

Tutorial Letter 101/3/2018

Inclusive education A ETH302S

Semesters 1 and 2

Department of Inclusive Education

This tutorial letter contains important information
about your module.

BARCODE

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module, Inclusive Education A and hope that you will find it both interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignment(s) properly.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment. This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it available when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need about study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the required material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully. Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important, and sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE AND OUTCOMES

2.1 Purpose

This module focuses on addressing learning needs of learners who experience barriers to learning. Their aim is to equip you with knowledge and understanding regarding the inclusive education approach. You will also be exposed to skills needed to help these learners. Again you will also learn more on the ability to foster the values/attitudes required to effectively identify, assess and support these learners.

2.2 Outcomes

The **outcomes** for this module are as follows:

- To demonstrate knowledge and understanding of the concept of inclusive education
- To describe the historical developments of inclusive education in South Africa
- To demonstrate understanding on related policies and models in the implementation of inclusive education in South Africa schools.
- To demonstrate knowledge on various structures that plays a role towards the implementation of inclusive education in South Africa.
- To demonstrate skills and knowledge on the identification of different barriers to development, learning and participation in learners.
- To demonstrate knowledge and skill on various strategies to support learners in schools in ensuring that they all access quality education.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

You are most welcome to contact your lecturers when you encounter any problems with your studies or assignments. You may write to them, phone them or visit them. When you plan to visit your lecturers, you should first make an appointment.

The lecturers responsible for this module are:

Ms R.G. Ledwaba
Office 1-54
Building 10
UNISA
Sunnyside Campus
Email address: ledwag@unisa.ac.za
Tel: **012 481 2728**

Prof S. Ntombela
Office 1-58
Building 10
UNISA
Sunnyside Campus
Email address: ntombs@unisa.ac.za
Tel: 012 481 2881

3.2 Department

Departmental Student Support contact details: **012 481 2797**

Letter: Department of Inclusive Education
P.O. Box 392
Pretoria
0003

Should you have any queries, you are advised to start on STEP 1 when raising queries and not jump straight to STEP 5. Should you call and your call does not get answered, send an email with your query and also detailing when you called.

INCLUSIVE EDUCATION STUDENTS SUPPORT – STUDENTS QUERIES PROCESS					
CATEGORY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
MODULE-RELATED QUERIES	Contact (by email or phone) relevant lecturer and copy Student Support Officer: (Mr Madubanya) 012 481 2797 madubcb@unisa.ac.za	If there is no response from lecturer and admin within 48 hours of working days, Call/forward query with a trail of previous email to Departmental Coordinator of Teaching and Learning (Prof. Maguvhe's office) 012 481 2764 dialm@unisa.ac.za and copy both lecturer and admin officer	If there is no response from Teaching and Learning Coordinator's office within 48 hours, call/forward query with a trail of previous emails to Chair of Department's office (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there is no response from CoD's office within 48 hours, call/forward query with a trail of previous emails to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za	If there is no response from Director of School within 48 hours, call/forward query with a trail of previous emails to College Teaching and Learning's office , Secretary: (Ms Rosslee) 012 429 4274 rossle@unisa.ac.za
Postgraduate matters	Contact (by email or phone) Post Graduate Admin officer: (Mr Setshedi) 012 481 2720 setshl@unisa.ac.za	If there is no response from Admin Officer within 48 hours of working days, Call/forward query with a trail of previous email to (Dr. Majoko) 012 481 4254 majokt@unisa.ac.za and copy Admin Officer	If there is no response from Dr Majoko within 48 hours, call/forward query with a trail of previous emails to Chair of Department's office (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there is no response from CoD's office within 48 hours, call/forward query with a trail of previous emails to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za	If there is no response from Director of School within 48 hours, call/forward query with a trail of previous emails to College Research and Graduate Office (Secretary: Ms Nthekenyane) 012 429 3526 ntheclk@unisa.ac.za
GENERAL INCLUSIVE EDUCATION QUERIES	Contact (by email or phone) Mr Madubanya 012 481 2797 madubcb@unisa.ac.za	If there's no response from admin officer within 48 hours, forward your query to Head of Department (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there's no response from Head of Department within 48 hours, forward your query to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za		
You are advised to always start on STEP 1 when raising queries and not jump straight to step 5. Should you call and your call does not get answered, send an email with your query and also detailing when you called.					

Open Rubric

3.3 University

You should direct telephonic inquiries about administrative matters to the relevant department. Please refer to the brochure, *Study @ Unisa* which you received with your study material. This brochure contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open). Always have your student number at hand when you contact the University.

4 RESOURCES

4.1 Prescribed books

There is no prescribed book for this module, however there is TUT 501 as well as other study materials that will be uploaded on myUnisa.

4.2 Recommended books

The following books may be consulted for additional information on this module.

Maguvhe, O. and Magano, MD. (2015). Disability in Context: A socio-educational perspective in South Africa. Pretoria: Van Schaik.

Phasha N. and Condy J. (2015) Inclusive Education: An African Perspective, Edition: 1st, Publisher: Oxford University Press SA.

4.3 Electronic reserves (e-reserves)

There are electronic reserves allocated for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counseling, tutorial classes, language support), please consult the publication *Study @ Unisa*, which you received with your study material.

Contact with fellow students and the forming of study groups

- **Study groups**

There will be a discussion forum which will be linked to myunisa. It is advisable that you fully participate in such discussion and also to have contact with your fellow students

Another way of doing this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Students Administration and Registration
PO Box 392
UNISA
0003

- **myUnisa**

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to *myUnisa*” link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the brochure *Study @ Unisa*, which you received with your study material, for more information on *myUnisa*.

- **Free computer and internet access**

If you are a student with a health-related condition such as HIV/AIDS, or have a close family member with this or another health condition, then you need to take cognizance thereof in planning your studies. It will be unwise to cram tasks as this creates enormous stress which negatively impacts on your performance as a student, as well as your health. Planning your studies is essential so that you work consistently and make progress.

- **Health conditions such as HIV/AIDS**

It would be wise to know your health status (HIV/AIDS, blood pressure, diabetes, cholesterol, etc.). If you are informed by medical tests, with the necessary medical and supportive interventions you can prolong and improve the quality of your life and your success in your studies

The URL to the Unisa Student Health and Wellness site is included here for your convenience [Unisa Online - Student Health and Wellness](#)

6 STUDY PLAN

The *Study @ Unisa brochure* contains valuable information on where to begin with your studies. I suggest that you note down the closing dates for all the assignments that you have to submit this year and compile a plan of study for the module according to the due dates. You can use the following table as a guideline for planning your studies for ETH302S

Period	Activity
January/ February 2018	Familiarize yourself with the study material by scanning through the study guide. Introduce yourself to me and your fellow students on the discussion forum on <i>myUnisa</i> .
March 2018	Remember to take part in the discussion forum on <i>myUnisa</i> at least once a month. Complete and submit assignment 01 before or on 28 March 2018.
April 2018	Start working on Assignment 02. The purpose of this assignment is to take you systematically through the study guide. Read study guide – don't just search for the answers to the questions! Remember to take part in the discussion forum on <i>myUnisa</i> at least once this month. Complete and submit assignment 02 before or on 25 April 2018
May/ June 2018	I suggest that you contact your fellow students via <i>myUnisa</i> and start preparing for your exam.
July/ August 2018	Just enrolled for the second semester. Familiarize yourself with the study material by scanning through the study guide. Introduce yourself to me and your fellow students on the discussion forum on <i>myUnisa</i> . Remember to take part in the discussion forum on <i>myUnisa</i> at least once this month. Complete and submit assignment 01 before or on 30 August 2018
September/October 2018	Start working on Assignment 02. The purpose of this assignment is to take you systematically through the study guide. Read study guide – don't just search for the answers to the questions! Remember to take part in the discussion forum on <i>myUnisa</i> at least once this month. Complete and submit assignment 02 before or on 28 September 2018. Start preparing for the examination.
October/ November 2018	Prepare for and write the examination.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module

8 ASSESSMENT

8.1 Assessment criteria

During this semester, you will be assessed on your assignments, which count for 20% of your final mark, and on the examination, which counts for 80% of your final mark. You need to qualify to write the examination since there is no automatic admission. In order to qualify, you **MUST** submit Assignment 01, and assignment 02 for which you will be awarded a mark. Both assignments are compulsory and must be submitted before the closing date. We emphasise the point again: if you do not submit Assignments on time, you will not be permitted to sit for the examination.

8.2 Assessment plan

In order to pass the module, students should obtain 40% or more in the examination, the year mark from both assignments will contribute 20% and the examination will contribute 80% towards your final mark.

8.3 Assignment numbers

8.3.1 *General assignment numbers*

First semester

Assignment 01

Assignment 02

Second semester

Assignment 01

Assignment 02

8.3.2 *Unique assignment numbers*

Unique assignment numbers for first semester

Assignment 01: 855546

Assignment 02: 882028

Unique assignment numbers for second semester

Assignment 01: 736068

Assignment 02: 798481

8.4 Assignment due dates

First semester

Assignment 01: 28 March 2018

Assignment 02: 25 April 2018

Second semester

Assignment 01: 30 August 2018

Assignment 02: 28 September 2018

8.5 Submission of assignments

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via *myUnisa*.

If you want to submit your assignment via *myUnisa*, please consult the brochure *my Studies @ Unisa*, regarding requirements. Also check on *myUnisa* within a week to determine if your assignments have been received.

Assignments may NOT be submitted by fax or e-mail. Please remember to allocate exactly the same number to an assignment as the one provided in the tutorial letter: 01, 02, 03 and so forth.

For detailed information on assignments, consult *Study @ Unisa* brochure which you received with your study package.

Assignments submitted by post should be addressed to:

Assignment Section

PO Box 392

UNISA

0003

To submit an assignment via *myUnisa*:

- Go to *myUnisa*
- Log in with your student number and password
- Select the module in the orange block
- Click on assignments in the left-hand menu
- Click on the assignment number you want to submit
- Follow the instructions on the screen

General information regarding submission of assignments

- Make sure that your *name, address, student number, module code* as well as the *correct number* of the assignment appears on the official cover supplied for each assignment you submit.
- **NOTE:** Please remember to give the assignment the same number as the one appearing in this tutorial letter.
- State the module code and the assignment number when enquiring about an assignment.
- Please note that it is your responsibility to check (on myUnisa or telephonically) that your assignment has been received at Unisa. Do this shortly after you have sent in your assignment.
- Please make copies of all assignments before you send them in and retain these copies in case there are any queries.

Please note that there shall be no extension whatsoever on the closing date for this assignment. It is therefore important that you complete your assignments in good time and submit them before the closing date. We regret that we cannot take personal circumstances into consideration. You must plan your studies and see to it that you complete your assignments well in advance so that some last-minute crisis will not be a problem because you will have finished writing your assignments already.

8.6 The assignments

ASSIGNMENT 01:

COMPULSORY ASSIGNMENT FOR FIRST SEMESTER STUDENTS ONLY

DUE DATE: 28 MARCH 2018

UNIQUE ASSIGNMENT NUMBER: 855546

INDICATE THIS UNIQUE ASSIGNMENT NUMBER ON YOUR ASSIGNMENT COVER.

Answer all of the following multiple-choice questions.

1. Inclusive education is about:

- (1) Creating welcoming school environment for all learners.
- (2) Educating learners with disabilities in mainstream schools.
- (3) Obtaining qualifications in Inclusive education.

- (4) Establishing special schools in all communities
- (5) None of the above.

2. Education White Paper number 6:

- (1) Gives guidelines on how schools should build capacity to meet diverse needs of their learners.
- (2) Gives guidelines on how the selection of School Governing Bodies should be conducted.
- (3) Gives guidelines on how teachers should be recruited.
- (4) Gives guidelines on how to accommodate learners with disabilities.
- (5) All of the above.

3. Inclusive education is a result of:

- (1) Education transformation.
- (2) High number of learners in mainstream schools.
- (3) Lack of qualified teachers in the country.
- (4) All of the above.
- (5) None of the above.

4. Inclusive education and training insists that:

- (1) Schools employ all qualified teachers in education.
- (2) Teachers be adequately trained to teach diverse learners in schools.
- (3) Teachers be adequately trained to teach only in special schools.
- (4) All of the above.
- (5) None of the above.

5. Individual differences in inclusive schools imply:

- (1) Diversity in terms of age and gender only.
- (2) Diversity in terms of culture and physical characteristics only.
- (3) Diversity in terms of race and socio-economic status only.
- (4) All of the above.
- (5) None of the above.

6. The role of the teacher in inclusive education is to:

- (1) Ensure that all learners receive quality education.
- (2) Work collaboratively with parents.

- (3) Understand diverse learning needs of learners in school.
- (4) All of the above
- (5) None of the above.

7. Exclusion of learners in schools implies:

- (1) Lack of the implementation of inclusive education
- (2) Limited number of special school.
- (3) Limited number of special teachers.
- (4) All of the above.
- (5) None of the above.

8. Barriers to inclusion and access DO NOT include:

- (1) Inaccessible buildings.
- (2) Lack of provision to support services.
- (3) Uneducated parents.
- (4) Negative attitudes.
- (5) Inflexible curriculum.

9. Members of the School Based Support team or the Institutional Learning Support Team must include:

- (1) All class teachers in a school.
- (2) Only those teachers with remedial/specialised skills.
- (3) All members of the School Governing Body.
- (4) All of the above.
- (5) None of the above

10. People responsible for the implementation of Inclusive education include:

- (1) Educators.
- (2) Parents.
- (3) Communities.
- (4) All of the above.
- (5) None of the above.

11. The medical model focuses on:

- (1) Diagnosis and treatment.
- (2) Empowerment of parents of children with blindness.
- (3) Integration and Inclusion.
- (4) All of the above.
- (5) None of the above.

12. The social model focuses on:

- (1) Managing and changing the child.
- (2) Dealing with specific pathology.
- (3) The impact of social factors surrounding the child.
- (4) All of the above.
- (5) None of the above.

13. To support a learner who finds it difficult to complete assignments, the following strategies are useful:

- (1) Understand the learning profile of the learner.
- (2) Consider learner's interest
- (3) Differentiate the learning task to meet his/her learning needs.
- (4) All of the above.
- (5) None of the above.

14. The process of Screening, Identification, Assessment and Support includes:

- (1) Creating the profile of the learner.
- (2) Identification of barriers to learning.
- (3) Assessment of support needs.
- (4) All of the above.
- (5) None of the above.

15. An Individual Support Plan is a plan for:

- (1) Intervention and communication only.
- (2) Support only.
- (3) Intervention and Support.
- (4) All of the above.
- (5) None of the above.

16. Individual Support Plans should:

- (1) Be well planned and facilitated by the class teacher and members of the School Based Support Team.
- (2) Be done only by a member of School Governing Body.
- (3) Demonstrate the functionality of the school.
- (4) All of the above.
- (5) None of the above.

17. Aspects of curriculum differentiation include:

- (1) Content.
- (2) Product.
- (3) Process.
- (4) All of the above.
- (5) None of the above.

18. Which educational practice/s adheres to the medical model of diagnosis?

- (1) Remedial education.
- (2) Learning support.
- (3) Quality schooling.
- (4) All of the above.
- (5) None of the above.

19. Full-service schools deal with:

- (1) A limited range of learner needs.
- (2) All levels of learner needs.
- (3) Learners without special needs.
- (4) All of the above.
- (5) None of the above.

20. Barriers to learning can develop from the following:

- (1) Visible impairments.
- (2) Non-inclusive school cultures.
- (3) Non-visible impairments.
- (4) All of the above.

(5) None of the above

TOTAL:

[20]

ASSIGNMENT 02

COMPULSORY ASSIGNMENT FOR FIRST SEMESTER STUDENTS ONLY

DUE DATE: 25 APRIL 2018

UNIQUE ASSIGNMENT NUMBER: 882028

INDICATE THIS UNIQUE ASSIGNMENT NUMBER ON YOUR ASSIGNMENT COVER.

Assignment 02

1. Differentiate between the social model of disability and the medical model of disability. (6)
2. Select two (2) extrinsic barriers as identified in Education White Paper 6 and explain the following:
 - a. In what way/s can they interfere with learning if they remain unaddressed? (8)
 - b. How you can address these barriers in your planning and management of the teaching and learning process (8)
3. From the perspective of Education White paper 6, define the following:
 - a. The concept of “barrier to learning and development” (2)
 - b. The principles of inclusive education (7)
4. Discuss various strategies to differentiate process in an inclusive classroom. (25)
5. Collaboration is important in inclusive education. Briefly discuss four (4) strategies that schools can use to support each other in promoting inclusive education. (8)
6. Differentiate between the medical and the social model. (8)
7. The SIAS process provides educators with clear guidelines of how to facilitate learning support. Define how the following are conceptualised in this document:
 - a. The role of the ILST (6)
 - b. The purpose of support (6)
 - c. The value of assessment (6)

8. What strategies can you use to support learners who exhibit the following learning difficulties:

- a. Find it difficult to follow through on instructions (5)
- b. Who struggles to complete assignments (5)

TOTAL: [100]

ASSIGNMENT 01

COMPULSORY ASSIGNMENT FOR SECOND SEMESTER STUDENTS ONLY

DUE DATE: 30 AUGUST 2018

UNIQUE ASSIGNMENT NUMBER: 736068

INDICATE THIS UNIQUE ASSIGNMENT NUMBER ON YOUR ASSIGNMENT COVER.

ANSWER ALL OF THE FOLLOWING MULTIPLE-CHOICE QUESTIONS.

1. Inclusive education is as the result of:

- (1) Education transformation.
- (2) Overcrowded mainstream classroom.
- (3) Shortage of qualified educators in the country.
- (4) All of the above.
- (5) None of the above.

2. The purpose of inclusive education is to address:

- (1) The shortage of caregivers.
- (2) The learning needs of all learners.
- (3) Lack of qualified teachers in the country.
- (4) All of the above.
- (5) None of the above.

3. Inclusive education is about:

- (1) Creating welcoming school environment for all learners
- (2) Educating only learners with disabilities.
- (3) Obtaining qualifications in Inclusive education.

- (4) All of the above.
- (5) None of the above.

4. Teacher development in inclusive education focuses on:

- (1) Schools employing only qualified teachers.
- (2) Preparing educators to teach diverse learners in schools.
- (3) Preparing educators to teach only in special schools.
- (4) All of the above.
- (5) None of the above.

5. The medical model of disability focuses on:

- (1) Diagnosis and treatment.
- (2) Empowerment of parents of children with disabilities.
- (3) Integration and Inclusion.
- (4) All of the above.
- (5) None of the above.

6. The social model of disability focuses on:

- (1) Managing and changing the child.
- (2) Dealing with specific pathology.
- (3) Giving guidelines on how teachers should be paid.
- (4) All of the above.
- (5) None of the above.

7. Responding to diverse learning needs in schools can be done through:

- (1) Having basic teacher's qualification.
- (2) Provision of learning support.
- (3) Working in a community.
- (4) All of the above.
- (5) None of the above.

8. How can you support a learner who finds it difficult to follow through instructions?

- (1) Arrange a "study buddy" for support.
- (2) Reduce tasks into small manageable steps.
- (3) List all steps that are required to complete the assignment.

- (4) All of the above.
- (5) None of the above.

9. Intrinsic barriers to learning can arise from the following:

- (1) Lack of Play Parks in the community.
- (2) Lack of parental involvement.
- (3) Inflexible curriculum.
- (4) Epilepsy
- (5) Witchcraft.

10. Inclusive education considers:

- (1) All learners.
- (2) Learners with disabilities.
- (3) Learners who dropped out of schools.
- (4) All of the above.
- (5) None of the above.

11. One of the legal obligations in the field of education is:

- (1) Negative attitude.
- (2) Lack of provision of support services.
- (3) Inadequate funding.
- (4) The right to basic education for all learners.
- (5) All of the above.

12. The Screening, Identification, Assessment and Support process covers these steps:

- (1) The creation of a learner profile
- (2) The identification of barriers to learning.
- (3) The assessment of support required.
- (4) The implementation and monitoring of the action plan.
- (5) All of the above.

13. Full-service schools are established in all districts to deal with:

- (1) A limited range of learner needs.
- (2) All the levels of learner needs.
- (3) Learners without special needs.

- (4) All of the above.
- (5) None of the above.

14. Individual differences in inclusive schools imply:

- (1) Diversity in terms of age, ability and race only.
- (2) Diversity in terms of physical characteristics, sexual orientation and culture only.
- (3) Diversity in terms of disability, religion and socio-economic status only.
- (4) All of the above.
- (5) None of the above.

15. The role of the School-based support team or the Institutional-level support team is to:

- (1) Ensure that all learners receive quality education.
- (2) Work collaboratively with parents.
- (3) Understand diverse learning needs of learners in school.
- (4) All of the above.
- (5) None of the above.

16. People responsible for the implementation of Inclusive education include:

- (1) Teachers.
- (2) Parents.
- (3) Communities.
- (4) All of the above.
- (5) None of the above.

17. Barriers to learning can arise in schools due to:

- (1) Negative attitudes.
- (2) Lack of provision to support services.
- (3) Inadequate funding.
- (4) All of the above.
- (5) None of the above.

18. Attributes of child abuse include:

- (1) Parental factors.
- (2) Child factors.
- (3) Stress factors.

- (4) All of the above.
- (5) None of the above.

19. In order to address learning needs of the learner, it is crucial to identify their support need:

- (1) As soon as possible.
- (2) When the child leaves the lower grades.
- (3) When the child repeats a grade.
- (4) All of the above.
- (5) None of the above.

20. An Individual Support Plan (ISP) is useful in:

- (1) Providing a detailed report about the learner's progress and new goals
- (2) Identifying a learner's level of competencies, interests and specific needs
- (3) Identifying a learner's abilities in different areas of the curriculum
- (4) All of the above.

TOTAL:

[20]

ASSIGNMENT 02

COMPULSORY ASSIGNMENT FOR SECOND SEMESTER STUDENTS ONLY

DUE DATE: 28 SEPTEMBER 2018

UNIQUE ASSIGNMENT NUMBER: 798481

INDICATE THIS UNIQUE ASSIGNMENT NUMBER ON YOUR ASSIGNMENT COVER.

ANSWER ALL THE QUESTIONS

Question 1

Define the following terms

- | | | |
|-----|-----------------------------|-----|
| 1.1 | Inclusive education | (2) |
| 1.2 | Integration | (2) |
| 1.3 | Mainstreaming | (2) |
| 1.4 | Individual Support Plan | (2) |
| 1.5 | Medical model of disability | (2) |
| 1.6 | Normalisation | (2) |

1.7 Curriculum differentiation (2)

[14]

Question 2

2.1 Discuss four (4) principles of Inclusive Education as reflected in Education White Paper 6. (16)

2.2 Name two (2) differences between the medical AND the social view of disability (8)

2.3 Discuss how a negative attitude towards differences can cause a barrier to learning. (5)

2.4 Differentiate between inclusion and mainstreaming. (6)

2.5 Briefly discuss how you can support learners who struggle to complete assignments. (8)

2.6 The SIAS process provides educators with clear guidelines of how to facilitate learning support. Define how the following are conceptualised in this document:

a. The role of the ILST (6)

b. The purpose of support (6)

c. The value of assessment (6)

2.7 4. Discuss the differentiation of the learning process, content, product and learning environment for inclusive classrooms. (25)

(86)

TOTAL: [100]

8.7 Other assessment methods

No other formative assessment designed for this module

8.8 The examination

For general information and requirements as far as assignments are concerned, consult the brochure *Study @ Unisa*, which you received with your study material.

EXAMINATION GUIDELINE REPORT

Demarcation or “scoping” for examinations and assessments

NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes. Examination questions should be based on ALL THE WORK covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be

spelt out clearly in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

Examination admission will depend on the assessment given for assignments 01 **and** 02. In accordance with Unisa's assessment policy a student have to achieve a sub-minimum of 40% for the examination. If you achieve less than 40% in the examination, you will fail – irrespective of your year mark. Should you obtain 40% or more in the examination, the year mark from both assignments will contribute 20% and the examination will contribute 80% towards your final mark.

In order to pass the module a student must achieve 50% and in order to achieve a distinction a student must achieve 75% or more.

Examination period

This module is offered in two semesters. Students who enrol for semester 1 will write May / June 2018 exam and students who enrol for the second semester will write the examination in October/November 2018.

During the year, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

The duration of the examination paper is **TWO HOURS** and the paper is worth 100 marks. The paper contributes 80% towards your final mark.

The final results are therefore weighted in favour of the examination mark that is critical to your success in this module. After your examination paper has been marked and the results finalised, your examination mark and your year mark will be combined. In preparing for the examination you have to study the study guides and the assignments.

9 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant information.

Frequently asked questions in this module (ETH302S) are:

Question: I need extension of time for the submission of my assignment.

Answer: It is not possible to give more than one week extension of time. If you are compelled by necessity to hand in an essay-type assignment late, you have to ask permission to do so **before** the due date. No extension of time can be granted for assignments for multiple choice questions.

Question: I do not have Internet access.

Answer: You can access the Internet at all Unisa Regional Offices.

10 IN CLOSING

Please feel free to contact us if you encounter any problems or even if you just want to talk about the work.

We hope that you will enjoy this module and wish you success with your studies.

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