



**FACULTY** : Education  
**DEPARTMENT** : Educational Psychology  
**CAMPUS** : APK  
: ADDRS NEURODEVELOPMENTAL LEARNING NEEDS  
**MODULE** (NDL20B2)  
**SEMESTER** : Second semester  
**EXAM** : Supplementary Exam 2020  
  
**DATE** : November 2020      **SESSION** :  
**ASSESSOR(S)** : DR ND MASEKO  
**MODERATOR** : MRS N MABASO  
**DURATION** : 2 HOURS      **MARKS**      100

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NUMBER OF PAGES:4 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
  2. Number your answers clearly
  3. GOOD LUCK!!
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## EXAM INSTRUCTIONS:

### **ENSURE THAT AN ELECTRONIC COPY OF THE TAKE-EXAM IS SUBMITTED ON BB**

This must be submitted on the exam date and in time as determined on the exam timetable. Attach the assessment criteria grid to the front page of your assignment for marking.

### **ASSESSMENT CRITERIA GRID for TAKE-EXAM**

Module: ADDR5 NEURODEVELOPMENTAL LEARNING

Module code: NDL2B2

STUDENT NAME \_\_\_\_\_ Student Number \_\_\_\_\_

Cell Number: \_\_\_\_\_

**Plagiarism declaration:** write in your own words, do not copy verbatim from other sources.

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.
- I did not make use of another student's work and submit it as my own. I did not allow another student to copy my work with the intention of presenting it as their own.
- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Signature: \_\_\_\_\_ DATE: \_\_\_\_\_

Read the case study below and answer the questions that follow:

Phil is a grade 8 learner and he really struggles in class. He makes careless mistakes and often rushes through his work. He doesn't follow instructions and cannot finish his work. His teacher says he doesn't seem to be able to keep his attention focused on classroom tasks, often loses the page he is working on and sometimes plays during tasks completion. He talks too much and never waits his turn. He really finds it hard to go from one task to another. He has temper tantrums.

Phil feels like he can't do anything independently and wants his teacher to help him. He finds it hard to organize himself and cannot focus for long. He knows he is forgetful and can't sit still in his chair. Granny says he loses everything. She also notices that he plays with younger children and then doesn't always seem to be able to get on with them. Granny finds it very difficult to discipline Phil and homework is very hard to do with him, they always end up not completing the tasks because he often gets really upset.

- 1.1 Identify and define the learning barrier experienced by Phil. (10)
- 1.2 Draw a table to show 3 main characteristics of the identified barrier and give 4 examples of each characteristic. (15)
- 1.3 Which intervention strategies would you use as a teacher to accommodate and address Phil's needs? Also mention 5 strategies of inclusivity that can be considered to ensure that Phil does not feel excluded. (15)
- 1.4 Briefly discuss alternative ways in which Phil's granny can use to support him at home. (10)

## QUESTION 2

[10]

Read the following statements, then write question number and answer True or False **only** (e.g. 2.1 False)

2.1 Educators should be familiar with the educational legislation regarding HIV/ Aids, which should be available in each school

2.2 Full service schools are defined as schools that will be equipped and supported for the full range of learning needs among all our learners.

2.3 SIAS policy is a strategy for teaching and learning.

2.4 More than 20% of learners with learning disability experience AD/HD.

2.5 Principle of inclusivity is to promote inclusivity by reasonably adjusting procedures, activities and physical environments.

### QUESTION 3

[40]

3.1 Give examples of Specific Learning Disorder in Reading; Written expression and Mathematics. (10)

3.2 Briefly explain, what is Transition Planning? (10)

3.3 What should teachers take into consideration when planning Careers for learners with disabilities? (10)

3.4 Mention five members of IEP and their responsibilities. (10)

MARK GIVEN: \_\_\_\_\_%      Marker Signature \_\_\_\_\_

Comments:

**END OF EXAMINATION**

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**TOTAL: 100**