UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2016

PROGRAMME:	PGCE
MODULE:	SUPPORT ROLE: SCHOOL GUIDANCE AND COUNSELING
CODE:	LSSGCY1
TIME:	3 hours
MARKS:	150
EXAMINER:	Dr MP van der Merwe Ms AG Mehmedova
INTERNAL MODERATOR:	Ms T Soni (UJ)
EXTERNAL MODERATOR:	Dr M Malindi (CUT)

(This paper consists of **five (5)** pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions:

1. This question paper consists of three (3) questions.
2. All questions count a maximum of 50 marks each.
3. Keep in mind that this is a Take-home examination. Thus, you must write well-structured essays in order to formulate answers to the questions asked.
4. Enjoy the assessment. It is part of your learning!

QUESTION 1:

CASE STUDY: MS SMYTHE'S CLASSROOM

Read the following case study carefully and then answer the questions based on the case:

Golden Junior Primary School is an old, solidly built school in a suburb of Cape Town. It is well equipped, with a variety of sports facilities surrounding the school. The school has enough classrooms and the teachers have a comfortable staffroom where they

work and meet regularly. The average teacher-student ration is about 1:35. For children who experience difficulties, there are extra classes in language and mathematics.

The students in Ms Smythe's Grade 6 class do not all live in the neighbourhood. Many come from other poorer suburbs and townships. Although most are fairly well-off, several students come from families who are struggling financially. Of the 38 students in the class, 20 are boys and 18 are girls. Although the medium of instruction is English, many children in the class have a different first language. Two children, fitted with hearing aids, have hearing disabilities and three others experience specific learning difficulties. They have been placed in the class because of the school's commitment to inclusive education.

Ms Smythe is a motivated teacher who tries to be as innovative as possible. She is particularly proud of her classroom displays, which she and her students have developed. She has access to a variety of teaching equipment that is generally available to teachers in the school (overhead projector, flipcharts, video equipment, and computers).

Despite all these positive factors, Ms Smythe does experience some difficulties. For instance, she is not confident in dealing with interpersonal issues. For instance, she finds it difficult to handle disciplinary problems in the class, particularly when she tries to use group work. Therefore, she tends to use more direct methods of instruction. She often has to resort to punishment because of students disrupting the class and breaking school rules. She also has great difficulty in coping with the different levels of ability in the class, including those of students with specific disabilities or learning difficulties. She realises that many of the children experience difficulty with English, but she is able to speak only English and Afrikaans, and is therefore unable to help those who speak other languages. She has noticed that many, but not all, of these children have difficulty keeping up with the work.

In addition, she has learned that a young girl in her class has recently lost both her parents in a car accident. She'd noticed that the girl had become more and more isolated and depressed as the weeks went by. She was concerned about it but she did not know how even to approach the problem, let alone counsel the child. She did mention it to the principal, but he simply indicated that she should not worry too much as the girl was in the care of her grandfather: 'She'll get over it soon enough,' he'd said.

Ms Smythe also has a problem with racial integration in her class. She is aware that schools must play a central role in facilitating integration, but she finds this difficult to do as the children prefer to stick to their own groupings. She does not know how to

deal with the antagonism and, often, open conflict between groups. The girls and boys also keep their distance from one another, often teasing each other in a destructive way. She would like to develop further insights and skills that would enable her to deal with these interpersonal issues and dynamics in the classroom.

Source: *Educational Psychology in Social Context: Ecosystemic applications in southern Africa* by David Donald, Sandy Lazarus, and Peliwe Lolwana (2010)

After having read this case, attend to the following questions as comprehensively as possible:

1.1 Identify the issues and challenges faced by Ms Smythe in the case study and briefly explain why you think each of these are challenges within an inclusive classroom setting. (25)

1.2 Based on the legislation covered in this module, firstly critically discuss how these legislative documents informs Ms Smythe in dealing with the issues and challenges, and second extract specific information from the legislation which Ms Smyth may use to address these issues and challenges presented in her classroom. You are welcome to use examples in order to support your answers. (25)

[50]

QUESTION 2:

CASE STUDY: PETRUS

Read the following case study carefully and then answer the questions based on the case:

Petrus has struggled with schoolwork since he started school five years ago. He is now eleven years old in Grade 4. He attends a large urban school serving a mixed but mainly working-class community. The languages spoken in the school are mainly Afrikaans and Sesotho, with the former predominating as the medium of instruction.

*Despite her wide experience, Ms Molefe, Petrus's teacher, is puzzled and concerned about his learning difficulties. His performance is so erratic. On the one hand, he seems bright and alert. He is usually able to give intelligent answers in oral situations - although there are times when he 'jumps' at an answer too quickly without having thought it through. On the other hand, his reading is painfully slow and inaccurate. He misreads and muddles up the sounds in a word (for example 'stret' for **stert**; byna for **naby**), leaves out words and sometimes whole lines, and then finds it difficult to understand what he has read. His spelling shows similar mistakes and is generally*

very inaccurate. His writing is also untidy; he finds it difficult to write letters and words evenly, he still confuses capital and lower-case letters, and he gets very muddled when he has to set out work on the page. This causes him great difficulty in mathematics. These basic learning difficulties affect his school performance in most learning areas.

Petrus gets very frustrated in this situation. He knows he is not 'stupid', but his continual failure to master these basics of school work are beginning to make him doubt himself as a whole. He now thinks of almost any excuse to try to avoid situations in which he has to read or write, including telling 'lies' about work he is supposed to have done at home, and distracting other students while such work is going on. This makes it even more difficult for Ms Molefe to help him.

Socially, things are not easy for Petrus either. He is basically a friendly child but he tends to 'misread' the intentions of his peers so that, for example, he often reacts angrily in situations which do not really call for such a reaction. He is also impulsive, and often reacts without thinking, which can make the situation worse. Unfortunately he is not very well coordinated, so that he tends to avoid physical activities and games that the other children play. This has further isolated him.

Although other teachers in the school say that students like Petrus are simply 'lazy' - that they have the intelligence to cope but are simply not trying hard enough - Ms Molefe believes that Petrus does have a specific learning difficulty. Through the school's support team, she has insisted that advice be requested from the DBST that has recently been established.

Source: *Educational Psychology in Social Context: Ecosystemic applications in southern Africa* by David Donald, Sandy Lazarus, and Peliwe Lolwana (2010)

2.1 Identify and discuss the particular learning difficulties Petrus experiences and how these difficulties affect both his general schoolwork and his social setting within the learning environment. (10)

2.2 As a class teacher, identify and discuss relevant 'others' with whom Ms Molefe and the school may partner and utilse in order to accommodate and support Petrus's identified learning difficulties. Use a relevant theoretical framework to structure your essay. (15)

2.3 Describe clearly how Ms Smythe, as the class teacher, has to accommodate and support Petrus in her classroom. Suggest possible intervention strategies

that she can develop and implement in order to accommodate and support Petrus's identified learning difficulties. Refer clearly to the identified school - community partnerships which will form part of the support for Petrus in your suggested strategies based on the case study. (25)

[50]

QUESTION 3

3.1 Write a comprehensive essay on the following:

3.1.1 What is your understanding of adaptive and alternative methods for assessment? (10)

3.1.2 Discuss guidelines for adaptive assessment that you think may be appropriate for the specific context and subject that you teach. Motivate your selections. (15)

3.2 Propose a strategy for study and time management for learners in your own classroom. Base your proposal on sound theory and practicality of implementation. (25)

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TOTAL: 150

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