

**ETH302S**

October/November 2017

**INCLUSIVE EDUCATION A**

Duration 2 Hours

100 Marks

**EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT**

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Closed book examination

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**INSTRUCTIONS**

This examination paper consists of **six** questions

Answer **all the** questions

**TURN OVER**

**QUESTION 1**

**Answer TRUE or FALSE. Example: 1.1. TRUE.**

- 1.1 Learning needs of most of the learners may arise because of an inflexible curriculum.
- 1.2 One of the key strategies for establishing inclusive education is to convert special schools into resource centres.
- 1.3 Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs
- 1.4 Learners in need of high-intensive educational support will continue to receive such support in full-service schools.
- 1.5 Members of the School Governing Body are primary resources to achieve the goal of inclusive education because they are the ones who spend most of the time in the classrooms.
- 1.6 A negative attitude towards diversity is one of the intrinsic factors causing learning barriers in most of the learners in schools.
- 1.7 Establishing an inclusive education system requires changes to mainstream education, early identification and appropriate support services.
- 1.8 Ensuring accessibility of the school buildings such as the establishment of ramp access is the responsibility of the Department of Health.
- 1.9 Crises in the family can lead to child abuse.
- 1.10 Acceptance of inclusion and public awareness will be essential for the establishment of an inclusive society.

**[10]**

## QUESTION 2

Define the following terms

- |                                 |             |
|---------------------------------|-------------|
| 2 1 Barriers to learning        | (2)         |
| 2 2 Collaboration               | (2)         |
| 2 3 Integration                 | (2)         |
| 2 4 District-based support team | (2)         |
| 2 5 Inclusion                   | (2)         |
| 2 6 Learning support            | (2)         |
|                                 | <b>[12]</b> |

## QUESTION 3

**Read the following case study and answer the questions that follow.**

Dwayne (5) lives with his parents and three siblings in a white informal settlement in Pretoria. Their corrugated iron house is small and humid. His early years are not ideal. Poverty and associated health, nutritional and social factors, coupled with a non-stimulating home environment prevent him from attaining his developmental potential. Dwayne's father works as a car guard at Spar, and his mother is a beggar at a traffic light in town. His parents come home late at night, tired, miserable and disappointed about the little money they earned during the day. He is still young, but he knows that his parents use most of the money to buy drugs. Many of the adults in the settlement where he lives abuse alcohol and then abuse children. In spite of the fact that their settlement is in a city area, they have no electricity. The nights are dark and long, and they have to struggle at night to wash themselves and to get the little clothes they have ready for the next day. Dwayne seldom gets a proper meal at home. They are very happy when they get expired food from Checkers. Sometimes the food is no longer good, but they still eat it – it is better than nothing! When there is no food left, he goes to bed hungry. He then struggles to sleep, and when he wakes up the following morning he has no strength for the day that lies ahead. The newly appointed councillor, Mr Snyman, is promising to supply RDP houses and services for this community.

Dwayne is privileged to go to a local pre-school where stationery is supplied. His mother takes him there every morning and she stops to greet the teacher and attends parents' meetings whenever she can. At pre-school, Dwayne gets breakfast and a piece of bread later during the day. There are many children in his class. His teacher is struggling to cope with the many learning and developmental needs of the children in her class. Most of the children come from Dwayne's community where unemployment is high. Many of the teachers are aware that some of the children have developmental needs and that some are being neglected or abused, but do not consider it their job to support these children. However, the new principal is passionate about inclusive education.

- 3.1 Identify various systems in operation in this case study. (3)
- 3.2 Identify positive and negative factors impacting on Dwayne's development and learning in each system. (18)
- 3.3 If you were appointed to lead this pre-school, what type of teacher development would you focus on? (4)
- [25]

#### QUESTION 4

Changing attitudes, behaviour, and teaching methods are some of the strategies used to ensure access to the curriculum for all learners in schools. Do you agree with the above-mentioned statement? Elaborate on your answer by.

- 4.1 Describing principles of inclusive education as highlighted in Education White Paper 6 (DoE, 2001) (7)
- 4.2 Differentiating between the medical deficit model and the social model (6)
- [13]

**QUESTION 5**

According to SACE's Code of Professional Ethics, there are a number of expectations in as far as teachers behave towards their learners. Briefly discuss 10 of these expectations

[20]

**QUESTION 6**

6.1 Discuss the role of the district-based support team in supporting teaching and learning in schools (10)

6.2 List 10 common types of child abuse in the South African context (10)

[20]

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