

MEMORANDUM

ETH302S OCT/NOV 2011

QUESTION 1

- 1.1.5
- 1.2.4
- 1.3.1
- 1.4.3
- 1.5.1
- 1.6.1
- 1.7.5
- 1.8.5
- 1.9.5
- 1.10. 5

QUESTION 2

- 2.1. T
- 2.2. T
- 2.3. T
- 2.4. F
- 2.5. F
- 2.6. F
- 2.7. F
- 2.8. F
- 2.9. T
- 2.10. T

QUESTION 3

3.1. Name phase of specialisation, misconceptions about HIV/AIDS

- having sex with a virgin will cure HIV
- If a person is very thin they have HIV
- If a person coughs a lot (and others)

3.2. Adjusting educational practices to accommodate a learner who is affected by HIV/AIDS

- make allowances for a child who needs to take ARV while maintaining confidentiality.
- refer any child who require special intervention eg occupational, speech & learning support teachers.
- ECD practitioners should monitor development & progress early so that they can provide early interventions. (etc)

3.3. Implications of Inclusive Education in ordinary schools

- acknowledge that all learners can learn & needs support
- overcoming barriers in the system so that a full range of learning needs can be met.
- enables learners to achieve excellence thus quality education
- includes those who are previously disadvantaged
- warm & embracing attitudes towards all human beings
- focuses on the learner as he/she is
- addresses the causes of barriers to learning & development
- is based on equality ,quality & lifelong learning
- total mind shift towards education based on specific value system.
- implies a very specific attitude towards the norms or criteria of society.

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QUESTION 1

1.1.1

1.2. 1

1.3. 3

1.4. 4

1.6. 4

1.7. 2

1.8. 3

1.9. 1

1.10. 3

1.11. 5

1.16.5

1.17.5

1.18. 4

1.19. 5

1.20. 5

QUESTION 2

2.1. T

2.2. F

2.3. F

2.4. F

2.5. T

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1.1.1

1.2.5

1.3.3

1.4.3

1.5.1

1.6.5

1.7. 2

1.8.3

1.9.3

1.10. 5

1.11. 5

1.12. 2

1.13. 2

1.14. 5

1.15. 4

1.16. 5

1.17. 4

1.18. 1

1.19. 2

1.20. 5

QUESTION 2

2.1. T

2.2. F

2.3. F

2.4. T

2.5 T