

ETH302S

October/November 2014

INCLUSIVE EDUCATION A

Duration 2 Hours

100 Marks

EXAMINERSFIRST
SECONDDR MJ GUMEDE
MRS MF MAVUSO**Closed book examination**

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This examination question paper consists of three pages

INSTRUCTIONS

- Please number all questions and subsections clearly
- The marks allocation for each question is a direct indication of the length of answer expected
- **Please fill in the numbers of the questions you have answered on the green front cover of the examination script.** Simply write 1, 3, 5, etc, in the appropriate column to indicate the questions that you have answered Do not indicate the subsections
- Ensure that your student number is correct and appears on the front cover of the examination answer book
- You are expected to answer all the questions.

QUESTION 1Answer **TRUE** or **FALSE**

- 1 1 Education White Paper 6 provides Guidelines for the establishment of inclusion at all educational levels.
- 1 2 Inclusive education removes all barriers to learning in all ordinary schools
- 1 3 Inclusive education is promoting the intentional building of relationships where differences are recognized and celebrated and all persons involved benefit from these

TURN OVER

differences are recognized and celebrated and all persons involved benefit from these relationships.

- 1.4 Within an inclusive education system, a range of options for providing various educational settings should be available.
- 1 5 Learning support for learners who experience barriers to learning should be provided every day at a set time
- 1 6 The contextual diverse conditions in South Africa are the only ones that pose particular challenges for the teacher in an Inclusive Early childhood centre or school.
- 1 7 The teacher uses school readiness tests to diagnose learners who experience barriers to learning and who need to gain access to basic education
- 1 8 A scholastic accumulative record card 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
- 1 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
- 1 10 The curriculum adaptation and differentiation is only meant in teaching learners who experience barriers to learning (10)

QUESTION 2

- 2 1 School policies and ethos can be barriers to learning when they do not reflect the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms How can you influence and encourage principals to accommodate learners who are experiencing barriers to learning? (5)
- 2 2 Discuss briefly the core functions of the District Based Support Teams (DBST) (5)
- 2 3 Curriculum adaptation has many advantages in a classroom Discuss this concept (5)
- 2 4 Discuss the education support structure and its relationships at national, district, school and classroom level. (20)
- 2 5 Special schools can become a great resource to neighbouring schools Discuss this idea, first raised in Education White Paper 6 (10)
(45)

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QUESTION 3

- 3.1 Inclusive education is it justifiable? If yes, give five (5) reasons for your answer. If not, give five (5) reasons for your answer (10)
- 3.2 The teacher is the key to creating an inclusive environment in a class. Discuss this statement (5)
- 3.3 Choose any extrinsic barrier and discuss it showing that if you were a teacher and have a learner with such extrinsic barrier in your class, how you would address the challenges of the learning barriers experienced by this learner (20)
- 3.4 Discuss the characteristics of a full-service school. (5)
- 3.5 Discuss how a parent can become a resource to a teacher (5)
- (45)**

Total: [100]

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