



<u>FACULTY</u>	: EDUCATION
<u>DEPARTMENT</u>	: EDUCATIONAL PSYCHOLOGY
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: EDUCATION STUDIES 3B (EDS20B3)
<u>SEMESTER</u>	: SECOND
<u>EXAM</u>	: NOVEMBER EXAM 2019

<u>DATE</u>	: 13 November 2019	<u>SESSION</u>	:
<u>ASSESSOR(S)</u>	: DR SC MOTSAI		
<u>MODERATOR</u>	: PROF MJ MALINDI (NWU)		
<u>DURATION</u>	: 3 HOURS	<u>MARKS</u>	: 100

Number of pages: 5

INSTRUCTIONS TO CANDIDATES

- Question papers must be handed in.
- Keep your written answers concise and to the point.
- The following exam paper consists of three sections, a, b & c.
- You need to answer all the questions under each section.

SECTION A: LEARNING IMPAIRMENTS

QUESTION A1:

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

Pretty is a nine- year old girl in your Grade 2 class.

You know the following facts about Pretty's life from talking to her mother at the last parents' evening:

Her mother smoked cigarettes and 'dagga' as well as drank heavily during Pretty's pregnancy. She was born prematurely and she sustained a head injury as a result of falling off a changing table when she was an infant. At age two she was also admitted overnight to hospital for a dangerously high fever. Her father and brother experienced difficulties with reading throughout school. Pretty's mom is really fed up with her as she has a tendency to forget or loose items from her school kit at the afterschool center. She is also worried that she doesn't have any friends and is always fighting with her siblings and cousins.

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 and if not monitored closely will run about the classroom excessively. You find yourself often reminding Pretty in her daily activities not to interrupt you or her peers; to think before she acts and listen to instructions, not to blurt out answers before questions are complete and to await her turn. Pretty 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. Pretty 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.

1.1 **List the learning impairment risk factors** present in Pretty's case history. (8)

- 1.2 **Use the table below to categorize** Pretty's behavior at school with regards to **characteristics of ADHD** namely **'inattention'**, **'motor hyperactivity'** and **'impulsivity'** on your written exam answer sheet? (12)

For Example:

Inattention	Motor Hyperactivity	Impulsivity

- 1.3 **List the kinds of 'mistakes' signaling the presence of learning impairments in general** which you could expect to find with Pretty's **reading, spoken and written language**, as well as **mathematics**.

(Note that you need to provide examples in addition to the ones mentioned in the case study above.)

(10)

- 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 **general classroom management** and **accommodating challenging behavior**.

(20)

(50)

SECTION B: LITERACY BARRIERS

QUESTION B2:

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

Roy is a 9 year- old male learner in your grade two class. Roy and his family moved to Johannesburg from his country of birth, Mozambique, at the beginning of the school year. Roy 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:

Roy: "My siste works in a sheep".
Classmate: "Your sister works on a ship?"
Roy: "Yes. He sends da money hom to my mada".
Classmate: "She sends money home to your mother?"
Roy: "Yes. I like not that she works on a ship".
Classmate: "You don't like it that she works on a ship?"
Roy: "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 sentences**, the type of literacy barrier this dialogue between Roy and his classmate illustrates he has. (5)

2.2 As his teacher you are required to informally assess Roy's **communicational skills**. Use the table below to list on your written exam script what aspects you will assess in the areas of **listening, speaking, reading and writing**. (15)

Skills:	Skill components to be assessed:
Listening skills:	

Speaking skills:	
Reading skills:	
Writing skills:	
Oral language:	

2.3 In one **page**, **list** 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 Roy. (10)

2.4 **Discuss briefly** how you would **engage Roy's parents to become involved** in his learning as an English Second Language learner. (5)

Question 3

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

3.1 Using one **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.

Example:

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

(15)

GRAND TOTAL: (100)

THE END