

**ETH302S**

May/June 2013

**INCLUSIVE EDUCATION A**

Duration 2 Hours

100 Marks

**EXAMINERS**

FIRST

SECOND

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PROF NT PHASHA

Closed book examination

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue.

This paper consists of 6 pages

**INSTRUCTIONS:**

- Section A. Questions 1 and 2 are compulsory.
- Section B Answer ONE (1) question from this section

**SECTION A:**

**Answer the ALL questions from section A.**

**SECTION A**

**QUESTION 1**

Answer the following multiple-choice questions Write down the number of the question and the corresponding answer (number of your choice) next to it, for example.

1 11 5  
1 12 3

- 1 1 The responsibilities of the **district-based teams** are the following
1. Provision of assessment instruments
  - 2 Functioning on a consultative basis
  - 3 Coordinating professional support services to teachers
  - 4 Training of teachers about the assessment of learners who experience barriers to learning
  - 5 All the above are correct

**TURN OVER**

**1 2 Learning support implies**

- 1 An integrated education system
2. The development of a community-based support network
- 3 Adequate provision of human resources.
- 4 Access to a differentiated curriculum
- 5 All of the above

**1 3 Teacher support implies**

- 1 Intersectoral cooperation
- 2 A trans-disciplinary support approach
- 3 An integrated support network
- 4 Preventive support approach.
- 5 All of the above

**1 4 The following national and education documents promote inclusive education**

- a) South African Schools Act 84 of 1996
- b) NCSNET/NCESS report of 1997
- c) Education White Paper 6 on Special Needs Education of 2001
- d) Draft National Strategy on screening, identification, assessment and support of 2006
- e) The Constitution of the Republic of South Africa Act 108 of 1996

- 1 a b c d
2. a b d e
- 3 a c d e
- 4 b c d e
- 5 All of the above documents

**1 5 Fundamental principles of inclusive education are**

- a) Provision of education to all learners and catering for their diverse needs
- b) Open access to various inclusive learning contexts
- c) Acceptance of a learner as "he or she is" in comparison with the average learner
- d) Changing the learner to fit the system or context
- e) Acceptance that all learners can learn, but not at the same pace.

- 1 a b c
- 2 a b e
- 3 a d e
- 4 b c e
- 5 c d e

**1 6 Special schools**, according to the inclusive education approach,

- a) Must serve as resource centres
- b) Should be converted into full-service schools
- c) Should have special curricula
- d) Must be part of the educational support services
- e) Should provide specialised teaching and a high-intensity level of support

- 1 a b c
- 2 a d e
- 3 b c e
- 4 b c d
- 5 c d e

**1 7 District-based support teams**

- a) Are essential for learner and teacher support
- b) Should only provide professional support to teachers in “ordinary” schools
- c) Are adequate to provide parent and community support
- d) Are also responsible for teacher training in barriers to learning
- e) Should work together with the early childhood development centre or school based/institutional level support teams

- 1 a b c
- 2 a b d
- 3 a d e
- 4 b c d
- 5 c d e

**1 8 Full service schools**

- a) Are “ordinary” primary schools converted into full-service schools
- b) Only welcome learners experiencing severe impairments
- c) Should provide a full range of support services
- d) Will be the first step to provide support closer to home
- e) Provide support to learners who require a medium-intensity level of support

- 1 a b c d
- 2 a b d e
- 3 a c d e
- 4 b c d e
- 5 All the above

1 9 The short-term goals to medium-term goals of Inclusive Education are

- 1 To establish district support
- 2 To build capacity in all education departments
- 3 To establish institutional level support teams
- 4 To mobilise public support
- 5 All of the above

1 10 Which of the following statements with regard to Inclusive Education are incorrect?  
According to *Education White Paper 6*, it was decided to accept inclusive education in South Africa for the following reasons

- 1 It does not make good social sense
- 2 It is not a human right
- 3 It does not build respect for one another
- 4 It does not make good education sense
- 5 It supports positive interaction and learning from one another

(10)

## QUESTION 2

Answer **TRUE** or **FALSE** and briefly substantiate each answer

- 2 1 Guidelines for the establishment of inclusion at all educational levels must be provided
- 2 2 Inclusive Early childhood development centres and schools should create conditions in which learners who experience barriers to learning can achieve success
- 2 3 Inclusion is also about the intentional building of relationships where differences are welcomed and all persons involved benefit from these relationships
- 2 4 Within an inclusive education system, a range of options for providing various educational settings should be available
- 2 5 Learning support for learners who experience barriers to learning should be provided every day at a set time
- 2 6 The complex, diverse conditions in South Africa pose particular challenges for the teacher in an Inclusive Early childhood centre or school
- 2 7 The teacher uses school readiness tests to diagnose learners who experience barriers to learning and who need to gain access to basic education
- 2 8 A portfolio of each learner is important because it serves as a basis for comparing learners with each other and to place all learners who experience barriers to learning in special groups or classes

**TURN OVER**

- 2 9 Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between them and the teacher, it can block collaboration between them
- 2 10 The teacher's curriculum differentiation in supporting learners who experience barriers to learning is very important.

(20)

**SECTION B:**  
**Answer the ONE(Question 3 or 4) question from section B.**

**QUESTION 3**

- 3 1 Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning? (10)
- 3 2 Briefly discuss, with the aid of examples the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST) (10)
- 3 3 List **five implications** of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation (10)
- 3 4 Explain, with the aid of examples, how barriers to learning located **outside** the learner may **manifest** in your phase (20)
- 3 5 Explain, with the aid of examples, how factors in the education system at the various levels (**national, provincial, district and school**) may cause barriers to learning Refer to Bronferbrenner's bio-ecological model in Landsberg et al (2011)

(20)

OR

**[TOTAL. 70]****TURN OVER**

**Question 4**

- 4 1 Explain, with the aid of examples, how factors in the education system at the various levels (**national, provincial, district and school**) may cause barriers to learning. Refer to Bronfenbrenner's bio-ecological model in Landsberg (2011) (20)
- 4 2 Discuss five **reasons** for the movement towards an inclusive education (10)
- 4 3 You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning. How are you going to change their perception and attitudes towards those learners? (10)
- 4 4 Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education (10)
- 4 5 List three reasons why **parental/caregiver empowerment** is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation (10)
- 4 6 Discuss the central findings of the NCSNET and NCESS report (10)

**[TOTAL: 70]****TOTAL: [100]****Examiners:**

First Dr F D Mahlo  
Second Prof TN Phasha