



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Childhood Education
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: HLCD00Y
<b><u>SEMESTER</u></b>	: SECOND
<b><u>EXAM</u></b>	: SUPPLEMENTARY

<b><u>ASSESSOR(S)</u></b>	: MRS B SHORT		
<b><u>MODERATOR</u></b>	: MRS K HOPLEY		
<b><u>DURATION</u></b>	: TAKE HOME EXAM	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 4 PAGES

**PLEASE ADHERE TO THE FOLLOWING:**

1. This exam assignment may be worked on at home and has to be handed in on the stipulated exam date; it is therefore in the place of a formal written examination paper
  2. Please adhere to the stipulated length of the assignment
  3. Make sure that your name, student number and contact details appear on the front cover of the exam assignment
  4. Plagiarism will not be tolerated - if there are any indications of plagiarism in your exam assignment, the exam assignment will be discounted.
  5. You are not allowed to do group work on this assignment or discuss your assignment with another student in your class.
  6. Please consult the exam assignment check list on the last page, as a guideline to see whether you have included everything in your assignment. Once you have handed in your assignment to the examination officer, you are not allowed to add or remove anything.
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## EXAMINATION ASSIGNMENT:

During the course of this year you have studied a number of different theories on how learner's develop and what influences learner development during the years before school as well as the in the Foundation Phase (FP). This examination assignment focuses on barriers that learner's might have in their development and their learning. More specifically the assignment asks of you to do a case study on a FP learner. You need to identify a learner in the FP who has a barrier that has been explored in this module; investigate this barrier in terms of the literature; make suggestions on how to address the barrier in the classroom and at school; You are allowed to use figures and pictures/photos in your discussions – as long as their relevance can be clearly indicated and you have obtained permission from the learner's parent/guardian that you may use them. Please adhere to the stipulated length. Use the following main ideas as a guideline for your discussion – you may use the headings provided, or make headings of your own:

- 1. Introduction** - A general introduction to your assignment where you give the reader an indication of what you will be discussing and the argument you would like to put forward [length of section: half to 1 page];
- 2. Background of the learner** – This section serves as a general background introduction to the learner. You may use a pseudonym for the learner. You can also utilise a genogram of the learner's family to give more information regarding the learner (suggested length: 1-2 pages).
- 3. Identification of the learner's difficulty/barrier** – In this section you describe some of the symptoms that the learner has displayed and indicate your hypothesis that you have decided upon, which may be suitable to describe the learner's barrier (suggested length: 1 page).
- 4. A short literature review of the barrier** – In this section you need to relate your identified symptoms and hypothesis to literature on the topic. You need to show that you have consulted at least three books, three academic articles and three Internet-based sources which must all be referenced correctly in your discussion. This will indicate that you have consulted a wide array of literature sources, which will give more clarity regarding your hypothesis (suggested length for this section: 3-4 pages).

- 5. Intervention plan at school** – In this section you need to give suggestions on how the teacher can support the learner at school (own length, but not more than 3 pages).
- 6. Intervention plan at home** – how to support the learner at home in terms of parenting styles, home support with homework, therapies etc. (own length, but not more than 3 pages)
- 7. Reflective conclusion** - Lastly you have to come to a conclusion. Here you mention what you have come to realize regarding this barrier and how the learner could be supported (suggested length: half a page - 1 page).

#### **EXAM ASSIGNMENT CHECK LIST:**

- ┌ **Cover page with you name, student number and contact details clearly displayed.**
- ┌ **Contents page with page numbers.**
- ┌ **Examination essay with different Subsections clearly marked – you can stick to the suggested headings or you can give the different subsections of the assignment you own headings.**
- ┌ **Addenda: Please number addenda appropriately e.g. Addendum A, Addendum B etc.**  
**Also ensure that you place the addenda on the contents page.**
  - **Addendum A**  
**Letters of consent from school and learner's parent/guardian.**
  - **Addendum B**  
**If you want to include examples of the learners work, or intervention strategies, you can also include these in an addendum.**
- ┌ **List of References used.**

## Exam Rubric

<b>Introduction (10)</b>	<b>0-2</b> No/some points contained in a vague introduction	<b>3-5</b> Main points contained in a vague introduction	<b>6-8</b> Main points are contained in a detailed introduction	<b>9-10</b> Main points are introduced in a rich and well worded introduction
<b>Background of the learner (10)</b>	<b>0-2</b> Limited description of the learner and/or the school environment	<b>3-5</b> Basic description of the learner and school environment	<b>6-8</b> Thorough description of the learner and the school environment.	<b>9-10</b> Rich and well worded description of the learner and the school environment.
<b>Identification of the barrier (20)</b>	<b>0-4</b> Limited description of barrier with no examples	<b>5-9</b> Basic description of barrier with few examples	<b>10-15</b> Thorough description of barrier with examples	<b>16-20</b> Rich and well worded description of barrier with extensive examples
<b>Literature review (20)</b>	<b>0-4</b> Limited discussion of the barrier with no reference to relevant literature	<b>5-9</b> Basic discussion of the barrier with very limited reference to relevant literature	<b>10-15</b> Thorough discussion of the barrier supported by some literature.	<b>16-20</b> Rich and well worded critical discussion of the barrier supported by extensive literature
<b>Intervention at school (15)</b>	<b>0-3</b> Limited description of interventions at school level	<b>4-6</b> Basic description of interventions at school level	<b>7-10</b> Thorough discussion of interventions at school level	<b>11-15</b> Rich and well worded description of interventions at school level
<b>Intervention at home (15)</b>	<b>0-3</b> Limited description of interventions at school level	<b>4-6</b> Basic description of interventions at school level	<b>7-10</b> Thorough discussion of interventions at school level	<b>11-15</b> Rich and well worded description of interventions at school level
<b>Reflective conclusion (10)</b>	<b>0-2</b> No/some points contained in a vague conclusion, vague or brief reflection of experience or learning	<b>3-5</b> Main points contained in a vague conclusion, some reflection of experience or learning evident	<b>6-8</b> Main points are contained in a reflective conclusion, the reflection shows that the student argued the usefulness of the assignment	<b>9-10</b> Main points are contained in a well argued, reflective conclusion. The reflection shows that the student argued the usefulness of the assignment very thoughtfully.