

ETH306W

October/November 2015

INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)

Duration 2 Hours

100 Marks

EXAMINERS

**FIRST
SECOND**

**MRS JMC MOTITSWE
MRS TAL PHALA**

Closed book examination.

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue

INSTRUCTIONS:

Please write the numbers of the questions that you answer on the outside of your examination script.

The question paper consists of eight (8) questions. **QUESTIONS 1 TO 4 ARE COMPULSORY FOR ALL REGISTERED STUDENTS** for all the phases. Each question counts 20 marks, therefore $4 \times 20 = 80$ marks. You then have to answer **ONE ADDITIONAL QUESTION** (either question 5 or 6 [for ECD and foundation students] or question 7 or 8 [for students in the other phases]). This will give you a total of **FIVE** questions worth 100 marks.

TURN OVER

QUESTION 1

FOR QUESTIONS 1.1–1.15, CHOOSE THE CORRECT OPTION IN EACH CASE. THEN WRITE DOWN ONLY THE LETTER OF THAT OPTION NEXT TO THE QUESTION NUMBER IN YOUR ANSWER BOOK, eg 1.1 B

1.1 The following are possible barriers to learning:

- A The learning centres, the school policies, the learners themselves
- B The learners themselves, the families of the learners, the broader social context
- C The system of education, the families of the learners, the learning centres
- D The broader social context, the system of education, the learning centres

1.2 According to the Education White Paper 6, which one of the following is NOT a reason why learning needs may arise?

- A Inflexible curriculum
- B Parental involvement
- C Inappropriate and inadequate support services
- D Inadequately trained education managers and teachers

1.3 Learners with ... problems experience coordination problems between the eye and hand or eye and foot.

- A Fine motor perception
- B Lateral dominance
- C Visual motor perception
- D Special perception

1.4 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

1.5 The term “learning problems” does NOT refer to ..

- A Learning problems that are primarily the result of visual, hearing or motor impairment, intellectual impairment or emotional, environmental, cultural or economic circumstances
- B Learning problems related to the psychological processes involved in understanding and using both spoken and written language

- C An imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations
- D Learners who have problems acquiring certain skills that are necessary to achieve success at school

1.6 The following are the cognitive characteristics of a person with Down 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, comprehension of verbal or written instructions appears to be more advanced than the actual ability/level of skill
- D Limited abstract thinking, finds it difficult to remember the sequence of a process, does not understand the literal meaning of words

1.7 Which one of the following statements regarding epilepsy is correct?

- A Epilepsy is the discharge of abnormal electric activity
- B The cause of epilepsy is both in the brain and in the body
- C Epilepsy is the discharge of normal electric activity in the brain
- D Children with epilepsy sometimes manifest deviant tendencies, which they are able to control

1.8 A learner with .. would prefer to sit at the back of the class.

- A Astigmatism
- B Myopia
- C Hyperopia
- D Albinism

1.9 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 Where these learners are accommodated in ordinary schools, access to the curriculum will not be problematic
- 2 Where there is good cooperation between special schools and ordinary schools, these learners will not be excluded
- 3 It is estimated that 70% of learners with disabilities, the majority of whom are black disabled learners in rural areas, are currently outside the formal education system
- 4 It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase

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

1.10 Children who experience sudden bouts of aggressiveness, bad temper or engage in vandalism may suffer from ...

- A Tremor
B Disruptive behaviour
C Disguised epilepsy
D Neurological dysfunction

1.11 ... has a separate grammar, which is not based on spoken or written language.

- A Signing
B Sign language
C The one-handed alphabet

D The two-handed alphabet

1.12 Refraction errors can cause the following eye conditions:

- A nystagmus, albinism, squint
- B hyperopia, astigmatism, myopia
- C strabismus, myopia, hyperopia
- D astigmatism, squint, albinism

1.13 ... language is the language in which one thinks.

- A Inner
- B Receptive
- C Expressive
- D Nonverbal

1.14 When one side of the body of a person with cerebral palsy is affected, it is known as ...

- A Hemiplegia
- B Monoplegia
- C Quadriplegia
- D Paraplegia

1.15 Choose the correct combination of options:

According to the Education White Paper 6 of 2001, the following reasons were given for accepting the policy of inclusive education in South Africa:

- 1 It makes good social sense
- 2 It makes good financial sense
- 3 It makes good educational sense
- 4 It promotes respect for one another
- 5 It promotes social welfare

- A 1, 2, 3
- B 1, 3, 4
- C 1, 4, 5
- D 2, 3, 4

QUESTIONS 1.16 – 1.20: INDICATE WHETHER THE FOLLOWING FIVE STATEMENTS ARE TRUE OR FALSE. WRITE DOWN ONLY THE NUMBER OF THE SUB-QUESTION IN YOUR ANSWER BOOK, WITH YOUR ANSWER (TRUE OR FALSE) NEXT TO IT.

Example:

1.16. False

1.17. True

- 1 16 According to Education White Paper 6, inclusive education and training do not *acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV status or other infectious diseases*
- 1 17 Factors during birth, such as an oxygen deficiency, the use of instruments and the Rh factor, cannot cause deafness
- 1 18 In some cases, antisocial behaviour in learners can be directly ascribed to authoritarian and prescriptive parents
- 1 19 Handwriting, spelling and composition are the elements of written language
- 1 20 The stigma attached to learners who have a physical or physiological impairment is worse in rural areas because everybody knows everybody else

[20 marks]

QUESTION 2

Sometimes it is difficult to identify learners with visual impairment in your classroom.

- 2 1 List **ten (10)** behavioural signs that could alert teachers to a learner's visual problems

(10)

2 2 The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss this statement (10)

[20 marks]

QUESTION 3

3 1 Describe inclusive education in your own words (2)

3 2 What is the difference between mainstream education and inclusive education? (8)

3 3 Various factors in our schools give rise to different learning needs. Name and discuss the school factors that can cause barriers to learning (10)

[20 marks]

QUESTION 4

4 1 What is cerebral palsy? (4)

4 2 What is the difference between paraplegia and quadriplegia? (2)

4 3 As a teacher, what assistance could you give to a learner with a physical impairment in your classroom? (8)

4 4 What do you understand by "intrinsic barriers to learning"? Give examples (6)

[20 marks]

Students registered for the ECD / Foundation phase must choose between Question 5 and 6.

QUESTION 5

- 5 1 What is Down syndrome and why should a teacher know about it? (2)
- 5 2 Name the types of visual perception problems that a learner with Down syndrome might have (6)
- 5 3 What strategies can a teacher use to support a learner with Down syndrome who experiences visual perception problems? (6)
- 5 4 Name and give examples of cognitive characteristics of a learner with Down syndrome (6)

[20 marks]

QUESTION 6

- 6 1 How would you explain autism to a parent? (2)
- 6 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 indicate to the teacher that the learner is autistic (10)
- 6 3 What type of reading problems might a learner in the foundation phase experience? (6)
- 6 3 What are the **two (2)** main components of reading? (2)

[20 marks]

Students registered for the intermediate, senior and FET phases must choose between question 7 and 8.

QUESTION 7

- 7 1 It is important for a teacher to know how intellectual disability can affect the development of a learner. Discuss this statement by referring to the developmental and learning

characteristics of a learner with an intellectual disability (10)

7 2 Name **four (4)** types of epilepsy (4)

7 3 What should you, as the teacher, do if a learner has an epileptic seizure in your class?
(6)

[20 marks]

QUESTION 8

Sometimes it is difficult to identify learners with auditory impairment in your classroom.

8 1 Describe **five (5)** characteristics of auditory impairment that may manifest in the classroom
(5)

8 2 Discuss how you, as a teacher, would support a learner with auditory impairment in the classroom
(5)

8.3 Having a child with impairment affects parents in different ways Discuss this statement by referring to **five (5)** patterns of attitudes that parents may display before accepting that their child has an impairment
(10)

[20 marks]

TOTAL: 100