

QUESTION 1

Answer TRUE or FALSE, e.g 1.1. TRUE

- 1 1 Different learning needs may arise because of inaccessible and unsafe buildings. T
- 1 2 In South Africa, one of the key strategies for establishing inclusive education is to integrate special schools into all the communities. T
- 1 3 The goal of integration is to maximise the social integration of learners with and without disabilities. T
- 1 4 Principals of special schools are the only people to ensure the implementation of inclusive education in all schools within their districts. F
- 1 5 Inclusive education mandates that we acknowledge that all learners are the same in terms of their abilities. F
- 1 6 Inappropriately trained teachers are one of the ^(extrinsic) intrinsic factors causing learning barriers in most of the learners in schools. F
- 1 7 Schools must use school readiness tests to determine if a learner is ready to access basic education. F
- 1 8 Involvement of parents who are not members of School Governing Bodies (SGBs) can hinder the implementation of inclusive education. F
- 1 9 Maximising the participation of all learners in schools can only be possible if teachers believe that all learners can learn and that they all need support. T
- 1 10 Acceptance of inclusive education and public awareness will be essential for the establishment of an inclusive society. T

[10]

QUESTION 2

Define the following terms

- 2 1 Full service school (2)
- 2 2 Special schools as resource centres (2)
- 2 3 Mainstream schools (2)
- 2 4 School Based Support Team (2)
- 2 5 Universal Design for Learning (2)
- 2 6 Learning Support (2)

[12]

QUESTION 3

According to the Report of the National Commission on Special Needs in Education and the National Committee on Educational Support Service, most of our learners in schools experience barriers to learning. These barriers can result from either extrinsic, intrinsic or a combination of both factors. Do you agree with the above-mentioned statement? Discuss this statement by

- 3 1 Defining the concept "barriers to learning" (2)
- 3 1 Identifying factors that create extrinsic barriers to learning as identified in this Report (8) Pg 38
- lit
- [10]**

QUESTION 4

Changing attitudes, behaviour, teaching methods are some of the strategies used to ensure access of curriculum for all learners in schools. Do you agree with this statement? Discuss this statement by

- 4 1 Describing principles of inclusive education as highlighted in Education White Paper 6 (DoE, 2001) (7)
- 4 2 Differentiating between mainstreaming and Inclusion (6)
- [13]**

QUESTION 5

- 5 1 Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive Education. Discuss the ⁽⁴⁾ macrosystem, ⁽⁴⁾ exosystem, ⁽⁴⁾ mesosystem and ⁽⁴⁾ microsystem of this model and also provide 2 examples of each system (16) ✓
- 5 2 One of the effects of the disintegration of family life is child abuse. Briefly discuss three factors that can cause or result in child abuse (9)

same as q 4.1.2. paper oct/nov 2016.

[25]

QUESTION 6

Legal considerations are critical in ensuring a barrier-free education. Elaborate on this statement by briefly discussing the following

- 6 1 Right to basic education (5)
 - 6 2 Right to equality (5)
 - 6 3 The South African School Act 84 of 1996 in terms of the following
 - 6 3 1 admission and placement of learners in schools (5)
 - 6 3 2 teacher and learner absence as a barrier to teaching and learning (5)
- [20]

QUESTION 7

Effective implementation of Inclusive education is ensuring that each learner is provided with the support they need. In view of this statement, briefly discuss the core functions of the following teams in schools

- 7 1 School Based Support Team (5)
 - 7 2 District Based Support Team (5)
- [10]

[TOTAL: 100]



2.1. Full service school -

Ordinary school which is equipped to ~~service~~ support + address a full range of learning needs.

Converted to inclusive school and welcome all learners irrespective of ~~gender~~, race, culture, abilities etc.

Special ^{special} School as resource Centre.

2.2 Former school converted into resource centres, which provide high intensity support to learners who need it.

Provide professional support to ordinary full service schools.

2.3. Mainstream school -

A school normal ordinary school used to educate all learners with special needs alongside their peers who don't have special needs.

Getting learners to 'fit in' to the existing system.

2.4. School based support team - (SBST) -

The team's function is to put in place properly co-ordinated learner and educator support services.

2.5. Universal Design for Learning -

An approach to learning that aims to create an all inclusive environment which all learners can use even with varying abilities.

2.6. Learning Support -

Where teachers focus on providing supplementary teaching to students who need it. Can be one-on-one or groups.



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3.1. Agree:

The concept barriers to learning is based on anything that interferes with the learning process causing a learning breakdown/exclusion.

3.2. negative attitudes

- 2 - inflexible curriculum
- 3 - unsafe environment
- 4 - poverty and unemployment.
- 5 - HIV / Aids
- 6 - lack of parental involvement or inadequate.
- 7 - child abuse
- 8 - Disintegration of family life.

4.1. Agree.

- 1. All children can learn irrespective of age, gender, ability etc.
- 2 Create education framework to meet all learners. needs.
- 3 Learning also occurs in the home + community, not only school.
- 4 Attitudes, behaviour + methods must change to meet learning needs.
- 5 Maximise learner participation, minimize barriers in schools.
- 6 Everyone must acknowledge + respect learner differences.
- 7 Each child has own strengths and abilities.

4.2. Mainstreaming

- Get learners to 'fit into' an existing system.
- provide some learners extra support so they can 'fit in'.
- Assess learner by specialist + diagnose + treat with intervention. into special programmes.
- Changes need to take place in learner so they can 'fit in'.

(only need 3 points for 3 marks)



Inclusion

- Recognise + respect all differences among all learners + build on similarities.
- Support all learners + educators to meet all learning needs.
- Adapt systems + curricula to meet learning needs.

- 5.1 Microsystem - (1) relationship between learner + immediate environment. eg. family, peers, school.
- (2) Contribute to positive self by providing love + security to learner.
 - (3) Negative contribution in 1 case of abuse or poverty, bullying / negative teachers.

Mesosystem - (1) relationship between the microsystems. eg school/family or family/peers.

- (2) Positive contribution = teacher guide the parent on how to support learner where it is lacking.
- (3) Negative could be unsupportive family.

Exosystem - (1) indirect influence on learner eg. parent workplace, education system, health service.

- (2) Positive - parent has a good job, earns well and happy, can see to child's financial needs.
- (3) Negative - If parent unemployed or unhappy at work, support of child will be less which will negatively impact the learner development.



Macrosystem - represents broader community
eg: political issues, health issues, criminal activity.

- 2) In rich communities there are better schools + hospitals, less crime, which positively contributes to learner development.
- 3) In poor communities there is a lack of housing, schools, hospitals + crime is higher which negatively impacts + learner.

5.2 Parent factor

- Difficult financial position / job position.
- Unsuccessful relationships
- They were abused as children
- They had poor relations with their parents.
- Their sex life is unsatisfactory.

Child factor

- unwanted child
- chronic illness, emotionally demanding child.
- child is not gender parent expected.
- orphans or street children with no protector.
- child who has to deal with parent projections has to ~~deal with~~ compensate for weakness.

Crisis or stress factor

- Job insecurity / financial needs of parents
- Large families
- Sudden change in ~~family~~ life pattern
- Dislocation / drug / alcohol abuse
- Single parenthood.



6.1.3 The SA Constitution mandate 1 right 2 basic education for all learners including learners with disabilities, in conflict with 1 law, have never been to school or any barrier. in learning.

6.2 The SA Constitution states that all citizens of SA have a right to equality, human rights, education without any form of discrimination. whatsoever.

6.3.1 - Public schools must admit all learners without discrimination.

- School may not administer any tests to determine whether learner may be admitted to school.
- No learner may be refused admission even if parent cannot pay fees.
- Admission age for grade R is four turning five by 30 June in 1 year of admission.
- Parents may choose where they want their child to attend school.

6.3.2 ? The act re-iterates the consistent presence of teachers in class, on time, no neglect of duty and no abuse of people. Same applies to learners and they must respect teachers.



7.1. - To co-ordinate and support teaching + learning in the implementation of Inclusive education.

- Identifying needs on different levels.

JBST

- Monitor + evaluate Inclusive education

- develop strategies to address needs / barriers.

- draw resources ~~from~~ needed within + school to address challenges.

7.2. - ~~Validate assessment process~~

- Provide support to teachers in order for them to identify and address barriers to learning.

DBS T

- Validate assessment process.

- Training + mentor educators

- Provide resources

- Supply assistive devices

- Mobilise community resources.

* Similar to May/June 2018

only q 6.4 is different and

q 3.2 phrased " but

same as 2018 paper

ETH3025
MAY/JUNE 2017

QUESTION 1

State whether the following statements are TRUE or FALSE.

Example: 1.1 TRUE

- 1 1 Different learning needs of learners may arise because of inaccessible and unsafe buildings T
- 1 2 In South Africa, one of the key strategies for establishing inclusive education is to integrate special schools into all the communities T
- 1 3 The goal of integration is to maximise the social integration of learners with disabilities and learners without disabilities T
- 1 4 Principals of the special schools are the only people to ensure the implementation of inclusive education in all the schools in the districts F
- 1 5 Inclusive education mandates that we all need to acknowledge that all learners ^{can learn} are the same in terms of their abilities F
- 1 6 Inappropriately trained teachers are one of the ^{extrinsic} intrinsic factors causing learning barriers in most of the learners in schools F
- 1 7 Schools must use school readiness tests to determine if the learner is ready to access basic education F
- 1 8 Involvement of parents who are not members of the school governing bodies can hinder the implementation of inclusive education F
- 1 9 Maximising the participation of all learners in schools can only be possible if all teachers believe that all learners can learn and all learners need support T
- 1 10 Acceptance of inclusion and public awareness will be essential for the establishment of an inclusive society T [10]

QUESTION 2

Define the following terms

- 2 1 Full-service school ✓ (2)
- 2 2 Special schools as resource centres ✓ (2)
- 2 3 Mainstream schools ✓ (2)
- 2 4 School-based support team ✓ (2)
- 2 5 Universal design for learning ✓ (2)
- 2 6 Learning support ✓ (2)

[12]

QUESTION 3

According to the National Commission on Special Needs in Education and the National Committee on Educational Support Service, most learners in schools experience barriers to learning. These learning barriers can result from either extrinsic, intrinsic, or both factors. Do you agree with this statement? Elaborate by answering the following

- 3 1 Define the concept "barriers to learning" ✓ (2)
- 3 2 Which factors create extrinsic learning barriers as identified by the National Commission on Special Needs in Education and the National Committee on Educational Support Service? ✓ (8)

[10]

QUESTION 4

Changing attitudes, behaviour, and teaching methods are some of the strategies used to ensure access of curriculum for all learners in schools. Do you agree with this statement? Elaborate by answering the following

- 4 1 Describe principles of inclusive education as highlighted in the White Paper on Education 6 (DoE 2001) ✓ (7)
- 4 2 Differentiate between mainstreaming and inclusion ✓ (6)

[13]

QUESTION 5

Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of inclusive education. Discuss the macro-system, exo-system, meso-system, and micro-system of the model and provide two examples of each system. ✓ [16]

QUESTION 6

Legal consideration is one of the key issues in ensuring barrier-free education. Elaborate on this statement by discussing the following

- 6.1 Right to basic education ✓ (5)
- 6.2 Right to equality ✓ (5)
- 6.3 The South African School Act 84 of 1996 in terms of
 - 6.3.1 Admission and placement of learners in schools ✓ (5)
 - 6.3.2 Continuous absence of the teacher as a barrier to teaching and learning ✓ (5)
- 6.4 Discuss three factors that can result in child abuse (9)
child factor
parent factor [29]

QUESTION 7 *crisis / stress 11*

Effective implementation of inclusive education is ensuring that each learner is provided with necessary support.

Discuss briefly the core functions of the following with regard to the provision of learning support in schools

- 7.1 School-based support team ✓ (5)
 - 7.2 District-based support team (5)
- [10]

[TOTAL: 100]

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