

# Tutorial Letter 201/1/2017

Inclusive Education B  
(Educational Themes 306)

## ETH306W

## Semester 1

## Department of Inclusive Education

### IMPORTANT INFORMATION

This Tutorial letter contains important information about your module.

BAR CODE

Dear Student

This tutorial letter contains the following information:

- Section A: Focus of the module Inclusive Education B: Educational Themes
- Section B: Feedback on Assignment 2
- Section C: Information on the May/June Examination

## **Section A: Focus of the module Inclusive Education B: Educational Themes**

The information in this section has been taken from Tutorial Letter 101 of your study guide for ETH306W. Please refer to page 19.

### **ECD & Foundation Phase Students**

- Section A: Study Unit 3
- Section C: Study Units 8 & 9
- Section D  
Appendix: J
- Section A: Study Units 1 and 2
- Section D: p. 142 onwards in Study Guide: Appendices:  
A, B, C, D, E, F, G, H, I, K, L, M &
- Appendix N pp. 319-331 (Sections 1 & 2)
- All tutorial letters: 101, 102, 201 (This tutorial letter)
- All PowerPoint material from the video conference

### **Intermediate / Senior / FET Phases Students**

- Section A: Study Units 1, 2 & 3
- Section B: Study Unit 6
- Section D: p. 142 onwards in your Study Guide:  
Appendices A, B, C, D, H & I
- Appendix N pp. 319-331 (Sections 1 & 2)
- Appendix O
- All tutorial letters: 101, 102, 201
- All Material from the video conference

## Section B: Feedback on Assignment 2

### Question 1

#### Case Study

We have acknowledged and attended to errors in this case study and posted the corrections via myUnisa announcements. Kindly read them together with this tutorial letter.

a) Name one intrinsic barrier that Sam is experiencing. (1 mark)

- Visual impairment – the clue is Sam’s avoidance of ball games and of course walking as if jumping confirms that his primary barrier is visual impairment.

Read the study on the manifestations of visual impairments.

Refer to your Study Guide (page 146 onwards).

b) Mention two manifestations of the intrinsic barrier, you identified in (a), above. (4 Marks)

- Avoiding ball games
- Walking as if jumping

c) Identify two extrinsic barriers that Sam is experiencing: one at home and one at school. (4 marks)

- Poverty at home
- Sam’ age can be a problem due to others learners’ attitudes. Sam’s teachers may also project unacceptable attitudes towards older learners in their classes.

Mention two manifestations of the home related barrier. (4 Marks)

- Depending on their neighbour for food.
- No washing powder – note that it would be out of context if we claim Sam sometimes does not wash because he is young.

d) What is a likely consequence of the external barriers to Sam’s education? (1 mark)

- Sam is already losing interest in school so it is likely that he may drop out of school.

- e) As a teacher, discuss six strategies that you could use to support Sam in terms of the intrinsic barrier you identified in (a) above, in the classroom. (6 Marks)

NOTE: This response is based on support strategies which should be provided to students with visual impairments on page 151 of your study guide reading from section 3.6 (Classroom Assistance).

## Question 2

### Short-answer questions

**2.1 As a teacher, you are expected to identify areas in your subject where learners may experience difficulties and to provide appropriate support. In the light of this statement, mention five manifestations of difficulties in the following areas:**

- (a) Mathematics (5 marks)

Since you are registered for a specialization phase (Foundation or Intermediate and Senior phase, or Senior Phase and FET), your response should focus on the phase you are registered for.

However, phase specific responses was not considered during marking. Marking was based on your ability to articulate the manifestations of difficulties experienced by learners in mathematics.

Refer to your study guide and read page 311 to page 313.

- (b) Reading (5 marks)

Since you are registered for a specialization phase (Foundation Phase, or Intermediate and Senior phase, or Senior Phase and FET), your response should focus on the phase you are registered for.

However, phase specific responses were not considered during marking.

Marking was based on your ability to articulate the manifestations of reading difficulties. Refer to your study guide and read pages 290 to 291.

**2.2 Discuss the possible causes of learning difficulties in the following areas:**

When you respond to a question that relates to possible difficulties, do not discuss manifestations because these are different aspects which should be treated differently. However, they form a crucial part of support in each area.

(a) Handwriting (5 marks)

Language has three elements which are: Essay, Spelling and Handwriting. This question was based on one element, namely Handwriting.

Refer to your study guide. Page 275 discusses a number of conditions which may lead to difficulties in handwriting.

(b) Mathematics (5 marks)

Factors that may be responsible for problems with Mathematics are discussed on pages 310 to 311 of your study guide.

(c) Reading (5 marks)

You were expected to focus on the underlying factors of reading problems discussed on page 290 of your study guide for this question.

In each of the sub-questions of 2.2, one mark was allocated to each response.

2.3 Discuss five possible strategies which you as a teacher can use to support a learner who experiences difficulties in:

Writing (5 marks)

This was a general question, which was not specific to any of the three elements of writing and therefore general guidelines for supporting learners experiencing difficulties were acceptable.

Refer to pages 281 to 282 in your study guide.

### **Question 3**

The management of learner diversity in the classroom is a pre-requisite for teachers in all school settings. Discuss possible strategies which you as a teacher can use to support learners in your class who experience barriers due to the following conditions:

(a) Physical impairments (10 marks)

Note that the purpose is to provide an opportunity for a learner to achieve a degree of independence and teaching her/him ways that work towards this purpose is more useful than for example training other learners to push him/her around the class.

- Give the learners tasks and responsibilities, with due regard to their physical abilities.
- Arrange the furniture in the playroom/classroom in such a way that the cerebral palsied learners can move about freely. Also make sure that the washbasin and the toilet are reachable.
- Store apparatus and position activities in places where the learners will be able to reach them.
- Organise floor and table games which the cerebral palsied learners can manage and which will encourage participation.
- It is always advisable to build learners' self-esteem. Physically disabled learners feel different from other people.
- If the learners have difficulty with their handwriting, you could try to get hold of a typewriter, making more time for typing practice and even arranging for an oral examination for the learner.
- If learners write extremely slowly, you may allow them to do tests or exams orally.

(b) Epilepsy

(10 marks)

You will notice that from page 189 onwards in your study guide, there are different strategies which a teacher should use in class. When responding to this question, you were expected to discuss only those that a teacher can employ in his or her classroom. Things such as: a teacher knows ... are part of prevention than practical assistance. For example, taking a learner to an isolated area where he or she could lie down and not sustain injuries is more practical (Refer to pages 190 to 191).

Some of the strategies are:

- Be alert to the warning signs.
- Remain calm.
- Prevent a learner from falling.

(c) Auditory impairment

(10 marks)

- Use an overhead projector to present material.
- Assign a peer to take notes using carbon paper.
- The peer can also check that the learner is following in the correct place when the class is working on an assignment.
- Speak clearly in a normal voice and at a moderate pace (speed).
- Use visual signals to obtain the learner's attention.
- Ask questions to check learners' understanding of orally presented content or directions.
- Rephrase content or questions to make it more understandable.

#### **Question 4**

Choice: You can either answer question 4.1 **or** 4.2. DO NOT answer both questions.

4.1 Young learners may display signs of anti-social behaviour towards other learners, teachers and their environment. In the light of this statement, respond to the questions below:

- (a) Name the area of difficulty which these learners may be experiencing.
- (b) Discuss the assistance you can provide to these learners in your class.

When reading page 237, you will notice that there are a number of strategies which teachers can use to support learners with emotional difficulties. If you name/list them, you will not obtain the maximum mark allocation.

You were expected to discuss the strategies in detail.

**(20 Marks)**

4.2 The quality of the relationships between a learner and the significant role players in his or her life such as his or her teachers, parents and peers play a critical role in his or her emotional development. With specific reference to Pringle's model, discuss the underlying causes of the following unmet emotional needs:

The main focus of this section is the causes rather than support strategies. You will notice that while some of these causes are explicitly stated, others require you to read carefully, and to analyse and interpret what you are reading.

For example, in (e) the first paragraph, some of the things that give rise to this need are discussed. One of them is pressure from adults who expect the child to conform to their rules, the exclusion of a child when ground rules are discussed.

Your reading should be thorough in order to notice these causes in other questions. When reading, stop and think about the possible causes as well as the support which may be provided. Always support/justify your conclusions with the information from the study guide.

- (a) A need for new experiences (4)
- (b) A need to belong (4)
- (c) The need for love and security (4)
- (d) The need for praise and recognition (4)
- (e) The need for sharing and self-respect (4)

**(20 Marks)**



## Section C: Information on the May/June Examination

The information contained in this tutorial letter is NOT in any way intended to provide an examination scope.

Instead, this tutorial letter contains feedback on Assignment Two in the first semester of 2017.

Read the information in the box below which has been extracted from the Assessment Policy of the University of South Africa, regarding examination scope

**NB: BE CAREFUL OF ANYONE WHO TRIES TO SELL YOU EXAMINATION GUIDELINES.  
THERE ARE NO GUIDELINES!**

### DEMARCATION OR SCOPING OF EXAMINATIONS AND ASSESSMENT

**NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes, but that examination questions should be based on the entire 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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