



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOV EXAMINATION 2015**

<b>PROGRAMME:</b>	<b>B. Ed Foundation Phase</b>
<b><u>MODULE:</u></b>	<b>EDUCATION 3B</b>
<b>CODE</b>	<b>EDS203B</b>
<b><u>DURATION</u></b>	<b>3 HOURS</b>
<b><u>WEIGHT</u></b>	<b>50:50</b>
<b><u>TOTAL MARKS</u></b>	<b>100</b>
<b>EXAMINER</b>	<b>Ms. Daphney Mawila</b>
<b>MODERATOR:</b>	<b>Dr. M.J. Malindi (UJ)</b> <b>Dr. Thabo Jan Makahalemele (UFS)</b>

This paper consists of 6 pages

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**INSTRUCTIONS** : QUESTION PAPERS MUST BE HANDED IN.  
KEEP YOUR WRITTEN ANSWERS CONCISE AND TO  
THE POINT.

**REQUIREMENTS** : None.

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**INSTRUCTIONS TO CANDIDATES:**

The following exam paper consists of three sections, A, B & C.

You need to answer all the questions under each section.

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**SECTION A: LEARNING IMPAIRMENTS**

**QUESTION A1:**

Read the **case study** below and then answer the **questions** which follow:

Deluka is a ten year old girl in your Grade 3 class. You know the following facts about Deluka's life from talking to her grandmother at parents' evening:

Deluka was placed in her grandmother's care shortly after she was born because her mother could not care for her properly. Her mother was a drug addict and prostitute who was charged with neglecting her five children (all from different fathers). Granny admitted that Deluka's mother smoked 'dagga' as well as drank heavily during Deluka's pregnancy. As a result Deluka was born prematurely and showed signs of drug withdrawal as an infant. Granny made the point that Deluka took much longer than her other brothers and sisters to do things – she was late in sitting, crawling, walking, talking and learning to use the toilet. At age two, Deluka's mother passed away from a drug overdose and Deluka had to move house. Deluka stopped attending play school as Granny could no longer afford to pay for her expenses without the money she got from Deluka's mother every month. Granny managed to get a child care grant for Deluka and she sent her to a nearby school when she was eight. Deluka seemed to be one of those learners who had difficulties with reading, writing and spelling throughout her time at school.

Granny admits that she really gets cross with Deluka as she often forgets things at school and often leaves her bag or school jersey on the transport home. Granny smacks her often for losing things like her stationery bag and scoff tin. This doesn't seem to help and Granny is getting more and more frustrated. Deluka doesn't have any school friends and is always fighting with her siblings and cousins. She has a short temper and hits other children when she's angry.

From your classroom observations as her teacher, you have noticed that she appears to be a 'busy bee' who is 'on the go'. You see that she seems to struggle to sit still, fidgets with her hands and feet and cannot remain in her seat when she should do so. If Deluka is not monitored closely she will run around the classroom disturbing others. You find yourself often reminding Deluka in her daily activities not to interrupt you or her classmates; to think before she acts and listen to instructions, not to blurt out answers before questions are complete and to await her turn. Deluka often tells you that she cannot do work as she has forgotten her school bag, homework diary or pencil case at home. When looking through her bookwork you notice that her work appears

to be rushed and as a result contains careless and silly mistakes – you just know that she can do better. You can see that Deluka doesn't yet know her letter shapes and sounds and finds it difficult to do written sums. Deluka tells you that she finds the noise from the water pipes in the classroom noisy. She also admits to you that she finds it hard to stay focused on a task for long, she also really hates doing her bookwork in class and homework at home. She is also unhappy because no matter how hard she tries she cannot seem to learn to read and write on the same level as her classmates. Deluka's reading, spelling and writing skills are below grade. As you finish your observation, Deluka tells you she is worried that her granny is going to smack her with a coat hanger because she has lost her homework diary.

Adapted from Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational psychology in social context*. Cape Town: Oxford.

- 1.1 Draw up a table like the example below to list the internal and external barriers to learning and development in Deluka's case history. [10]

Example:

Internal Barriers	External Barriers

- 1.2 Use another table like the one below to categorize Deluka's behavior at school with regards to the three main characteristics of ADHD. [12]

For Example:

Characteristic i	Characteristic ii	Characteristic iii

- 1.3 Discuss the kinds of ‘mistakes’ indicating the presence of learning impairments in general which you could expect to find with Deluka’s reading, spoken and written language, as well as mathematics. **Note:** do not rewrite examples from the case above, but rather talk about general additional examples as given to you in the prescribed literature on learning impairments.

[8]

- 1.4 In one page, discuss ways in which you as the Foundation Phase teacher would practically support her in the classroom with regards to supporting general classroom management and accommodating Deluka’s challenging behavior.

[20]

**Sub Total [50]**

## **SECTION B: LITERACY BARRIERS**

### **QUESTION B2:**

Read the **case study** below and then answer the questions which follow:

Thabang is a 9 year old male learner in your grade two class. Thabang and his family moved to Johannesburg from his country of birth, Mozambique, at the beginning of the school year. Thabang has been learning English for the last three years. Portuguese is his home language.

Below is a recorded transcript of a dialogue he had with a classmate:

Thabang: "My siste works in a sheep".  
 Classmate: "Your sister works on a ship?"  
 Thabang: "Yes. He sends da money hom to my mada".  
 Classmate: "She sends money home to your mother?"  
 Thabang: "Yes. I like not that she works on a ship".  
 Classmate: "You don't like it that she works on a ship?"  
 Thabang: "Yes. Me worri too muc that boat sink."  
 Classmate: "You are worried that the boat could sink?"

2.1 **Name** and then **motivate in a few sentence**, the type of literacy barrier this dialogue between Thabang and his classmate illustrates he has.

[5]

2.2 In two **pages**, **discuss** the kinds of reading, writing and speaking activities you would **use** as a Foundation Phase teacher **to teach listening, speaking and reading skills** to an **English Second Language learner (ESL)** like Thabang.

[20]

2.3 **Discuss briefly** how you would **engage Thabang's parents to become involved** in his learning as an English Second Language learner.

[5]

**Sub Total [30]**

## SECTION C: DIFFICULTIES IN MATHEMATICS

### QUESTION C1:

Imagine that in your class you have a learner presenting with a **mathematical literacy and numeracy barrier**.

3.1 Using no more than a **page**, draw a table and compile a concise **Yes or No Checklist for teachers** to use to identify the characteristics of this barrier as

seen in the work of learners in the Foundation Phase classroom.

[10]

Example:

Foundation Phase Classroom Manifestations of Mathematical Difficulties Checklist:	Yes (tick)	No (tick)
		Etc.

- 3.2 In no more than **a page**, **list** the kinds of mathematical activities you would use as a Foundation Phase teacher **to teach mathematical skills** to learners in your class.

[10]

**Sub Total [20]**

**GRAND TOTAL: [100]**