

Tutorial Letter 101/3/2018

The educator in a pastoral role EDPHOD8

Semesters 1 and 2

**Department of Curriculum and Instructional
Studies**

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.
Intermediate, Senior phase and FET specialisations

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1. INTRODUCTION

Dear prospective pastoral educator

With this Tutorial Letter we are pleased to welcome you as a student to the module The Educator in a pastoral role. We trust that you will find this module interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination, and addressing questions to us.

In this Tutorial Letter you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the prescribed study material and other resources and how to obtain them. Study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Study this section of the tutorial letter carefully.

Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important and, sometimes, urgent information.

Some of this tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, **but is also available on myUnisa.**

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

Upon completion of this module you should have obtained the applied competence of the community, citizenship and pastoral role at a beginner teacher's level.

2.2 Outcomes

You will be able to:

- practice and promote a critical, committed and ethical attitude by developing a sense of respect and responsibility towards others.
- uphold the Constitution and promote democratic values and practices in schools and society.
- demonstrate within your school an ability to develop a supportive and empowering environment for the learners.
- respond to the educational and other needs of learners and fellow educators.
- develop supportive relations with parents and other key persons and organisations.
- develop a critical understanding of community and environmental issues, especially HIV/Aids.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

LECTURER	ROOM NUMBER	☎	E-MAIL ADDRESS
SECTION A: THE APPLIED COMPETENCES OF THE COMMUNITY, CITIZENSHIP AND PASTORAL ROLE			
Prof S Schoeman	AJH van der Walt Building, Room 6-65	(012) 429-4503	schoes@unisa.ac.za
SECTION B: THE RELIGIOUS WORLD OF LEARNERS			
Mr EEN Dube	TvW Building, Room 6-159	(012) 429-3892	dubeen@unisa.ac.za
Ms DM Eicker: Departmental secretary	TvW Building, Room 6-151	(012) 429-4523	eickedm@unisa.ac.za

All queries that are not of a purely administrative nature but are about the content of this module should be directed to us. Please have your study material with you when you contact us.

3.2 Department

Department of Curriculum and Instructional Studies

Unisa

PO Box 392

UNISA

0003

Muckleneuk Campus

Preller Street

PRETORIA

Tel: (012) 429-4033

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication *Study @ Unisa*, that you received with your study material. This brochure contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number and module code at hand when you contact the University.

Please note that all administrative enquiries should be directed to:

- E-mail study-info@unisa.ac.za

4. RESOURCES

4.1 Prescribed books

There are no prescribed textbooks for this module. This means that you do not have to buy any additional books for this module. You only need your study guide and the tutorial letters.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for this module.

4.4 Official study material

- One study guide

- Tutorial 101. Apart from Tutorial letter 101 you will also receive other Tutorial Letters in the course of the semester (102 and 201).

If you have access to the Internet, you can view the study guide and tutorial letters for the module on the University's online campus, *myUnisa*, at <http://my.unisa.ac.za>.

4.5 Recommended electronic sources

The following electronic sources are sources that you may consult in order to broaden your knowledge of the educator in a pastoral role. A limited number of copies is available in the library.

- e-books

The SAGE reference online. Handbooks Online. *The Sage Handbook of Special Education*.

The SAGE reference online. Handbooks Online. *The Sage Handbook of Gender and Education*.

This book deals with special education and gender and education.

- DVDs

Teaching Diverse Learners – 2 DVD set

A diverse learning environment benefits everyone, but it can put overwhelming pressure on an unprepared teacher. This two-part DVD empowers educators using real-world teaching methods enabling them to overcome the obstacles and maximize the rewards of a diverse learning atmosphere. The first DVD is 13 minutes and the second 18 minutes.

4.6 Learner's books and curricula for your subjects

It is essential that you have access to a series of learner's books for your subjects approved by the National Department of Education. They are available at JUTA and other booksellers. You may also contact your local school for assistance.

4.7 Open education resources (OERs)

4.7.1 TESSA (Teacher Education in Sub-Saharan Africa)

TESSA brings together teachers and teacher educators from across Africa. It offers a range of materials (Open Educational Resources) in four languages to support school-based teacher education and training. Access the TESSA website: <http://www.tessafrica.net/>

4.7.2 OER4schools

OER4schools is an open education resource from the Faculty of Education of the University of Cambridge. Their website address is:

<http://www.educ.cam.ac.uk/centres/cce/initiatives/projects/oer4schools/>

Consult the latter for classroom examples and learning and teaching support materials to use in your lesson plans, group work activities, etc.

4.7.3 Google search

This web search engine can be used to look for texts related to the content of the module, i.e. practical classroom examples.

4.8 Social network: Twitter

Visit Twitter @Profschoeman. Share your views on the characteristics of a good pastoral carer.

4.9 Curriculum Assessment Policy Statement (CAPS)

The Curriculum Assessment Policy Statement is a single, comprehensive, and concise policy document, for all the approved school subjects. It is available on the Department of Basic Education's website:

<http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/...>

4.10 Podcasts

Digital audio files will be made available on myUnisa for downloading to your computer or portable media player. It will explain or inform you about certain aspects of the curriculum and/or teaching strategies of the module.

4.11 Library services and resources information

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

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

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – <http://libguides.unisa.ac.za/Research> Skills
- how to contact the Library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5. STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication Study @ Unisa that you received with your study material.

5.1 Contact with fellow students

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2 *myUnisa*

If you have access to a computer that is linked to the Internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the Internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za> and then click on the "Login to *myUnisa*" link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa* which you received with your study material for more information on *myUnisa*.

5.3 Tutorials

Unisa offers tutor services for students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre near you, please consult Directorate Curriculum and Learning Development at Tel: +27 12 484 2869.

A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss course material. The main purpose of the tutorial services is:

- To facilitate student learning by developing the student's independent learning skills
- Assisting students to become motivated and independent learners
- Help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study @ Unisa*.

5.4 UniSA Radio

UniSA Radio is one African voice which strives to be Unisa's voice that will bridge the gap between Unisa and its communities. In the light of that, Unisa Radio programming focuses on academic content including education shows, career guidance, job opportunities, Unisa student lifestyles, student's entertainment, campus news and student support.

5.5 E-tutoring for EDPHOD8

An e-tutoring system is available for the module EDPHOD8. Refer to the information that has been sent to you in this regard for the specifics.

5.6 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.6 Student query process

Step 1:

Contact (by e-mail or phone) the lecturer.

Prof S Schoeman

Tel No: 012 429-4503

E-mail: schoes@unisa.ac.za.

Step 2:

If there is no response from the lecturer within 48 hours, call/forward query with a trail of previous e-mails to the Chair of the Department's office (Secretary: Ms L van Rensburg, Tel No: 012 429 4033, e-mail: vrensl1@unisa.ac.za or Ms M Botha, Tel No: 012 4296861, e-mail: bothajsm@unisa.ac.za)

Step 3:

If there is no response from the CoD's office within 48 hours, call/forward query with a trail of previous e-mails to Director at School of Teacher Education (Secretary: Ms H Pheto, Tel No: 012 429 6879, e-mail: phetohk@unisa.ac.za)

Step 4:

If there is no response from the Director of the School within 48 hours, call/forward query with a trail of e-mails to College of Teaching and Learning's office (Secretary: Ms Rosslee, Tel No: 012 429 4274, e-mail: rossle@unisa.ac.za)

You are advised to always start on STEP 1 when raising queries and not jump straight to Step 4.

6. MODULE-RELATED STUDY PLAN

Please consult the Study @ Unisa brochure for generic information related to a study plan. Adapt this to your specific needs and context. The plan contains valuable time management and planning skills.

In addition, you may use the following guidelines as roadmap for the two semesters:

Semester 1	Semester 2
January: Register, collect the study material and start to know the system – myUnisa, online assignment submission system, library facilities, etc.	July: Register, collect the study material and start to know the system – myUnisa, online assignment submission system, library facilities, etc.
February: Start with Assignment 01; familiarize yourself with the study guide, tutorial letters, reference technique, and revisit myUnisa and the assignment submission system	August: Start with Assignment 01; familiarize yourself with the study guide, tutorial letters, reference technique, and revisit myUnisa and the assignment submission system
March: Submit Assignment 01 on 15 March 2018; start with the reading for Assignment 02 and complete provisionally; reconfirm your examination admission status	September: Submit Assignment 01 on 15 August 2018; start with the reading for Assignment 02 and complete provisionally; reconfirm your examination admission status
April: Submit Assignment 02 on 4 April 2018; start with the examination preparation – complete the study aid questions in TL 102 and set questions for Chapter 8; summarise the content related to the different religions (Chapter 12) in table form; reconfirm your examination admission status	October: Submit Assignment 02 on 5 September 2018; start with the examination preparation – complete the study aid questions in TL 102 and set questions for Chapter 8; summarise the content related to the various religions (Chapter 12) in table form; reconfirm your examination admission status
May/June: Study and sit for the examination; receive your results	November/December: Study and sit for the examination; receive your results

7. MODULE-SPECIFIC PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for EDPHOD8.

8. ASSESSMENT

8.1 Assessment plan

Unisa is following a continuous assessment system. You will be able to accumulate marks throughout the semester. Your promotion mark comprises a semester mark of 20% and an examination mark of 80%.

Your semester mark will be compiled as follows :

Assignment 01 will count 10%

Assignment 02 will count 10%

The total will then be 20%.

Submitting a well prepared Assignment 01 and Assignment 02 will therefore be to your benefit! Good luck!

Please note: you need a subminimum of 40% in the examination to benefit from your semester mark. In other words, you will have to pass (50%) the examination paper.

8.2 General assignment numbers

Remember that your assignment must have precisely the same number as the one specified in this tutorial letter. Assignments are numbered consecutively per module, starting from 01. Only numerical numbers are used, for example: Assignment 01, 02 and so on.

Specify the module code and assignment number in all enquiries about assignments.

8.2.1 Unique assignment numbers

Assignment 01

First semester: 678585

Second semester: 790387

Assignment 02

First semester: 751856

Second semester: 897160

8.2.2 Due dates for assignments

The following dates are the latest dates your assignments are allowed to reach the University:

Assignment 01

First semester: 15 March

Second semester: 15 August

Assignment 02

First semester: 4 April

Second semester: 5 September

8.3 Submission of assignments

Please note: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be addressed to Unisa:

E-mail **studyinfo@unisa.ac.za**

You might also find information on the *myUnisa* website, <http://www.unisa.ac.za> and then click on the "login to *myUnisa*" heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Assignments should be addressed to:

Department: Student Assessment and Administration

PO Box 392

UNISA, 0003

You may submit written assignments either by post or electronically via *myUnisa*. Assignments may not be submitted by fax or e-mail.

For detailed information and requirements as far as assignments are concerned, see the brochure Study @ Unisa that you received with your study material.

To submit an assignment via *myUnisa*:

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

Since your examination paper at the end of the semester will also be based on your assignments, it is in your own interest to complete them thoroughly.

You are welcome to consult as many sources as possible but you should not neglect to include complete references in your answer.

It sometimes happens that students hand in assignments which are not their own original work. This is illegal, and steps will be taken by the University authorities should this practice come to light.

8.4 Assignments

Assignments are seen as part of the learning material for this module. As you do the assignments, study the reading texts, consult other resources, discuss the work with fellow students or tutors/e-tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

Please note that the word assignment is the only accepted term used to refer to assignments.

Assignments 01 and 02 follow. You should be able to answer these by consulting your study guide, and any other sources that are applicable to the pastoral role of the educator.

ASSIGNMENT 01**Closing date****First semester: 15 March****Unique number: 678585**

According to Best, Lang, Lodge and Watkins (1995:63), one of the most important roles of an educator in a school is to assist learners pastorally. (See your Study guide, p. 2)

Read the following scenario:

Rosemary's story – violence and abuse!

By the time she was 13, Rosemary had been sexually abused. But when she tried to tell her parents, they didn't believe her.

Here is her story in her own words:

I'm the youngest of four children and I was always Daddy's special girl. My late father was a sergeant in the police. He was a drinker who didn't contribute to the housekeeping, a very angry man who beat me for offences, such as wandering outside my designated play area, and he regularly hit my mum. But I loved him in spite of everything. Dad could be very caring and loving, but he was unpredictable. My eldest sister, Joanna was meant to look after me when Mum was working, but she often went out and left me alone. One morning, I went for a walk and got lost. My sisters found me and brought me home and, knowing Dad would beat me, they dressed me up in lots of thick knickers and trousers so I wouldn't feel the blows. I was only five. Sometimes I had to stay off school because of the bruises.

I was six when it (sexual abuse) happened for the first time. I'd gone out on my sister's bike – she was meant to be watching me as Mum was at work. I heard the sound of puppies yelping coming from a house by a big green tree. I stopped in the hope that I'd catch a glimpse of them, and as I went over to the fence I saw these little black balls of fluff in the front garden, and then a man appeared and asked me if I'd like to see them. I said yes. I'd never seen him before, but he asked me where my dad was. His message was clear: "I know you." He said I couldn't tell anyone I'd been inside his house, and then he started tickling and touching me. I didn't understand what had happened. I knew it was wrong, but I couldn't tell anyone because I'd have been beaten for straying from my boundary.

You are Rosemary's class and subject teacher, and have always been kind to her. Desperate and alone, Rosemary stays behind in your class one day, and tells you her story. You as a pastoral educator are therefore concerned about Rosemary's wellbeing and decided to assist her. Prepare your plan of action using the following as guidelines:

SECTION 1: BACKGROUND

Compile a background narrative for Rosemary's story. Include information in terms of the following:

- Rosemary's stage of psychological development according to Erickson's stages of psychological development (see the Study guide, pp. 9-10)
- Possible effects of child abuse (Study guide, section 5.1), sexual abuse (Study guide, section 5.3.5), emotional abuse (Study guide, sections 5.3.3), emotional neglect (Study guide, section 5.3.4) and physical neglect (Study guide, section 5.3.2) on Rosemary. Hint: provide the definitions first and then apply them to Rosemary's situation.

- Explain the possible effects of Maslow's hierarchy of needs on Rosemary's behaviour (Study guide, pp. 12-13)

SECTION 2: GUIDANCE FOR ROSEMARY

- 2.1 Define the concepts guidance (use any scientifically sound definition), counselling (Study guide, section 7.2.2.1) and support for learning problems (Study guide, section 7.2.2.8). Indicate in a statement that you as pastoral carer can only provide guidance to Rosemary, as you are not a qualified educational psychologist.
- 2.2 Discuss the phenomenon of child trauma, and the effects of trauma on Rosemary's life (Study guide sections 5.3.5.4, 5.3.5.5, length 1 and a half page).
- 2.3 Differentiate between parental involvement (Study guide, section 7.2.3.1) and parental counselling (Study guide, section 7.2.2.11).
- 2.4 Develop a personal and learning intervention program for Rosemary. Discuss important guidelines that you will take into account to report the abuse, involve support services, involve her mother and father, and scaffold her to cope with possible problems in your subject (Study guide sections 7.2.6 and other applicable information from sections 7.2.2.9, 7.2.2.10, 5.5.2, 7.2.5). Include a practical example as proof of your assistance, such as a mind map of your explanation of the water cycle in Geography. Also refer to study methods. Please note if you are not a Geography teacher you are not expected to provide an example from Geography. Use examples from your subject.

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HINTS

1. Use your Study guide primarily. But you may add additional supporting information.
2. Consult the indicated sections from the Study guide.
3. This is a report-type assignment, not an essay. Only include the headings as provided in the assignment question in your response, and add a Reference list. Take on the role of the teacher-as-pastoral-carer, and provide guidance to Alex. Write a report to the other important role-players – grade head, subject head, head of the department, education psychologist, Life Orientation teacher, deputy principal, and principal. No introduction, body and conclusion. The concept narrative report: A narrative report is a logical account of experiences based on real facts or events. In education this category of writing is often used to compile assessment and pastoral care reports. Also listen to the podcast on myUnisa.
4. The prescribed reference technique is the Harvard method. See Tutorial Letter 301 for more guidelines.
Referencing the study guide. The format of referencing the study guide is as follows:
In the text: (Schoeman, *et al.* 2011:8), in the first quote include all the authors' particulars.
In the reference list: Schoeman, S. (ed.), Jansen, C.A., Dreyer, J.M., Swanepoel, J.I., Van As, K.H., Vogel, H.M., Steyn, H.C., and Kruger, J.S. 2011. THE EDUCATOR IN A PASTORAL ROLE. ONLY STUDY GUIDE FOR EDPHOD8. Pretoria: University of South Africa.
5. The prescribed length of your answer is 8 pages, excluding the title page, Table of Contents and References. This is going to be an examination question, namely Question 3 in the examination paper. The mark allocation for the question in the examination is 30 marks; and you cannot write more than 5 pages in the examination.
6. The assignment answer counts 50 marks. See pp. 15-16 for the criteria applied in the marking of the assignments.

Second semester:**Sluitingsdatum: 15 August 2018****Unique number: 790387**

According to Best, Lang, Lodge and Watkins (1995:63), one of the most important roles of an educator in a school is to assist learners pastorally. (See your Study guide, p. 2)

Read the following scenario:

Alex's story – a remarriage and a step-father?

Alex is a Grade 9 learner at a secondary school where a strong micro culture (a western culture) existed prior to the elections in 1994 – that was before the school had to accommodate a diversity of cultures. The school was previously a school for English speaking learners with more or less similar backgrounds, cultures and values. In 1998 the school became a multi-cultural school and admitted learners with Afrikaans, Hindi, Northern Sotho and Zulu as home languages – many of these learners were experiencing formal education in English for the first time.

Alex and his friends have been building up a strong bond of friendship since their primary school years. Most of them came from the same primary school. They have also built up a lot of confidence in how to handle conflict, and supported one another whenever one of the group experienced difficult circumstances. As he was quite a leader in the group, Alex was accepted and liked by all. He had also been popular with most teachers, with good behaviour and high school marks. However, Alex's class and subject teacher noticed a sudden drop in his marks for her/his subject. Lately, his behaviour was also unlike that of the carefree person he used to be. His class teacher had received a notice from Alex's mother earlier that year explaining that she and his father divorced the previous year, and that she remarried during the December school holidays. Her new surname was indicated on the letter - Ms Debbie Brooks.

The previous Tuesday Alex and another classmate, Ravi got into a fight. Alex pushed Ravi through a class door, which caused the deputy-principal and two senior teachers to rush Ravi to hospital because of the serious injuries. The other learners were shocked by the anger Alex showed, and by the fact that he apparently felt no remorse.

You are Alex's class and subject teacher, and have always been kind to him. Desperate and alone, Alex stayed behind in class one day, and told you his story. You as a pastoral educator are therefore concerned about Alex's wellbeing and decided to assist him. Prepare your plan of action using the following as guidelines:

SECTION 1: BACKGROUND

Compile a background narrative for Alex's story. Include information in terms of the following:

- Alex's stage of psychological development according to Erickson's stages of psychological development (see the Study guide, pp. 9-10)
- Possible effects of child abuse (Study guide, section 5.1), emotional abuse (Study guide, section 5.3.3), emotional neglect (Study guide, section 5.3.4) and physical neglect (Study guide, section 5.3.2) on Alex. Hint: provide the definitions first and then apply them to Alex's situation.
- Possible effects of Maslow's hierarchy of needs on Alex's behaviour (Study guide, pp. 12-13)
- An incidence of racism? Motivate.

SECTION 2: GUIDANCE FOR ALEX

- 2.1 Define the concepts guidance (use any scientifically sound definition), counselling (Study guide, section 7.2.2.1) and support for learning problems (Study guide, section 7.2.2.8). Also indicate in a statement that you as pastoral carer can only provide guidance to Alex as you are not a qualified educational psychologist.
- 2.2 Discuss the phenomenon of child trauma, and the effects of trauma on Alex's life (Study guide, sections 5.3.5.4, 5.3.5.5), length 1 and a half page.
- 2.3 Differentiate between parental involvement (Study guide, section 7.2.3.1) and parental counselling (Study guide, section 7.2.2.11).
- 2.4 Develop a personal and learning intervention program for Alex. Discuss important guidelines that you will take into account to report the possible abuse, involve support services, involve his mother and stepfather, and scaffold him to cope with possible learning problems in your subject. (Study guide section 7.2.6 and other applicable information from Sections 7.2.2.9, 7.2.2.10, 5.5.2, 7.2.5). Include a practical example as proof of your assistance, such as a mind map of your explanation of the water cycle in Geography. Also refer to study methods. Please note: if you are not a Geography teacher you are not expected to provide an example from Geography. Use examples from your subjects!

[50]

HINTS

1. Use your Study guide primarily. But you may add additional supporting information.
2. Consult the indicated sections from the Study guide.
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In the reference list: Schoeman, S. (ed.), Jansen, C.A., Dreyer, J.M., Swanepoel, J.I., Van As, K.H., Vogel, H.M., Steyn, H.C., and Kruger, J.S. 2011. THE EDUCATOR IN A PASTORAL ROLE. ONLY STUDY GUIDE FOR EDPHOD8. Pretoria: University of South Africa.
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6. The assignment answer counts 50 marks. See pp. 15-16 for the criteria applied in the marking of the assignment.

CRITERIA APPLIED IN THE MARKING OF ASSIGNMENTS

We are enclosing the following information in order to familiarise you with the way in which report-type assignments will be assessed. (The examination paper at the end of the semester will be assessed in a similar manner.)

Symbol definition

In the text

You will notice that a number of symbols appear next to your response to each of the subsections of the questions. The symbols represent the following:

C = Concept definition

R = Relations

I = Insight

O = Originality

G = Global exposition

On the assignment cover

Next to each symbol, marks are also indicated. The mark obtained for each symbol will be calculated as follows:

C = Concept definition: 10 marks

In this category you will obtain marks for your ability to describe and define various concepts. Your ability to reduce the concepts to their essentials will be taken into account.

R = Relations: 10 marks

In this category marks will be given for the manner in which the mutual relationship between the concepts and aspects are described and explained.

I = Insight: 10 marks

In this category marks will be given for your ability to find the gist of the question. You should notice that the questions test primarily insight. The aim of this category is to establish whether you are able to interpret the content. At the same time credit will be given for logical exposition of ideas.

O = Originality: 10 marks

In this category you will be evaluated according to your ability to gain insight in an original and creative manner. Your ability to evaluate given opinions and pronouncements, and to perceive a new unified structure of the question, will be reflected in a high mark for this category. Credit will also be given for the illustration of the question by means of practical examples taken your subjects.

G = Global exposition: 10 marks

In this category credit will be given for planning and exposition. Aspects such as systematic exposition, headings and sub-headings, language proficiency, numbering, use of resources, *et cetera*, will be taken into account.

Criteria	Mark allocation
Concepts = C	10
Relation = R	10
Insight = I	10
Originality = O	10
Global exposition = G	10
	10x5=50x2=100%

FEEDBACK ON ASSIGNMENTS

Personalised comments will be provided on your assignment document. Generic comments will be included in Tutorial Letter 201.

ASSIGNMENT 02

First semester: 4 April
Unique Number: 751856

1. Which one of the following statements does **NOT** express the core beliefs of African religion?
 1. The ancestors are honoured by the living families (in most forms of African religion).
 2. No African child is born in isolation; they are always born into a community.
 3. Every family and clan has its own ancestors.
 4. There is a separation of holy actions and worldly actions – everything is separated with divine life.
 5. There is a widespread belief in a Supreme Force or Being in Africa.

2. A diviner in African Religion is someone who is called into profession by the ...
 1. Government.
 2. Ancestors.
 3. King.
 4. Doctors.
 5. Chief.

3. In African Religion death is regarded as ...
 1. simply the end of life.
 2. a transition from this world to the spiritual world.
 3. the waiting place for the judgment day.
 4. All of the above.
 5. None of the above.

4. The goal for which all Buddhists strive is called ...
 1. Nirvana.
 2. Samsara.
 3. Karma.
 4. Dipavali.
 5. Moksha.

5. The Dalai Lama is the spiritual leader of ...
 1. Japanese Buddhists.
 2. Indian Buddhists.
 3. Tibetan Buddhists.
 4. Korean Buddhists.
 5. Chinese Buddhists.

6. The term "*Christos*" is a Greek word for the Hebrew term ...
 1. Ancestor.
 2. Messiah.
 3. Pharisee.
 4. Sadducee.
 5. Servant.

7. Which of the following is correct?
 1. Christmas is a celebration of the birth of Moses.
 2. Pentecost is the birth of Paul.
 3. At Easter the death and resurrection of Jesus is remembered.
 4. On Ascension Day Christians celebrate the departure of John the Baptist.
 5. Bar Mitzvah is a rite of passage in Christianity.

8. Which one of the following is a holy book in Islam?
 1. Qur'an
 2. Bible
 3. Vedas
 4. Talmud
 5. Mishna

9. Which Muslim festival is associated with an animal sacrifice in commemoration of the time Ibrahim (Abraham) was prepared to sacrifice his son?
 1. Lailat-al-miraj
 2. Mawlid-an-Nabi
 3. Eid-ul-adha
 4. Muharrak
 5. Eid-ul-Fitr

10. Each year Muslims have a duty to contribute at least ... of their wealth to the less fortunate.
1. 2.5%
 2. 10%
 3. 25%
 4. 8%
 5. 1.5%
11. Which of the following is an important Jewish scripture?
1. The Gita
 2. The Upanishads
 3. The Dhammapada
 4. The Veda
 5. The Talmud
12. Only one of the following animals is kosher under Jewish dietary law. Which one?
1. A prawn
 2. A sheep
 3. An oyster
 4. A camel
 5. A pig
13. Which of the following is a Jewish rite of passage?
1. Nirvana
 2. Moksha
 3. Baptism
 4. Bat Mitzvah
 5. Reincarnation
14. The Bhagavad Gita is a sacred text for which religious group?
1. Jews
 2. Christians
 3. Muslims
 4. Rastafarians
 5. Hindus
15. Sarasvati is the Hindu deity responsible for ...
1. wealth and happiness.
 2. learning and the arts.
 3. destruction.
 4. power and energy.
 5. death.

16. Which of the following is a sacred festival in Hinduism?
1. Holi
 2. Easter
 3. Christmas
 4. Pentecost
 5. Eid
17. According to the Policy on Religion in Education, public schools should appreciate the students' right to have their religious views recognised and respected by ...
1. not introducing any form of religion in their classes.
 2. only teaching the dominant religion.
 3. using classes in Religion Education as a platform to preach about God.
 4. protecting the learners from religious discrimination or coercion.
 5. only allowing the clergy, and not teachers, to teach about their respective religions.
18. The policy on Religion in Education is about equality ...
1. before the law.
 2. before God.
 3. before the South African Schools Act (Act 94 of 1996).
 4. before various religious communities.
 5. All of the above.
19. You are a principal in a school where learners are predominantly Muslim. A Hindu learner asks to be excused from assemblies which include Muslim prayers. Is this acceptable according to the Policy?
1. No, he cannot be excused because he knew this was the practice when he enrolled at this school.
 2. No, the National Policy on Religion and Education does not allow for this.
 3. Yes, any learner or educator can be excused from prayers if they object to it.
 4. No, the ethos of the school is that of the predominant group.
 5. Yes, in matters of religion the principal can do as he pleases.
20. The basic place of practice for African religion is ...
1. the temple.
 2. the home.
 3. the church.
 4. the mosque.
 5. a shrine.

21. The term 'Buddha' means ...
1. the worship of a god or gods.
 2. 'teacher' in Hindi.
 3. the enlightened one.
 4. son of a king.
 5. the 'Noble Truth'.
22. Only ONE of the following is part of the Buddhist Eightfold Path. Which one?
1. Right livelihood
 2. Right self-pity
 3. Right prayer
 4. Right pilgrimage
 5. Right cross
23. In Christianity, which of the following does NOT have a rite of passage connected to it?
1. Confirmation
 2. Infant Baptism
 3. Marriage
 4. Death
 5. Easter
24. Which one of the following statements is correct? School Assemblies should ...
1. be used to teach a particular doctrine.
 2. be used to compel learners to follow a particular religious teaching.
 3. not be used to impose religious uniformity on a religiously diverse school.
 4. be used to promote a particular religion.
 5. follow one religious or scripture reading at all times.
25. Public Schools have a duty to promote the core values of a democratic society. Which one of the values below is **NOT** listed in the policy?
1. Equity and accountability
 2. Diversity and openness
 3. Responsibility and patriotism
 4. Tolerance and Respect
 5. Social honour

Second semester: 5 September

Unique Number: 897160

1. Which of the following is an important Jewish scripture?
 1. The Gita
 2. The Upanishads
 3. The Dhammapada
 4. The Veda
 5. The Talmud

2. Only one of the following animals is kosher under Jewish dietary law. Which one?
 1. A prawn
 2. A sheep
 3. An oyster
 4. A camel
 5. A pig

3. Which of the following is a Jewish rite of passage?
 1. Nirvana
 2. Moksha
 3. Baptism
 4. Bat Mitzvah
 5. Reincarnation

4. The Bhagavad Gita is a sacred text for which religious group?
 1. Jews
 2. Christians
 3. Muslims
 4. Rastafarians
 5. Hindus

5. Sarasvati is the Hindu deity responsible for ...
 1. wealth and happiness.
 2. learning and the arts.
 3. destruction.
 4. power and energy.
 5. death.

6. Which of the following is a sacred festival in Hinduism?
 1. Holi
 2. Easter
 3. Christmas
 4. Pentecost
 5. Eid

7. According to the Policy on Religion in Education, public schools should appreciate the students' right to have their religious views recognised and respected by ...
1. not introducing any form of religion in their classes.
 2. only teaching the dominant religion.
 3. using classes in Religion Education as a platform to preach about God.
 4. protecting the learners from religious discrimination or coercion.
 5. only allowing the clergy, and not teachers, to teach about their respective religions.
8. The policy on Religion in Education is about equality ...
1. before the law.
 2. before God.
 3. before the South African Schools Act (Act 94 of 1996).
 4. before various religious communities.
 5. All of the above.
9. You are a principal in a school where learners are predominantly Muslim. A Hindu learner asks to be excused from assemblies which include Muslim prayers. Is this acceptable according to the Policy?
1. No, he cannot be excused because he knew this was the practice when he enrolled at this school.
 2. No, the National Policy on Religion and Education does not allow for this.
 3. Yes, any learner or educator can be excused from prayers if they object to it.
 4. No, the ethos of the school is that of the predominant group.
 5. Yes, in matters of religion the principal can do as he pleases.
10. The basic place of practice for African religion is ...
1. the temple.
 2. the home.
 3. the church.
 4. the mosque.
 5. a shrine.
11. The term 'Buddha' means ...
1. the worship of a god or gods.
 2. 'teacher' in Hindi.
 3. the enlightened one.
 4. son of a king.
 5. the 'Noble Truth'.
12. Only ONE of the following is part of the Buddhist Eightfold Path. Which one?
1. Right livelihood
 2. Right self-pity
 3. Right prayer
 4. Right pilgrimage
 5. Right cross

13. The largest African Initiated Church in South Africa is the ...
1. St Barnabas Apostolic Church in Zion.
 2. Rhema Church.
 3. Church of Nazarene (Shembe).
 4. Apostolic Faith Mission.
 5. Zion Christian Church.
14. Which one of the following statements is correct? School Assemblies should ...
1. be used to teach a particular doctrine.
 2. be used to compel learners to follow a particular religious teaching.
 3. not be used to impose religious uniformity on a religiously diverse school.
 4. be used to promote a particular religion.
 5. follow one religious or scripture reading at all times.
15. Public Schools have a duty to promote the core values of a democratic society. Which one of the values below is **NOT** listed in the policy?
1. Equity and accountability
 2. Diversity and openness
 3. Responsibility and patriotism
 4. Tolerance and Respect
 5. Social honour
16. Which one of the following statements does **NOT** express the core beliefs of African religion?
1. The ancestors are honoured by the living families (in most forms of African religion).
 2. No African child is born in isolation; they are always born into a community.
 3. Every family and clan has its own ancestors.
 4. There is a separation of holy actions and worldly actions – everything is separated with divine life.
 5. There is a widespread belief in a Supreme Force or Being in Africa.
17. A diviner in African Religion is someone who is called into profession by the ...
1. Government.
 2. Ancestors.
 3. King.
 4. Doctors.
 5. Chief.
18. The founder of Buddhism is ...
1. Brahman.
 2. Dalai Lama.
 3. Siddhartha Gautama.
 4. Mahatma Gandhi.
 5. Swami Vivekananda.

19. The goal for which all Buddhists strive is called ...
1. Nirvana.
 2. Samsara.
 3. Karma.
 4. Dipavali.
 5. Moksha.
20. The Dalai Lama is the spiritual leader of ...
1. Japanese Buddhists.
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 3. At Easter the death and resurrection of Jesus is remembered.
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 5. Bar Mitzvah is a rite of passage in Christianity.
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 3. Vedas
 4. Talmud
 5. Mishna
24. Which Muslim festival is associated with an animal sacrifice in commemoration of the time Ibrahim (Abraham) was prepared to sacrifice his son?
1. Lailat-al-miraj
 2. Mawlid-an-Nabi
 3. Eid-ul-adha
 4. Muharrak
 5. Eid-ul-Fitr

25. Each year Muslims have a duty to contribute at least ... of their wealth to the less fortunate.

1. 2.5%
2. 10%
3. 25%
4. 8%
5. 1.5%

9 OTHER ASSESSMENT METHODS

There are no other assessment methods for EDPHOD8.

10 EXAMINATION

10.1 Admission to the examination

Assignment 01 is compulsory to obtain admission to the examination.

10.2 Examination period

PLEASE NOTE: THIS IS A SEMESTER MODULE NOT A YEAR MODULE.

The implications of this are as follows:

A semester (half-year) module is offered twice a year.

Semester 1 from January to June

Semester 2 from July to November

You will have registered for either Semester One or Semester Two.

Please make sure you know which semester you are registered for. If in doubt, please contact the Department of Student Administration for clarification.

This module is offered in a semester period of 15 weeks.

This means that if you are registered for the **first semester**, you will write the examination in **May/June** and the supplementary examination will be written in **October/November**.

If you are registered for the **second semester** you will write the examination in **October/November** and the supplementary examination will be written in **May/June**.

There is very little time to complete your assignments in a semester. We therefore want to urge you to start completing the assignments immediately and to submit them on time.

The Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

10.3 Examination paper

10.3.1 Structure of the examination paper

The duration of the examination paper is two hours

The total number of marks is **100**

The layout of the paper is as follows:

SECTION A: THE RELIGIOUS WORLD OF THE LEARNER

- 25 marks: 25 compulsory multiple-choice questions
- ½ hour

This section is compiled by the Department of Religious Studies and Arabic, and is marked with a computer.

SECTION B: THE APPLIED COMPETENCE OF THE COMMUNITY, CITIZENSHIP AND PASTORAL ROLE

- Three questions
- All questions are compulsory
- Paragraph-type and essay-type questions
- 75 Marks (15+30+30 marks)
- 1½ hours

This section is compiled and marked by the Department of Curriculum and Instructional Studies.

10.3.2 Nature of the questions and mark allocation for Section B of the paper

10.3.2.1 The examination questions will be similar to those set in Tutorial Letter 102 and Assignment 01.

10.3.2.2 You will be required to illustrate your answers, where possible, with practical examples taken from your school subjects.

10.3.2.3 Marks for the 30 mark answers will be allocated as set out in Tutorial Letter 101. The weight of the marks for each of the categories will be 6.

10.3.3 Content for the examination

10.3.3.1 Demarcation or “scoping” for examinations and assessments.
It is University policy not to demarcate or scope content for examination purposes.

10.3.3.2 Section A: The religious world of the learner. Study Learning unit 12 in the study guide, entitled Understanding religious diversity in my school, pp. 186 to 228.

10.3.3.3 Section B: The applied competence of the community, citizenship and the pastoral role:

- a) Content of the study guide (Sections 1 and 2) in conjunction with the questions as provided in Tutorial Letter 102.
- b) From Section 3 in the study guide, study only Learning Unit 8, pp. 122-135, entitled "Crisis: the theory". Leave out Learning units 9, 10 and 11. These three chapters are for enrichment only.
- c) Assignment 01: This assignment is one of the questions in the examination.

10.3.3.4 Please note: This is a postgraduate module. The content of your study guide is the content that you have to know to pass the examination paper. Do not contact your lecturers and complain about the "many pages to be studied for this module." The pass rate for the module in 2016 was 94%.

You are only allowed to take your writing equipment into the examination hall. No books, study guide or any other information applicable to the content of the module will be permitted.

This information is applicable to the examination of the first and second semesters.

10.4 Previous examination papers

Previous examination papers are available to students on myUnisa. You may, however, also accept that examination questions will be similar to the questions asked in the assignments. The memoranda are not available.

11. FREQUENTLY ASKED QUESTIONS

What should I do if I cannot submit my assignment on the due date?

- ✓ Contact the lecturer to arrange for an extension.

Where can I obtain practical classroom examples and examples of lesson plans?

- ✓ Buy a learner's book at any of the booksellers, or look on the Internet (Google). Also contact your local school for assistance.

Where can I get examples of previous examination papers?

- ✓ Previous examination papers are available on *myUnisa*.

Your lecturers

Prof S Schoeman

(Department of Curriculum and Instructional Studies)

Mr EEN Dube

(Department of Arabic and Religious Studies)