

**ETH302S**

May/June 2015

**INCLUSIVE EDUCATION A**

Duration 2 Hours

100 Marks

EXAMINERS  
FIRST  
SECONDDR MJ GUMEDE  
MRS MF MAVUSO

---

**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

**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 1

Answer true or false

- 1 1. The responsibilities of the **district-based teams** are to provide of assessment instruments
- 1 2 The Education White Paper 6 is the South African policy on inclusive education
- 1 3 Inclusive education is meant for Early Childhood Development only
- 1 4 Caregivers are the only teachers in the special schools
- 1 5 Inclusive education is centered around human rights issues
- 1 6 Full-service school is the same as an inclusive school
- 1 7 Special schools are not required in the inclusive education practice
- 1 8 Full-service schools cater for learners with low to moderate intensity needs
- 1 9 Special schools cater for learners with high intensity needs
- 1 10 Special schools require special curriculum for their learners

(10)

TURN OVER

Question 2

- 2 1 Explain how factors in the education system at the various levels (**national, provincial, district and school**) may cause barriers to learning. Please give five (5) facts under each heading (20)
- 2 2 Discuss the factors that led and influenced the move towards inclusive education. Please discuss ten (10) facts in ten paragraphs where each paragraph discusses one (1) fact (10)
- 2 3 Discuss the core functions of the District Based Support Teams (DBST). Please discuss ten (10) facts where each paragraph discusses one (1) fact (10)
- 2 4 Discuss briefly the core functions of the school Based Support Teams, also known as institutional-based support team (ILST). Please give five (5) facts in paragraphs, where each paragraph discusses one (1) fact (5)
- (45)

Question 3

- 3 1 Discuss the characteristics and the role of a full-service school as outlined by the Education White Paper 6. Please give ten facts in paragraphs, where each paragraph discusses one (1) fact. (10)
- 3.2 Choose any intrinsic (internal) barrier and discuss its limitations showing that if you were a teacher and have a learner with such intrinsic (internal) barrier in your class, how you would address the challenges of the learning barriers experienced by this learner. Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact (20)
- 3.3 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? Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact (10)
- 3 4 Discuss how a parent can become a resource to a teacher at a special school or full-service school. Please give five (5) facts in paragraphs, where each paragraph discusses one (1) fact. (5)
- [45]

Total: [100]