook lei tot ander probleme (skolastiese, interpersoonlike en sosiale probleme).*

*Onderskei tussen:*

- *depressiewe simptome of ligte depressie*
- *Depressie as 'n afwyking (kliniese depressie).*

*Almal ervaar simptome by tye, maar dit gaan sodra die gebeurtenis geslaag het of persoon gebruik word om situasie, maar depressie is die onvermoë om effektief te funksioneer en hulp van professionele mense nodig het.*

*Simptome van depressie:*

*Emosionele - hartseer, geluk, angs, ellende, onvermoë om te geniet*

*Kognitiewe - negatiewe kennis oor die self, die wêreld en die toekoms*

*Motiverende - verlies aan belangstelling, 'n gebrek aan ry, moeilike begin iets, moeilik om te fokus*

*Somatiese simptome - verlies van eetlus, gebrek aan energie, slaap probleme, gewigsverlies*

*Simptome ook gekoppel aan gedragsprobleme. Vind moeilik om self-kritiek om self en ander te erken en hulle weg te steek dikwels agter 'n masker. Reaksies ook weghardloop, betrokke by misdadigheid of dwelmmisbruik.*

*Angs het ook - Angstig Depressed sindroom:*

- *kla oor eensaamheid / niemand is lief vir hulle / teen hulle*
- *huil dikwels / bang / voel minderwaardig*
- *Behoeftes om volmaak te wees*

**(5)**

**2.4** **Resilience:** *The idea behind resilience is that challenges to be addressed through the use of protective factors to minimize the effects of risk factors (Masten & Gewirtz, 2006: 1; Wagnild & Young, 2006: 1). The latter authors point out that they have the ability to approach negative and unpleasant situation effectively and handled according to Cave Mountain (1995: 7) is resilience a basic human capacity, innate in all children.*

**Veerkrachtigheid:** *Die idee agter veerkrachtigheid is egter dat uitdagings aangepak moet word deur die benutting van beskermingsfaktore om sodoende die gevolge van die risikofaktore te verminder (Masten & Gewirtz, 2006:1 ; Wagnild & Young, 2006:1). Die genoemde outeurs wys daarop dat hulle die vermoë het om negatiewe en onaangename situasie effektiewe en onaangename situasie effektief te benader en te hanteer volgens Grotberg (1995:7) is veerkrachtigheid 'n basiese menslike kapasiteit, ingebore by alle kinders.* (5)

## **2.5 Emotional maturity (5)**

*Features of Emotional maturity include ability to:*

- *Refrain from outbursts in front of others*
- *"blow off steam" in a socially acceptable way (suitable place and time)*
- *Evaluating situation critically before reacting (ignore triggers – greater stability)*
- *Understand and empathise with others' emotions – put in other's shoes*
- *Give without wanting to receive*
- *Don't dominate and judge*
- *Be flexible to express emotions in different ways according to the situation while considering the emotions of others.*

*Guide adolescents towards the following to achieve EM:*

- *Gain realistic perception on situations that would cause intense emotions by discussing with others*
- *Release stored-up emotions in a structured manner (activities, exercise, crying or laughter)*

### **Emosionele volwassenheid**

*Kenmerke van emosionele volwassenheid sluit abiltiy om:*

- *Weerhou van outbursts voor ander*
- *"blaas stoom af" in 'n sosiaal aanvaarbare manier (geskikte plek en tyd)*
- *Evaluering situasie krities voor reageer (ignoreer snellers - groter stabiliteit)*
- *Verstaan en empatie met ander se emosies - sit in ander se skoene*
- *Gee sonder wil ontvang*
- *Moenie oorheers en regter*
- *Wees buigsaam om emosies op verskillende maniere volgens die situasie met inagneming van ander se gevoelens uit te druk.*

*Lei tieners na die emosionele volwassenheid te bereik:*

- *Kry realistiese persepsie op situasies wat intense emosies sou veroorsaak deur 'n bespreking met ander*
- *Laat gestoor-up emosies op 'n gestruktureerde wyse (aktiwiteite, oefening, huil of lag)* (5)

## 2.6 Meta-cognition

*Higherorder thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning. Metacognition plays an important role in all learning and life experiences.*

Beyond academic learning, when students gain awareness of their own mental states, they begin to answer important questions:

How do I live a happy life?

- How do I become a respected human being?
- How do I feel good about myself?

### **Metakognisie**

*Hoërorde denke wat begrip, analise, en beheer van 'n mens se kognitiewe prosesse in staat stel, veral wanneer besig met leer. Metakognisie speel 'n belangrike rol in allerhande geskifte en lewenservaring.*

*Anderkant akademiese leer, wanneer studente bewus raak van hul eie geestelike toestand, begin hulle om belangrike vrae te beantwoord:*

- *Hoe kan ek 'n gelukkige lewe leef?*
- *Hoe word ek 'n gerespekteerde mens?*

*Hoe kan ek goed voel oor myself?*

(5)

[30]

## QUESTION 3/VRAAG 3

### 3 1 DISCUSS the role of the school as a socialising agent in the moral development of the adolescent (10)

*As early as 1933, John Dewey recognised the role of the school in teaching morals to children, by referring to a 'hidden curriculum' (Sanrock 2013). This curriculum is conveyed by the moral atmosphere that is part of every school. As a socialising agent, the school has an important role to play in the moral development of adolescents. The school represents the larger outside world to the child. If the school does not teach value, the child is more likely to reject the lessons learned at home (Allport 1961). The adolescent will also be thrown into peer values more completely, with their emphasis on the hedonism of teenage parties or the destructiveness of gangs. Further, the adolescent will also be more at the mercy of the sensate values peddled by movies, TV and the internet.*

*All schools have rules. If learning is to take place, learners cannot interrupt one another or the teacher. Therefore, learners must respect and cooperate with each other and when differences do arise, they must learn to compromise. The way the teacher communicates the rules has an impact on the child's moral development.*

**Bespreek die rol van die skool as 'n sosialiseringsagent in die morele ontwikkeling van die adolessent** (10)

*So vroeg as 1933, erken John Dewey die rol van die skool in die onderrig moraal van kinders, deur te verwys na 'n "verborge kurrikulum" (Sanrock 2013). Hierdie kurrikulum word oorgedra deur die morele atmosfeer wat deel is van elke skool. As 'n sosialiseringsagent, het die skool 'n belangrike rol om te speel in die morele ontwikkeling van adolessente. Die skool stel die groter buitewêreld aan die kind bekend. As die skool nie waardes aan die kind leer nie, sal die kind meer geneig wees om die lesse wat geleer is by die huis (Allport 1961) te verwerp. Die adolessent sal ook heeltemal in hul eweknie (peers) se waardes gegooi word, met hul klem op hedonisme van tiener partye of die vernietigende invloed van bendes. Verder sal die adolessent ook meer aan die genade van die sensie waardes wat deur films, TV en die internet vertoonbeeld word.*

*Alle skole het reëls. As onderig gaan plaasvind, kan leerders nie mekaar of die onderwyser onderbreek nie. Daarom moet leerders mekaar respekteer en saamwerk met mekaar wanneer verskille ontstaan, en moet hulle leer om tot 'n kompromie te kom. Die manier waarop die onderwyser die reëls kommunikeer het 'n impak op die morele ontwikkeling van die kind*

### **3.2 Name and discuss the functions of the peer group during adolescent development**

*Peer groups can help adolescents to attain autonomy with respect to a moral perspective or system of their own by the following means (Rice 1984; Thorn 1990; Berk 2010):*

- *Adolescents are increasingly treated as the equals of adults, and they develop the self-confidence to decide with their peer group which rules to implement, and which ones to amend and how.*
- *During interaction with the peer group, adolescents become aware of the interchangeability of roles and the cooperation between individuals.*
- *Through increasing interaction with the peer group, adolescents come to realise that individuals behave differently because they maintain different sets of values, which means that other people's values are now considered.*
- *When adolescents meet, they have discussions that last for hours, and these discussions often result in clarity about existing values or changes in values.*
- *Interaction between peers who present different viewpoints promotes moral understanding.*
- *Adolescents who form close friendships and have regular conversations with their friends seems to be more advanced in moral reasoning than other adolescents.*

### **Noem en bespreek die funksies van die portuurgroep gedurende adolessente ontwikkeling [15]**

*Portuurgroepe kan adolessente help om outonomie te bereik met betrekking tot 'n morele perspektief of stelsel van hul eie deur die volgende wyses (Rice 1984; Thorn 1990; Berk 2010):*



- *Adolescente word toenemend beskou as die gelykes van volwassenes, en hulle ontwikkel met die selfvertroue om te besluit saam met hul portuurgroep watter reëls om te implementeer, en wat om te wysig en hoe.*
- *Tydens interaksie met die portuurgroep, raak adolessente bewus van die uitwisselbaarheid van rolle en die samewerking tussen individue.*
- *Deur die verhoging van interaksies met die portuurgroep, kan adolessente tot die besef kom dat individue anders optree omdat hulle verskillende stelle waardes in stand te hou, wat beteken dat waardes nou oorweeg word deur ander mense.*
- *Wanneer adolessente mekaar ontmoet, raak hulle betrokke in gesprekke wat ure lank duur, en hierdie gesprekke lei dikwels tot duidelikheid oor bestaande waardes of veranderinge in waardes.*
- *Interaksie tussen eweknieë wat verskillende standpunte kan bied bevorder morele begrip.*

*Adolescente wat hegte vriendskappe vorm en gereelde gesprekke met hul vriende het, blyk meer gevorderd in morele redenasie as ander tieners te wees. (15)*

[25]

## **QUESTION 4/ VRAAG 4**

**Identity formation is an important part of the psychosocial development of the adolescent. Discuss the adolescent identity formation under the following headings**

### **4.1 Gender-role Identity**

**(10)**

*This concept is intimately related to the concept of gender role, which is defined as the outward manifestations of personality that reflect the gender identity.*

*There are two schools of thought concerning gender-role identification. The traditional school holds that social forces maintain a constant and cumulative pressure on the gender role identification of the child. As the child grows older, this leads to increasing conformity to cultural norms for gender-appropriate behaviour. Up to puberty, for example, boys and girls are allowed considerable freedom with regard to what is seen as gender-typical behaviour. Usually, little is made of girls climbing trees and playing with toy cars and boys baking cakes. From puberty, however, pressure is exerted on adolescents to display more gender-typical behaviour. The following two groups emphasise particular gender-role standards and demand that the young person conform to them (Coleman 1980):*

- *the peer group who exerts strong pressure, partly owing to their growing consciousness of their own sexual maturation*
- *adults who see this behaviour in their interaction with the adolescent to ensure successful adjustment to adult life.*

### **4.2 Career Identity**

**(10)**

*During the adolescent phase, occupational identity becomes more defined. Whereas young children usually base their career choices on that with which they are familiar, or on fantasies (policeman, doctor, educator, ballet dancer, astronaut), adolescents begin to form*

*an increasingly realistic conception of their own abilities and interests, with the result that their career interests also become gradually more realistic.*

*The acquisition of a career identity takes place in two phases (Super in Steinberg & Belsky .1.991):*

- 1. During the first phase, from approximately 14 to 18 years of age, the adolescent begins to think in broad categories of work without taking any definite decisions. This is referred to as the crystallisation phase because the adolescent begins to form ideas about careers and to gather information about categories of careers.*
- 2. In the second or specification phase, the adolescent's choices are increasingly steered towards more specific careers. By the end of this period, extending from approximately 18 to 21 years of age, the adolescent has usually chosen a career that forms an important part of his or her identity*

### **4.3 Ethnic identity**

**(10)**

*It is also during the adolescent phase that a strong ethnic identity usually emerges. Adolescents become acutely aware of cultural differences and differences in the values and customs of their ethnic groups. This is usually the phase when young people rebel strongly against any form of injustice against their cultural groups. It is not surprising that adolescents often take the lead in protest actions, marches, strikes and the like.*

*Ethnic identity is the sum total of group members' feelings about the symbols, values and common histories that identify them as a distinct group, and it is not merely knowing that one is a member of a certain ethnic identity (Rice & Dolgin 2008; Newman & Newman 2012). In other words, the adolescent actively tries to understand this or her culture and explores the meaning of that culture (Levine & Munsch 2011). Adolescents from a minority group face thorny identity questions when they encounter conflicts between their culture and the culture of the dominant group (Newman & Newman 2012). However, many adolescents who are faced with the choice of two or more sources of identification develop a bicultural identity (Sanrock 2013). This is when adolescents identify in some ways with their own ethnic group and in some ways with the dominant culture.*

*Adolescents in South Africa and many other parts of the world are coming of age in societies that are ethnically and culturally diverse. Ethnicity can affect adolescents in many ways. Belonging to a minority or majority group has different effects. In the classroom, minority learners often face problems that do not exist for those from the dominant cultural group.*

**Identiteitsontwikkeling is 'n belangrike deel van die psigososiale ontwikkeling van die adolescent. Bespreek die adolescent se identiteitsontwikkeling onder die volgende opskrifte**

### **4.1 Geslagsrol-identiteit**

**(10)**

*Hierdie konsep is intiem verwant aan die konsep van geslag rol, wat gedefinieer word as die uiterlike manifestasies van persoonlikheid wat die geslag identiteit weerspieël.*

*Daar is twee skole van denke met betrekking tot geslag-rol identifikasie. Die tradisionele skool hou dat sosiale kragte in stand te hou 'n konstante en kumulatiewe druk op die geslag rol identifisering van die kind. Soos die kind ouer word, dit lei tot toenemende gelykvormigheid aan kulturele norme vir geslag-gepaste gedrag. Tot puberteit, byvoorbeeld, seuns en dogters word toegelaat aansienlike vryheid ten opsigte van wat beskou word as geslag-tipiese gedrag. Gewoonlik, littl is gemaak van meisies klim tre s en speel met karretjies en seuns bak koeke. Van puberteit egter druk uitgeoefen op tieners om meer geslagsgebalanseerde tipiese gedrag vertoon. Die volgende twee groepe beklemtoon bepaalde standaarde geslag-rol en eis dat die jong persoon voldoen aan hulle (Coleman 1980):*

- *die portuurgroep wat sterk druk uitoefen, deels as gevolg van hul groeiende bewussyn van hul eie seksuele rypwording*
- *volwassenes wat hierdie gedrag in hul interaksie met die adolessent te sien vir 'n suksesvolle aanpassing by die volwasse lewe te verseker*

#### **4.2 Loopbaan-identiteit**

**(10)**

*Tydens die adolessente fase, beroeps- identiteit raak meer defind. AANGESIEN jong kinders gewoonlik baseer hul loopbaankeuses op dit waarmee hulle vertrou is, of op fantasieë (polisieman, dokter, onderwyser, balletdanser, ruimtevaarder), tieners begin om 'n toenemend realistiese begrip van hul eie vermoëns en belangstellings vorm, met die gevolg wat hul loopbaan belange geleidelik meer realistiese geword ook.*

*Die verkryging van 'n loopbaan identiteit vind in twee fases (Super in Steinberg & Belsky .1.991):*

1. *Tydens die eerste fase, vanaf ongeveer 14 tot 18 jaar oud, die adolecent begin om te dink in breë kategorieë van werk sonder om enige definitiewe besluite. Dit staan bekend as die kristallisasie fase omdat die adolessent begin om idees ah ut loopbane en om inligting in te samel oor kategorieë loopbane te vorm.*
2. *In die tweede of spesifikasie fase, is keuses die adolessent se incteasingly gelei tot meer spesifieke loopbane. Teen die einde van hierdie tydperk, wat strek van ongeveer 18 tot 21 jaar oud is, het die adolecent gewoonlik gekies 'n loopbaan wat 'n belangrike deel van sy of haar identiteit vorm*

#### **4.3 Etniese identiteit**

**(10)**

*Dit is ook tydens die adolessente fase wat 'n sterk etniese identiteit gewoonlik na vore laat kom. Adolessente word deeglik bewus van kulturele verskille en verskille in die waardes en gebruike van hul etniese groepe. Dit is gewoonlik die fase wanneer jong mense rebelleer en sterk gekant is teen enige vorm van ongeregtheid teen hul kultuurgroepe. Dit is nie verbasend dat adolessente dikwels die voortou neem in protesaksies, optogte, stakings en dies meer.*

*Etniese identiteit is die som totaal van gevoelens groeplede se oor die simbole, waardes en algemene geskiedenis waarmee hulle identifiseer as 'n afsonderlike groep, en dit is nie net om te weet dat 'n mens is 'n lid van 'n sekere etniese identiteit (Rice & Dolgin 2008; Newman & Newman 2012). Met ander woorde, die adolessent probeer aktief om sy of haar kultuur te verstaan en verken die betekenis van daardie kultuur (Levine & Munsch 2011). Adolessente*

*van 'n minderheid groep sien netelige identiteits vrae wanneer hulle konflik tussen hul kultuur en die kultuur van die dominante groep teëkom (Newman & Newman 2012). Daar is egter baie tieners wat voor die keuse van twee of meer bronne van identifikasie te ontwikkel 'n twee-kulturele identiteit (Santrock 2013). Dit is wanneer adolessente hulle identifiseer in 'n paar maniere met hul eie etniese groep en in sommige maniere met die dominante kultuur.*

*Adolessente in Suid-Afrika en baie ander dele van die wêreld is mondig in samelewings wat etnies en kultureel divers is. Ras kan tieners op baie maniere beïnvloed, wat deel uitmaak van 'n lae integriteit of meerderheidsgroep het verskillende effekte. In die klaskamer, leerder minderheid in die gesig staar dikwels probleme wat nie bestaan nie vir dié van die dominante kultuurgroep.*

**[30]**

**TOTAL [100]**