



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

**ASSESSOR(S)** : DR SC MOTSABI

**MODERATOR** : PROF MJ MALINDI (NWU)

**DURATION** : 3 HOURS

**MARKS** : 100

Number of pages: 4

### **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:

- 1.1 **Briefly define the term “Learning Impairment and discuss the intrinsic barriers causing learning impairment.** (8)
  - 1.2 **Discuss three (3) criterion of Attention deficit hyperactivity disorder (ADHD) and give examples in each.** (12)
  - 1.3 **List the kinds of ‘mistakes’ signaling the presence of learning impairments in general which you could expect to find in a learner with reading, spoken and written language difficulty.** (10)
  - 1.4 **There are four (4) types of reading problems that can be found in learners with dyslexia. What are these types and give examples?** (8)
  - 1.5 **In one page, discuss ways in which you as the Foundation Phase teacher would practically support a learner with in the classroom with regards to general classroom management and accommodating challenging behavior.** (12)
- (50)**

## SECTION B: LITERACY BARRIERS

### QUESTION B2:

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

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

Jose: “My siste works in a sheep”.

Classmate: "Your sister works on a ship?"

Jose: "Yes. He sends da money hom to my mada".

Classmate: "She sends money home to your mother?"

Jose: "Yes. I like not that she works on a ship".

Classmate: "You don't like it that she works on a ship?"

Jose: "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 Jose and his classmate illustrates he has. (5)

2.2 As his teacher you are required to informally assess Jose'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)

<b>Skills:</b>	<b>Skill components to be assessed:</b>
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 Jose. (10)

(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 Identify the factors that could put a learner at risk with regard to mathematical literacy.

Use the following table:

Intrinsic barriers	Systemic barriers	Teaching barriers

(10)

3.2 Mention five ways the teacher could identify a learner with mathematical difficulties and how would the teacher support these learners? (10)

**(20)**

**TOTAL 100**