

ETH306W

May/June 2011

INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)

Duration : 2 Hours

100 Marks

EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT.

This paper consists of eleven (11) pages

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*Dear Student**Best of luck! We hope that you enjoy writing this paper Remember that we are as delighted as you when you pass***Examination instructions:****Please write the numbers of the questions on the outside of your examination script.****SECTION A: EARLY CHILDHOOD DEVELOPMENT PHASE (ECD) :**

- All registered students for this phase, have to complete the questions in **Section A**
- Please note that these students have to answer questions 1,2,3,4,5,6 and 7.
- Question 7 offers you options of which you have to choose **TWO** questions to be answered

SECTION B: INTERMEDIATE PHASE and SENIOR AND FET PHASE

- All students registered for these phases have to complete the questions in **Section B.**
- Question 8 is **compulsory** Question 8 counts 20 marks
- You have an option to answer **FOUR** questions from questions 9, 10, 11, 12 and 13
- Each question counts 20 marks. You have to answer four of these questions $4 \times 20 = 80$ marks

SECTION A

Students registered for the ECD Phase must answer the questions in Section A.

Instructions:

- **Answer all the questions.**
- **In Question 7 you must do TWO of the sub questions.**

QUESTION 1

Answer the following multiple questions. Only write down the number and the corresponding letter next to it, in your examination scripts e.g:

- 1 1 A
1 2 B

1 1 Learners with problems find it difficult to break words into syllables or to put them together again

- A visual perception
B auditory perception
C visual-motor perception
D spatial perception

1 2 Reading is

- A an advanced form of expressive language
B an advanced form of inner language
C dependent on a sight word vocabulary
D is an advanced form of receptive language

1 3 Down's syndrome develops as a result of a deviation in the genes of the chromosome

- A eighteenth
B twenty first
C thirteenth
D A, B and C

1 4 It is important to nurture the characteristics of the invisible curriculum when teaching learners who experience barriers to learning These characteristics are inter alia

- A teamwork, team reward, organisation
B organisation, peer group instruction, individualised instruction
C team reward, reliability, motivation
D teamwork, organisation, reliability

- 1 5 is an advanced form of receptive language
- A Reading
 - B Speaking
 - C Written language
 - D Inner language
- 1 6 The elements of written language are
- A reading, composition, linguistics
 - B composition, spelling, handwriting
 - C spelling, phonetics, reading
 - D composition, handwriting, phonetics
- 1 7 Choose the correct statement about epilepsy
- A Epilepsy is the discharge of abnormal electric activity in the brain
 - B The cause of epilepsy is in the brain and also in the body
 - C The cause of epilepsy is not in the brain
 - D Epilepsy is the discharge of normal electric activity in the brain
- 1 8 language is the language in which one thinks
- A Inner
 - B Receptive
 - C Expressive
 - D Non-verbal
- 1 9 Choose the INORRECT statement about HIV/AIDS
- A HIV is the human immunodeficiency virus
 - B Children can acquire HIV pre-natally
 - C AIDS cannot be transmitted through day-to-day social contact
 - D AIDS is not the final phase of the HIV infection
- 1 10 The following are characteristics of a person with Down's syndrome
- A weak short term memory, good at remembering the sequence of a process, finds it difficult to transfer knowledge to a new situation
 - B understands the literal meaning of words, weak long term memory, finds it difficult to transfer knowledge to a new situation
 - C good short term memory, limited abstract thinking, understanding of verbal or written instructions is apparently better as the real skill
 - D limited abstract thinking, finds it difficult to remember the sequence of a process, does not understand the literal meaning of words

[10]

[TURN OVER]

QUESTION 2

- 2 1 What type of reading problems might a learner in the foundation phase have? (5)
- 2 2 Describe five methods that you might use to help learners in the foundation phase with spelling problems. Provide examples where applicable (5)
- [10]**

QUESTION 3

- 3 1 What is hidden epilepsy and what are possible signs of hidden epilepsy? Why is it important to detect hidden epilepsy in the classroom? (5)
- 3 2 What support could a teacher render if a learner has an epileptic seizure in the classroom? (5)
- [10]**

QUESTION 4

- 4 1 How will you explain to a parent what autism is? (2)
- 4 2 Describe how a young learner's quality of development with regard to behaviour and imagination as part of the so called '*Triad of Impairments*' can give a teacher an indication that the learner is autistic (8)
- [10]**

QUESTION 5

You are a grade 3 teacher. A learner in your classroom is exhibiting the following manifestations of barriers

The learner

- rubs the eyes excessively
- moves the head when looking at pictures or when reading
- has poor spacing when writing
- refuses to participate in ball

- 5 1 Identify the learner's barrier to learning (1)
- 5 2 Name four more characteristics of this type of barrier as it may manifest in the classroom (4)
- 5 3 Discuss in detail how you as a teacher would support this learner in the classroom (5)
- [10]**

[TURN OVER]

QUESTION 6

Discuss laterality, lateral dominance and directionality and indicate what influence problems with these *perceptual motor manifestations* might have on learners' scholastic performance [10]

QUESTION 7

Answer **any TWO** of the following questions, that is 7 1 or/and 7 2 or/and 7 3

Question 7.1

- 7 1 1 Describe inclusive education in your own words (2)
- 7 1 2 What is the difference between mainstream education and inclusion? (8)
- 7 1 3 In our schools different learning needs arise from a range of factors
Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs (10)
- [20]**

OR/AND

Question 7.2

- 7 2 1 Describe factors related to the school environment which could stimulate the occurrence of behavioural problems (6)
- 7 2 2 Discuss possible manifestations of disruptive behaviour in the classroom (7)
- 7 2 3 Supply general guidelines which you can supply to teachers when dealing with behavioural problems in the classroom (7)
- [20]**

OR/AND

Question 7.3

- 7 3 1 What behaviour of a learner could give a teacher an indication that this learner might have a hearing impairment? (12)
- 7 3 2 Describe **EIGHT** suggestions which a teacher might use to support a learner with a hearing impairment but is able to speech read (8)
- [20]**

Total Question 7: 2 X 20 = [40]
Total Section A: [100]

[TURN OVER]

SECTION B

Students registered for the Intermediate and Senior and the FET Phases must answer the questions in Section B.

Instructions:

- **Answer question 8 which is a compulsory question. Question 8 counts 20 marks.**
- **Answer FOUR questions from Questions 9, 10, 11, 12 and 13.**
Each question counts 20 marks thus 4 X 20 = 80

QUESTION 8

Answer the following multiple questions. Only write down the number and the corresponding letter next to it, e.g.

1 1 A

1 2 B, etc

8 1 The following are signs of possible auditory problems A learner

- A speaks monotonously, avoids oral activities, is often inattentive, finds it difficult to associate with friends
- B speaks too quickly or too slowly, is often inattentive, refuses to participate in ball games, confuses letters of similar shape
- C avoids oral activities, is prone to swiftly changing moods, relies heavily of gestures, speaks too softly or too loudly
- D turns his head to listen, moves his or her head when looking at pictures, refuses to participate in ball games, speaks too loudly or too softly

8 2 has a separate grammar which is not based on spoken or written language

- A One-handed alphabet
- B Two-handed alphabet
- C Signing
- D Sign language

8 3 Learners with would prefer to sit in front of the class

- A albinism
- B myopia
- C hyperopia
- D strabismus

8 4 If a person suffers from , he or she tends to lower the voice and to speak very softly

- A sensoneural hearing loss
- B tinnitus
- C partially hearing loss
- D conductive hearing loss

[TURN OVER]

- 8 5 Learners with do not perform at school to an extent which is in keeping with their potential
- A learning difficulties
 - B auditory receptive problems
 - C physical disabilities
 - D intellectual disabilities
- 8 6 Children subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from
- A tremor
 - B disruptive behaviour
 - C disguised epilepsy
 - D neurological dysfunction
- 8 7 Learners with would prefer to sit at the back of the class
- A albinism
 - B hyperopia
 - C myopia
 - D astigmatism
- 8 8 It is important to nurture the characteristics of the invisible curriculum when teaching learners who experience barriers to learning These characteristics are inter alia
- A teamwork, team reward, organisation
 - B organisation, peer group instruction, individualised instruction
 - C team reward, reliability, motivation
 - D teamwork, organisation, reliability
- 8 9 Choose the correct combination of options
Transformation in the education system with regard to learners who experience barriers to learning is vital for the following reasons
- 1 It is estimated that 70% of learners with disabilities of whom the majority are black disabled learners in rural areas, are currently outside the formal education system
 - 2 It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase
 - 3 Where these learners are in fact accommodated in ordinary schools, access to the curriculum will not be problematic
 - 4 Where there is good cooperation between special schools and ordinary schools these learners will not be excluded
- A 1, 2, 3,
 - B 2, 3, 4
 - C 1, 2, 4
 - D 1, 3, 4

[TURN OVER]

- 8 10 The sense of touch is also known as sense
- A physical
 - B residual
 - C tactile
 - D kinaesthetic
- 8 11 is sometimes known as sensory hyperactivity
- A Perceptual-motor manifestations
 - B Hyperactivity
 - C Distractibility
 - D Sensori-neural hearing
- 8 12 The following can be considered as pedagogical barriers to learning
- 1 the language of learning and teaching
 - 2 intellectual disabilities
 - 3 learning styles
 - 4 insufficient support of teachers
- A 1 and 2
 - B 1 and 3
 - C 1 and 4
 - D 2 and 3
- 8 13 Sensory disability includes
- A auditory disability and visual disability
 - B autism and visual disability
 - C autism and Down's syndrome
 - D auditory disability and physical disability
- 8 14 Choose the INCORRECT statement about epilepsy
- A Children with epilepsy should live normal healthy lives
 - B Epileptic seizures could increase if there are affective disturbances
 - C Children with epilepsy sometimes manifest deviant tendencies which they can control
 - D In the case of a partial seizure a child does not lose consciousness completely
- 8 15 is an advanced form of receptive language
- A Written language
 - B Inner language
 - C Speech
 - D Reading

- 8 16 can help to teach learners with physical disabilities everyday skills such as how to handle a knife and fork and how to dress
- A Occupational therapists
 - B Orthopaedic surgeons
 - C Physiotherapists
 - D Neurologists
- 8 17 The White Paper on Inclusive Education is based on the following principles
- A Support to all schools
 - B A unitary education system
 - C Access to education to Foundation Phase learners
 - D Emphasis on learners' academic progress
- 8 18 Special schools have a new role to play because they
- A have specialised equipment for identifying, assessing and assisting learners with barriers to learning
 - B can reach out to mainstream schools as they have only a few learners in their classrooms and thus have more free time
 - C have learners with many types of barriers coming from all walks of life
 - D are not interested in the theory of teaching but they are rather inclined to focus on the practical aspects of assisting learners
- 8 19 Parents, guardians and teachers should see the manifestations of behaviour problems in a serious light if
- 1 they have occurred over a short period of time
 - 2 they are accompanied by signs of social aggression
 - 3 the learner stays away from school
 - 4 the learner's scholastic performance begins to deteriorate after a breakdown with friends
- A 1, 2, 3, 4
 - B 1, 3, 4
 - C 1, 2, 4
 - D 2, 3, 4

8 20 The NCSNET/NCESS report (1997) identified the following as causative factors of barriers to learning

- 1 A lack of facilities
- 2 Parent involvement
- 3 Discriminating attitudes
- 4 A flexible curriculum

- A 1, 2, 3
- B 2, 3, 4
- C 3, 4, 1
- D 1, 3, 4

[20]

Answer FOUR questions from Questions 9, 10, 11, 12 and 13. Each question counts 20 marks thus 4 X 20 = 80

QUESTION 9

- 9 1 What is hidden epilepsy and what are possible signs of hidden epilepsy?
Why is it important to detect hidden epilepsy in the classroom? (5)
- 9 2 What support could a teacher render if a learner has an epileptic seizure in the classroom?(5)
- 9 3 What will you say to the other learners if a new learner who has albinism is admitted to your class? (5)
- 9 4 What can you do to help this learner in the classroom? (5)

[20]

QUESTION 10

Discuss any **five** of the emotional needs of young people as described by Howells, Mitchell, Pringle, Raths, Thompson and Poppen

Describe how each of these needs manifest at home and at school Indicate with reference to each of the five emotional needs what a teacher can do to meet the emotional needs of learners

5 X 4 (20)

[20]

[TURN OVER]

QUESTION 11

- 11 1 What behaviour of a learner could give a teacher an indication that a learner might have a hearing impairment? (12)
- 11 2 Describe EIGHT suggestions which a teacher might use to support a learner with a hearing impairment but is able to speech read (8)
- [20]**

QUESTION 12

- 12 1 What is the difference between paraplegia and quadriplegia? (5)
- 12 2 What is cerebral palsy? (3)
- 12 3 As a teacher what assistance could you give to a learner with a physical impairment in your classroom? (12)
- [20]**

QUESTION 13

- 13 1 Describe inclusive education in your own words (2)
- 13 2 What is the difference between mainstream education and Inclusion? (8)
- 13 3 In our schools different learning needs arise from a range of factors
Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs (10)
- [20]**

Total Section B: [100]
Total: [100]

EXAMINERS:

First Examiner:
Second examiner:

Prof AJ Hugo,
Mrs FD Mahlo