

# Tutorial Letter 201/3/2018

**Inclusive Education B  
(Educational Themes 306)**

**ETH306W**

**Semester module**

**Department of Inclusive Education**

**IMPORTANT INFORMATION**

This tutorial letter contains important information about your module.

BARCODE

**This tutorial letter contains the following information:**

Section A: Feedback on Assignment 01

Section B: Feedback on Assignment 02

Section C: Information on the October/November Examination

**Focus of the module Inclusive Education B: Educational Themes**

Please refer to page 19 in your study guide for the section relevant to this module

**Section A: Feedback on Assignment 01**

Question 1 was a set of multiple-choice questions, which counted 25 marks. The submission of this assignment constituted automatic qualification to write the examination for this module.

**Section B: Feedback on Assignment 02**

**NB. This is not a memorandum but a guide to answers. As a student, you must still consult the study guide for this module.**

**Question 1**

**1.1. Discuss the meaning of the concept “learners who experience barriers to learning”. (5)**

**Refer to pages 2–6**

According to the South African Quality Education for All (1997), barriers to learning is described as factors that lead to the inability of the system to accommodate diversity, which leads to learning breakdown or which prevents learners from accessing educational provision over age.

Factors that arise within the education system as a whole, the learning site and/or within the learner, which prevent access to learning and development. Example:

Systemic barriers, e.g. overcrowded classrooms, buildings that are inaccessible for learners with disabilities, lack of basic and appropriate learning materials, exclusionary policies and practices, etc.

Societal barriers, e.g. poverty, safety and security, children affected and infected by HIV/AIDS, child-headed households, children living in the streets, children in conflict with the law, etc.

Learners who experience barriers to learning are those with physical disabilities, sensory impairment, health-related conditions, socioeconomic deprivation, and no access to the curriculum due to its inflexibility, LOLT

## **1.2 Distinguish between internal and external barriers to learning. (10)**

### **Refer to pages 18–33**

The causes of the occurrence of barriers to learning for learners may be divided into two broad groups, namely:

- those located within the learner (impairments or intrinsic factors) (these impairments do not necessarily need to become disabilities and barriers); and
- those emanating from outside the learner (extrinsic factors).

### **INTRINSIC BARRIERS**

Intrinsic factors are factors located within individual learners themselves. These learners are usually born with specific characteristics such as blindness or a missing arm. The learners' condition can be aggravated by a poor environment, ineffective education and inapplicable education so that they may become disabled.

The most prominent intrinsic factors are physical and/or physiological impairments and personality characteristics.

Genetic factors

Prenatal, perinatal and postnatal brain damage

Disability and chronic illnesses can cause barriers to learning and development if the environment and the community do not adapt in order to provide for the needs of these learners. However, if learners with impairments make use of supportive or assistive devices, the barriers hampering their learning and development can largely be removed. If, for instance, the learning centre is accessible to wheelchairs, learners in wheelchairs are not hampered in their access to the school building. If blind learners have access to reading and writing media (Braille and adapted computers) and mobility training they are also not hampered in their learning. However, intellectual impairments,

severe autism or multiple impairments can prevent learners from ongoing involvement in programmes that are aimed at facilitating learning and development in ordinary learning centres.

**Sensory impairments.** These occur when one of the senses is affected. A person has a visual or aural disability when his or her ability to see or hear is affected and the environment does not make provision for support.

**Physical impairments.** A person whose external physical appearance or functioning is affected has a physical impairment. For instance, an arm is missing or crippled, or a hand, leg or limbs cannot be used, with the result that movement requires the use of a wheelchair or crutches. Further examples are a hunchback, clubfeet, and so on. However, the person is physically disabled only when he has no access to the environment.

**Mental or intellectual impairments.** This renders affected persons mentally less capable than the average so that they find it much more difficult to comprehend and to learn. However, they can learn – therefore the emphasis in assessment is on what they know and what they can do.

**Multiple impairments.** Some persons have more than one impairment. They may, for example, have physical and intellectual impairments, or visual and hearing impairments. There are numerous other forms of physical impairments such as epilepsy, autism and other forms of communication and behavioural disorders.

The term **physiological impairments** refers to impairment in the functions of the body. These impairments comprise chronic diseases such as cancer, diabetes mellitus, Aids, tuberculosis, et cetera.

It is vital for learners with physical and/or physiological impairments to be identified as early as possible so that they may benefit from the best possible assistance from an early age, and so avoid developing a serious developmental backlog or delay – that is, that they do not become disabled on a social level.

## **EXTRINSIC BARRIERS**

In the case of extrinsic factors the barriers are not within the learners themselves.

They are perfectly normal at birth but circumstances beyond or outside the learners – that is, their environment, home, upbringing or teaching – are so inadequate that they adversely affect their development and learning and ultimately cause barriers to their learning.

- Socioeconomic barriers. This includes the lack of access to basic services (medical services, housing), poverty, underdevelopment and other factors exposing learners to dangers such as child abuse, war and political violence.
- Discriminating attitudes. Labelling has a very negative effect on the self-image of learners. Labelling occurs when these learners are placed in special schools or when they are excluded from mainstream education – that is, it occurs when learners are categorised. Very often people who label learners cannot determine what is needed for the system to satisfy the needs of learners. A learner can, for instance be classified as intellectually disabled and therefore also as uneducable after one formal assessment session, without considering his or her real abilities. Inadequate knowledge of diseases such as Aids can lead to negative assumptions regarding this disease, so that an HIV-positive learner may be denied access to learning centres.
- Inflexible curriculum. An inflexible curriculum that does not provide in the diverse needs of all learners in the class can cause learning to fail; inadequately trained teachers can use teaching styles that handicap the initiative and involvement of learners; and what is taught by the curriculum is not applicable to the situation in which learners find themselves, et cetera.
- Language and communication. For many learners, teaching and learning take place in their second or third language. This inhibits communication in class.
- Inaccessible and unsafe environment. Inaccessible and unsafe buildings in many instances prevent learners with physical disabilities from having access to the learning centres, for instance if there are no ramps for wheelchairs, or if furniture is put in aisles it hampers the movement of blind learners.
- Inapplicable and inadequate provision of support services. The labelling and categorisation of learners have caused educational services to be focused on the incompetence of learners rather than on the barriers within the system, such as poor and stereotyped teaching methods. The nature of the intervention can cause learners to be placed in a special school rather than to confront the problems of that specific learning environment. In the rural areas, there are almost no support services.
- A lack of empowering and protective policy. This can promote the existence of barriers to learning and development directly or indirectly. Legislation on age restriction (which prevents

learners from enrolling at schools or from staying in the education system as long as possible) can for instance be a barrier to learning.

- A lack of parental recognition and involvement. A lack of recognition of parents as primary educators and continued negative attitudes as far as parental involvement is concerned can also contribute to barriers to learning and development.
- A lack of human resources development. A lack of strategies for developing human resources and a lack of ongoing in-service training for teachers can lead to a low self-image, insecurity and a lack of innovative practices in the classroom.

## **Question 2:**

### **2.1 Describe the manifestations of visual barriers to learning in the classroom. (5)**

**Refer to pages 145 and 146**

- Rubs the eyes excessively
- Moves the head when looking at pictures or when reading
- Has poor spacing when writing
- Refuses to participate in ball games
- Shuts or covers one eye, tilts head or thrusts it forward
- Has difficulty reading or doing other work requiring close use of the eye
- Blinks more than usual or is irritable when doing close work
- Unable to see distant things clearly.

### **2.2 Discuss how you will apply practical support strategies to assist the learner with auditory impairments in your classroom. (5)**

**Refer to pages 157 and 158**

- Make use of visual materials
- Face and mouth adequately lighted
- Assume position facing the light
- No lights or mirrors reflecting light behind you
- Lighting must be ample
- Face as near as possible to level of learner's eyes
- For young children – teacher must sit on chair
- Speak as naturally as possible; not too slow/fast

- Always speak in complete sentences
- Do not add gestures to the words; learners tend to look at gestures and not at mouth
- Ask questions to check understanding of aurally presented directions and content
- Rephrase content or questions to make it more understandable to hearing-impaired learners
- Supplement information presented aurally with visual aids

### 2.3 Describe the manifestations of perceptual-motor barriers to learning. (50)

#### Refer to pages

- a) **Spatial perception.** Learners first need to learn to perceive objects in an accurate relationship to them before they can perceive them in relation to each other. Activities and exercises to promote body awareness are very important in preschool: in this way learners learn that things may be far away, close, big or small in relation to themselves and, simultaneously, in relation to each other. Learners who experience problems in this regard cannot understand concepts such as above/beneath, in front/behind, under/over and beside; they cannot indicate first, middle and last; they cannot estimate time, depth or distance in ball games and they cannot determine direction very accurately and so often get lost (Deetlefs & Kemp 1990:17).
- b) **Laterality** is not a learnt skill, but is a concept that must develop within learners themselves. The awareness of a left and right side of the body develops from the awareness of the operation of gravity (balance) and learners learn to manipulate their body accordingly (Smith 1993:163). Learners sometimes experience problems in crossing their imaginary middle line and so, for example, will not be able to cross their arms over their chest (e.g. left hand on right shoulder) or touch their right foot with their left hand. When these learners are asked to draw a horizontal line from the one side of their body to the other on a piece of paper, they will draw the line with their left hand up to the middle of the page, and then continue with their right hand. A broken line can then be noticed. It is still normal for a three-year old child to be unable to cross the middle line, although the problem should receive attention at preschool level as it may cause problems in the formal schooling situation. For example, a child might only write on the one side of a page, depending on whether it is to the left or right of his or her body.

- c) **Lateral dominance.** Dominance (the preference for a specific side of the body to take the lead) also develops from laterality. It is a developmental process through which learners naturally progress. Learners sometimes learn to react correctly to orders to move to the left or right, although they have not yet developed a natural awareness of left and right. If learners reach the stage of formal schooling without having established their dominance, they may experience problems with the concepts of left and right outside of the body. Consequently they may experience difficulty in distinguishing the difference in direction between b and d, and this poses serious problems for reading, writing and spelling.
- d) **Directionality.** Direction certainty is also a consequence of laterality and has important implications for academic learning. In order to have a stable spatial world, learners must learn to know their body and be aware of it. Only then will they know exactly where in space objects around them are. Learners who experience problems with this will, for example, be unable to identify the one little duck in the row that is facing the opposite direction. In the formal school, these learners will experience difficulty with the order in which symbols are arranged and may, for example, turn numbers upside down (6/9) in arithmetic calculations or in written language (p/d, pot/top).

### Question 3

#### 3.1 Explain the importance of language development in young learners. (5)

##### Refer to pages 201–203

The normal development of language abides by developmental laws: A baby's spoken language begins in the form of crying and babbling, after which the first word follows at about 12 months, two-word sentences at 18 to 24 months, and by the age of 4 to 5 years, the child has a grasp of basic structure and syntax. All normal learners learn language as they hear it spoken – development thus occurs in close relation to the exposure and stimulation that learners receive.

- Talking (spoken language) is spontaneous and social: Four-, five- and six-year olds are ardent talkers (can you imagine a quiet preschool?) and their vocabulary and experience are of such a nature that they can conduct a social conversation, ask specific questions, answer reasonable questions and understand important instructions. They use language to chat to adults and friends, to complain about something, to whisper a secret, to respond to a joke or to sing a song. Small learners are very fond of working in small groups where they can constantly chat and explain with what they are busy. Refreshment time, when they sit in groups around a table, also presents an opportunity for fascinating conversation. They



convey personal news, make comments on social events, make jokes, and listen and contribute to the ideas expressed by others. Talking in the pre-primary school is not forbidden but is a spontaneous, enjoyable activity with which learners will happily occupy themselves.

- Inner language accompanies thoughts and actions: When young learners become occupied with an activity, they will often talk aloud and describe the process by which they are performing the particular task. Think, for instance, of a child making mud pies: now I mix the eggs and the flour together; add a little salt; hmm ... quickly wash hands before I roll it in a ball ...".
- Language reflects personal experience: Learners express the familiar through play, and their language reflects the world in which they live. As such, the play of learners from a fishermen's village will differ from the play of city learners.
- Language includes attitudes gleaned from the adult world: Parents' views and attitudes are often reflected in what learners say and think. A child's perception of the different roles of men and women is an example of this (submission of the woman or equal rights). As learners learn their home language, so they learn the culture and values of the community as well as value judgements, views, information and certain emotional preferences of the community with regard to particular matters. Language is not learnt separately but is inextricably bound to people and life.
- Language also reflects level of thought: A baby's reaching out to and understanding of the world is on a completely different level to that of a young child. Language and thought develop simultaneously: learners' language provides the teacher with an indication of their level of thought and the experiences to which they are exposed. The initial global perception of things (viz to see an object as a whole) develops later to enable learners to break things up into smaller units (all animals with four legs are no longer dogs, but can also be cats, lions or buck).
- Feelings can also be expressed verbally, although it is far more difficult for learners to describe their feelings than it is for them to describe concrete experiences or attempt to define a concept. The ability to express feelings in words is an indication of a child's growing capacity to exercise control. Sometimes feelings are still expressed in a physical way. In addition, learners express their feelings honestly and directly, for example, "I do not like you". (Verbally, they still act untactfully and undiplomatically.) Gradually, learners learn how to interpret the feelings of others and to show compassion and sympathy.

- **Misunderstandings:** Learners interpret expressions such as “Jack broke his arm” literally and cannot understand the phrase in its figurative meaning. They would then imagine that Jack's arm has somehow been chopped in half!

Language is the most complex and fascinating human function, yet learners worldwide normally learn their home language within only a few years after birth (Berk 1989:363; Berndt 1992:278). Although the ability to use language and to talk is part of being human, language must still be learnt. Young learners possess a remarkable ability to learn language (De Witt & Booyesen 1994:94). Language makes it possible for learners to make the people around them understand how they feel, what they are thinking, what they want and what they mean. Through language, they can also understand what others think, feel, want and mean. In order to grasp a message through language and be able to transfer an understandable message oneself, it is necessary for learners to know a few things first:

- They must be able to relate spoken sounds to their meanings.
- They must be able to relate words with things and ideas.
- They must master the rules according to which words are combined into a language to communicate comprehensively.

### **3.2 Describe practical strategies to assist learners to overcome language problems. (10)**

**Refer to pages 206 and 207**

- Consider learners' limitations. Do not use difficult language to ask or say something. There are various ways of saying the same thing, and although teachers need not use the simplest language, everyone should be able to understand them (e.g. We are now going to benefit from some refreshments versus We are now going to eat).
- Speak directly to learners in an interested manner, and address them by name in a friendly, personal and warm way. Avoid the use of too many pet names, for example, sweetie or lovey – such communication is sentimental and impersonal.
- Do not use idiomatic expressions in your everyday language. Messages such as let's get the show on the road take the key and lock your lips or put your thinking caps on do not make sense to learners.
- Speak in a normal, natural voice. Some pre-primary teachers seem to find it necessary to speak in a higher tone or to use baby language. This is unnecessary and learners experience it as insincere.

- Speak to learners on their level and make eye contact. Crouch down if a child comes to talk personally to you or sit on a low stool while activities are presented. Learners should not be faced with teachers' knees when trying to communicate with them.
- Try at all times to understand what a child is trying to say by paying attention to facial expression, body posture, tone of voice and so on, disregarding poor articulation or grammatical mistakes.

#### Question 4:

#### 4.1 Describe the various manifestations of emotional and behavioural problems experienced by learners, especially in the Early Childhood and Foundation phases. (5)

Refer to pages 235 and 236

- **Withdrawal.** Learners become still and sullen and struggle to make contact with others. They often avoid specific activities. This is especially difficult to recognise in very young learners as there is no compulsory participation and learners may choose an alternative activity.
- **Denial.** If the stress becomes too much for them, learners may react by denying the situation. This involves the denial of facts or loss of memory of events, avoiding certain subjects or things and ignoring certain people or circumstances.
- **Thematic play, play and child art.** Young learners often make use of play to make sense of traumatic and stress-producing events. (Drawings can also reflect their emotional state.) On the other hand, learners may become so absorbed in their problems that they do not participate in play at all. Such learners cannot venture outside of themselves as they are completely wrapped up in their problem situation (Rudolph & Cohen 1984:106).
- **Anxious clinging.** Learners may cry or complain and cling to an unusual extent. They may cling to parents or favourite objects and refuse to let them out of their sight.
- **Fear.** Learners become extremely emotional in an everyday situation, refuse to listen to a specific story, or do not want to discuss a certain topic.

## 4.2 Suggest practical strategies to support learners who experience emotional and behavioural problems at school. (10)

Refer to pages 237– 238

- **Reinforcement.** Positive reinforcement is one of the most important techniques and is used in conjunction with others to change unacceptable behaviour or encourage positive behaviour. An adult's approval of a child's behaviour may be communicated to the child in various ways, for example, by saying something about it, or, in more subtle ways, through a smile, a touch, eye contact or a hug. Learners should not only hear what is wrong, but also what is right. In some cases regular/repeated reinforcement is a good way of achieving quick results. For example, the positive behaviour of a child who hits others can be positively reinforced every thirty seconds. As the aggressive behaviour lessens, so the reinforcement can also gradually diminish.
- **Ignoring.** Ignoring is a very effective strategy, although it is difficult to use. It is especially useful when learners try to secure the attention of adults through irritating or unacceptable behaviour. Thus, if the teacher decides to ignore the attention-seeking child when he behaves in an attention-seeking manner, but give attention when he acts positively, it will not help to ignore the child twice or three times only to then reinforce the negative behaviour by paying attention. Even a sigh, a facial expression or other nonverbal communication will undermine this method! This technique is also only effective if it is systematically applied by all the adults who are involved with that child. Because the child's negative behaviour is ignored, it is of the utmost importance that he or she receives attention and positive reinforcement when behaving well.
- **Time-out/Withdrawal.** This method is only used in special circumstances and then with circumspection. When aggressive behaviour should be stopped as soon as possible, this usually works well. The child should be warned beforehand and he or she should only be removed from the group at the third transgression. Take the child by the hand and calmly lead him away to the isolation area. Explain briefly why he or she has been taken out of the group. Take note of the time and then leave without looking at or talking to the child again. If the other learners ask about him or her, explain briefly that he or she needs a little time alone. When the time is up, simply say that the child may rejoin the group. Reinforce positive behaviour as quickly as possible after this.

- **Self-chosen withdrawal/time-out.** Learners who are overwhelmed by the classroom activity and who are oversensitive to stimulation must be allowed to move to a quiet corner for a while until they feel calmer. The reason for their bad behaviour is external and therefore this strategy can help them to calm down.
- **Prevention.** Prevention is an excellent technique, but can only be used by a teacher whose powers of observation are keen and who is aware of what leads to problem behaviour. It is especially effective for younger learners who have little self-control and who do not yet have the ability to express themselves effectively.
- **Redirection.** This can be used especially well with two-year-olds by directing their attention away from something or by giving them a different toy to play with. Two-year-olds do not yet possess the social skills to handle the pressure of school and find it difficult to share things. Teachers should therefore help them to gradually learn these skills. Older learners should be guided towards successfully overcoming social problems themselves.
- **Discussion/conversation.** A child of four or five is often willing to change problem behaviour and feels embarrassed about an outburst. Teachers could therefore find a quiet, calm place to discuss the problem and teachers can work as a team with the child to find a workable solution.
- **Special time.** When you as a teacher feel that learners' problem behaviour occurs as a result of a need for attention, you can use special time. This means that you set aside a special time, which you can spend alone with a child, possibly every alternative day or twice a week. Although such a time would have to be cut short in a busy day's schedule with a classroom full of learners, with good planning it is possible to find a suitable time. Early morning or just before the learners go home, during rest time, and so on are good times. It may even be valuable here to ask a person from outside to come in and look after the class for a while. Remember that this time is put aside for the teacher and the child alone. Ask the child what he or she would like to do during the special time and try to comply with these wishes.

## **Question 5:**

### **5.1 Describe the manifestations of Mathematics problems. (5)**

**Refer to pages 311–313**

#### **In Foundation Phase**

- Difficulties with sorting objects according to various characteristics – first colour then shape
- Inability to estimate quantities
- Counting without comprehension – experiences difficulty to count beyond 20
- Not understanding the use of the number line
- Difficulty with counting upwards from a given number
- Inability to see the relationship between mathematical concepts and everyday life
- Inability to grasp numerical values
- Not understanding positional values
- Inability to distinguish between the mathematical signs +, -, x and
- Not understanding the two main calculations, namely adding and subtraction – in the case of adding, the numbers grow bigger and in the case of subtraction, the numbers grow smaller
- Not understanding that, in the case of subtraction, the second number has to be taken away from the first
- Not understanding the = sign, namely that figures on either side of the = are of equal value
- Not understanding the concepts of tens and units
- Inability to analyse and solve word problems

**The following problems can be expected to manifest in Intermediate phase learners. These learners**

- are still subject to the same kinds of problems as Foundation phase learners, but they are not so conspicuous because they often depend on answers that they learnt by rote
- are unable to provide the answer to a problem in one of the four main calculations on their own; make careless mistakes in basic calculations

- confuse the four main calculations
- have difficulties with questions phrased differently from usual, for example, How many remain if I take six away from eight? (Because they are inclined to deduct the second number they hear from the first, their answer in this case is likely to be 0.)
- do not understand carrying over
- cannot grasp that a horizontal calculation works according to the same principle as a vertical calculation
- do not understand the repetitive concept of multiplication
- cannot comprehend long multiplication and division
- do not understand the concept of 0
- are unable to read numbers greater than 100
- have problems with word sums
- count on their fingers
- have difficulties with geometrical concepts and
- have problems with money, capacity, dimensions, weight, etc.

## **5.2 Explain how you would support learners who experience barriers related to written language. (10)**

### **Refer to pages 281 and 282**

- Make time for teaching written language. During these periods motivate learners and give them adequate guidance. Also give learners the opportunity to write something themselves at least four times a week.
- Expose learners to a wide variety of written tasks so that they can understand the purpose of writing. Vary the tasks by asking learners to convince their readers of something; to provide information or to entertain, for example.
- Create a social climate that is conducive to the development of writing skills by creating a relaxed atmosphere in the classroom and letting learners develop a class newspaper together, for example.
- Integrate writing with other academic subjects too and do not restrict to languages only.
- Guide learners to write meaningfully by explaining how they should gather their information during the pre-writing phase, write the information down during the writing phase and use the information in the post-writing phase.

- Help learners to use the skills automatically, which will enable them to write information down on paper.
- Develop the learners' knowledge of good written work by allowing them evaluate the quality of their own writing.
- Help learners to do writing that is more sophisticated by setting guidelines.
- Show learners how to improve their own quality of work by setting goals.
- Guide learners to evaluate their written work and then set goals for improving on their efforts. Avoid teaching styles, which do not contribute to the improvement of a learner's written work. For example, do not point out all learners' mistakes, but only the few that continually affect the quality of their written work, such as high frequency words that they use often but continually write incorrectly.

**Question 6:**

**Discuss the pillars (principles) of Inclusive Education in South Africa as contained in White Paper 6 (2001). (15)**

- Inclusive Education focuses on eliminating social exclusion and responds to diversity in race, socioeconomic background, ethnicity, religion, gender and ability, which makes education a basic human right to all individuals.
- Acknowledges that all learners and young people can learn and that all learners and young people need support.
- Accepts and respects the fact that all learners are different in some way and have different needs, which are equally valued and are an ordinary part of our human experience.
- Enables education structures, systems and learning methodologies to meet the needs of all learners.

Inclusive education is a policy target of WP6 on Special Needs Education. According to this policy, it was decided to accept IE in SA for the following reasons:

- It is a human right.
- It makes good educational sense.
- It makes good social sense.
- It promotes the right to learn and live together.
- It promotes acceptance of diversity.
- It builds respect for one another.



- It supports a uniform and responsive education and training system.
- It supports the removal of all elementary discrimination.
- It supports positive interaction and learning from one another.
- It helps to build a rehabilitative and supportive society.
- The policy of IE celebrates learner diversity and recognises that learning takes place in different social contexts, including schools.
- It accepts and respects the fact that all learners are different in some way and have different learning needs, which are equally valued as an ordinary part of human experience.
- The policy seeks to enable education structures, systems and methodologies that make it possible for schools to meet the needs of all, and to maximise the participation of all learners in the culture and curricula of educational institutions.
- The policy also challenges attitudes, behaviours, teaching methodologies, environment, and curricula to meet the needs of all learners, and to develop learners' strengths such that they are able to participate critically in the learning process (DoE 2001).
- The EWP6 further affirmed that the education system must transform to accommodate the full range of barriers to learning and development that might be caused by intrinsic factors, (e.g. disabilities, learning difficulties and chronic illness), as well as extrinsic factors (e.g. socioeconomic factors, an inflexible curriculum, inappropriate communication and language of learning and teaching, and insufficient trained teachers) [DoE 2001].

Rubric for the assessment of Assignment 02:	Mark allocation
<p><b>Technical criteria:</b></p> <p>Title page</p> <p>Table of contents</p> <p>List of sources</p> <p>Referenced correctly according to Harvard/APA</p> <p>Facts and statement referenced</p> <p>Academic writing style</p> <p>Heading of assignment</p> <p>Headings/headings and numbering</p> <p>Neatness</p> <p>Introduction and conclusion</p>	/10
<p><b>Content:</b></p> <p>1.1 Concept of learners who experience barriers to learning</p> <p>1.2 Internal and external barriers to learning</p> <p>2.1 Visual barriers to learning</p> <p>2.2 Practical strategies to support learners with auditory barriers to learning</p> <p>2.3 Manifestations of perceptual-motor barriers to learning</p> <p>3.1 Importance of language development</p> <p>3.2 Practical strategies to overcome language problems</p> <p>4.1 Manifestations of emotional and behavioural problems</p> <p>4.2 Practical support strategies for learners who experience emotional and behavioural problems</p> <p>5.1 Manifestations of Mathematics problems</p> <p>5.2 Support strategies for learners who experience problems related to written language</p> <p>6. Principles of Inclusive Education</p>	/5 /10 /5 /5 /5 /5 /10 /5 /10 /5 /10 /15

**TOTAL: 90 + 10 = 100 MARKS**

## Section C: Information on the November Examination

**NB: A College decision has been made that lecturers are not to demarcate specific work for examination purposes, but that examination questions should be based on all the work covering the notional hours of the modules. Lecturers should encourage students to learn everything.**

**Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201. According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics, etc.) shall not be made available to students**

We wish you every success in the examination. Best regards  
Your lecturers

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