

Tutorial Letter 101/3/2015

Inclusive Education B

ETH306W

Semesters 1 & 2

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignment(s) properly.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible. We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The **purpose** of the module ETH306W is to equip you with:

- **knowledge** relating to a learner who experiences barriers to learning and development, to enable you to understand, guide and assist the learner more effectively
- **skills** in terms of knowledge so that you may guide and assist the learner experiencing barriers to learning and development more effectively
- a changed **attitude or values** towards the learner experiencing barriers to learning and development which you yourself will experience and demonstrate towards these learners

2.2 Outcomes

The **learning outcomes** for this module are that you as student:

- will be able to demonstrate in terms of the assignments, that your **knowledge base** has been broadened
- have been equipped with new **skills** and that existing skills, based on the broadened knowledge base, have been fine-tuned, so that you can reflect on which skills to use to actualise the full potential of learners who experience barriers to learning and development
- will demonstrate a **change** in your own **attitude towards or values in respect of** learners experiencing barriers to learning (eg by being more accepting and caring), by reflecting on a changed attitude in your assignments

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Mrs JMC Motitswe Motitjmc@unisa.ac.za

201 Solomon Mahlangu Building (Pretoria)

Tel: 012 352 4138

3.2 Department

Department of Inclusive Education

3.3 University

Unisa Main Campus, Pretoria

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

There are no prescribed books for this module.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no e-Reserves for this module.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

5.1 Contact with fellow students

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to myUnisa” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *my Studies @ Unisa* which you received with your study material for more information on myUnisa.

6 MODULE-SPECIFIC STUDY PLAN

In this module we want to help you develop the abilities which are characteristic of an academically disciplined person, that is, the ability to think intelligently and constructively, and to argue rationally. To acquire these abilities, you must tackle the problems that you encounter in this module systematically. Try to adopt a critical attitude to everything you read. You cannot hope to answer an examination question satisfactorily by merely reproducing the discussions contained in these lectures. Study the material offered, interpret it, make sure you understand it, discuss it critically and supplement it with new ideas. Then reduce all this material to its essentials, so that you can reproduce the contents of every section. You also need to study, in detail, the subdivisions of this module.

The examination questions may well be complex in structure. Make sure that you have integrated your knowledge of all the prescribed material for the syllabus. This will enable you to develop a balanced approach towards the material as a whole and will also enable you to evaluate the material rationally – this will be of tremendous value to you when you write the examinations, and, indeed, will be of value to you in your later life and work.

You may, of course, have difficulty with some parts of the module at a first reading; but a second reading should be sufficient to clear up the problems. If not, write to us or make an appointment and we will assist you.

Do not merely read through your lectures passively. This is simply a waste of valuable time. Set about it systematically, making good summaries of the main points and subdivisions. Try to reduce each chapter to a solid framework which can be filled in without much trouble. This advice may sound trite, but it is definitely the best method of mastering a large volume of tutorial matter. If you are familiar with modern memorising techniques, or have already applied them successfully, use them in this course as well; but try to consciously develop your understanding of the material, as well as your ability to memorise it.

- **Group discussions**

The University of South Africa organises video / telephone conferences and podcast in Pretoria once per semester, at great expense. Exact dates and timetables are supplied to all students each year in a separate tutorial letter in the 300 series.

Remember that it is important to attend ONE video conference during your course. The video conference is a vital medium supplementing our correspondence tuition which, as you are no

doubt aware, makes far greater demands on both students and lecturers than do residential tuition. We strongly emphasise the necessity of thorough preparation on your part if you wish to derive any real benefit from the discussions. Their success depends, to a large extent, on your cooperation.

- **General remarks**

- Do not enquire about your assignments. They will be returned as soon as they have been marked (\pm 5 weeks).
- The need for and value of regular written work cannot be overemphasised. It is in your own interests to do the assignments regularly and carefully.
- We keep a record of all the work sent to us, so we know *whether* and *how well* you have been working.
- Your assignments are the only concrete standard by which the quality of your work can be assessed.
- All *assignments* must be submitted to the Registrar (Academic) and not to the lecturer concerned.
- If there is clear evidence that students have copied from one another, those students will be awarded no percentage and no credit mark for that assignment.

- **Requirements with regard to form and content**

- Make sure that you understand what is required in an assignment. Do not misinterpret it to make things easier for yourself.
- Keep consistently to the topic of the assignment. You will receive no credit for padding or other irrelevant material.
- Avoid long, unnecessary introductions; take your reader straight into the subject matter.
- Please set about your work systematically. Work out a framework before you begin the answer. Your answer reflects your insight into the question. A logical presentation of your material testifies to a proper assimilation of the tutorial matter.
- Use the official assignment pads and covers. Write on one side of the paper only and make sure that the pages are pinned together properly and in the correct order.
- Assignments cannot be worked out without the aid of textbooks. Your assignments must afford proof that you have read widely and intensively.
- You may submit as many of the assignments as you wish on the set dates or earlier. Remember: you must pass all four assignments for this section.

- **Regulations governing assignments**

IMPORTANT:

- Make sure that your name, address, student number, module code, and also the number of the assignment, appear on the cover and at the top of every page of your answer.
- Make use of an index, or organise your answer under headings and subheadings.

- When quoting, clearly indicate the source in question, for instance, "Papalia and Olds (2002:403)", that is, author's name, year of publication and page number or numbers.
- Bibliography: Papalia, DE & Olds, SW. 2002. *Human development*. Toronto: McGraw-Hill.

NEVER QUOTE VERBATIM WITHOUT ACKNOWLEDGING THE SOURCE.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

This module is not linked to a specific module for teaching practice or work integrated learning, but you are requested to apply the theory of inclusive education during your teaching practice.

8 ASSESSMENT

8.1 Assessment plan

Unisa is following a continuous assessment system. So, you will be able to accumulate marks throughout the semester. Your promotion mark comprises a semester mark of 20% and an examination mark of 80%.

Your semester mark will be compiled as follows:

Assignment 01 will count 10%

Assignment 02 will count 10%

Submitting both assignments will therefore be to your benefit. Good luck!

Please note: You need a subminimum of 40 in the examination to benefit from your semester mark. In other words, you will have to pass (50%) the examination paper.

8.2 General assignment numbers

There are two assignments for this module. Make sure that you fill in Assignment 01 or Assignment 02 at right side at the bottom of the front page of your assignment cover.

8.2.1 Unique assignment numbers

These are unique assignment numbers that are linked to each of your two assignments. Make sure that you fill in the correct unique number in the middle of the assignment cover.

FIRST SEMESTER

Assignment 1: 589289

Assignment 2: 589306

SECOND SEMESTER

Assignment 1: 583265

Assignment 2: 583274

8.2.2 Due dates for assignments

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, which you received with your study package.

To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you want to submit.
- Follow the instructions.

Assignments for 2015

- Assignment 01 – Multiple-choice assignment
- Assignment 02 – Written assignment

Closing dates for assignments

SEMESTER 1

Assignment	Date	Exam mark
Assignment 01 Unique-number: 589289 Compulsory and must reach Unisa on time!	01 April 2015	10%
Assignment 02 Unique-number: 589306	01 April 2015	10%

SEMESTER 2

Assignment	Date	Exam mark
Assignment 01 Unique number: 583265 Compulsory and must reach Unisa on time!	01 September 2015	10%

Assignment 02 Unique number: 583274	01 September 2015	10%
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8.3 Submission of assignments

- The examination for ETH306W will take the form of a two-hour paper which will be written at the end of the semester. You will be notified by the Examination Department of the date, time and venue of your examination.

You also gain a semester mark by submitting Assignment 01 (10%) and 02 (10%). The examination will count for the remaining 80% of your final mark for this module.

- It therefore stands to reason that you should strive to submit the best possible assignments that you can.

Permission for the late submission of assignments will only be granted in extreme cases where a medical certificate – or other relevant documents – is presented.

We want to encourage you to use Unisa's online facilities for submitting your assignments. If you submit your assignments electronically, you avoid delays that could occur through using the mail service.

- Because of the importance of assignments, we advise you to make copies of all your completed assignments before you submit them, and retain these copies in case there are any queries.

Make sure that your name, address, student number, module code and the number of the assignment appear on the cover and at the top of every page of your answer.

8.4 Assignments

ASSIGNMENT 01

This assignment is a multiple-choice assignment and counts 10% of your semester mark.

This assignment is compulsory.

FIRST SEMESTER

Closing date: 01 April 2015

Unique number: 589289

INSTRUCTIONS

- 1 Answer this assignment on one of the mark-reading sheets.
- 2 Make sure that you fill in the assignment number (01), as well as the unique assignment number as provided above on the mark-reading sheet.
- 3 Study the instructions for the use of mark-reading sheets (refer to my studies@unisa) before you start your assignment.
- 4 Clearly indicate your choice – use an HB pencil.
- 5 Study your study guide thoroughly.
- 6 This assignment is compulsory. No extension for late submission of this assignment can be granted because these assignments are marked in bulk by computer.

Purpose of the assignment

The purpose of this assignment is to help you to get acquainted with the content of this module. You will have to read the whole study guide, as well as additional tutorial letters which will be mailed to you. This will help you to get a broad overview of the module as a whole.

You will get a mark for each correct answer and your marks will be computed to a percentage. The correct answers will be sent to you in a tutorial letter later in the year.

Assignment 01: Questions

1 Choose the correct combination of options:

According to the Education White Paper no 6 the policy of inclusive education in South Africa was accepted for the following reasons:

- A It makes good social sense.
- B Makes good financial sense.
- C Makes good educational sense.
- D Promotes respect for one another.
- E Promotes social welfare.

- (1) A, B, C
- (2) A, C, D
- (3) A, D, E
- (4) B, C, D

2 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:

- A 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.
- B It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase.
- C Where these learners are in fact accommodated in ordinary schools, access to the curriculum will not be problematic.

D Where there is good cooperation between special schools and ordinary schools these learners will not be excluded.

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

3 Choose the INCORRECT statement about epilepsy.

- (1) Children with epilepsy should live normal healthy lives.
- (2) Epileptic seizures could increase if there are affective disturbances.
- (3) Children with epilepsy sometimes manifest deviant tendencies which they can control.
- (4) In the case of a partial seizure a child does not lose consciousness completely.

4 The following factors can lead to handwriting problems:

- (1) Letter-sound relationships, lateral dominance, emotional problems, poor vision
- (2) Perceptual problems, hand dominance, poor motivation, emotional problems
- (3) Perceptual problems, poor motivation, word analysis, cognitive problems
- (4) Letter-sound relationships, cognitive problems, poor motivation, hand dominance

5 is an advanced form of receptive language.

- (1) Written language
- (2) Inner language
- (3) Speech
- (4) Reading

6 Learners with ... do not perform at school to an extent which is in keeping with their potential.

- (1) learning difficulties
- (2) auditory receptive problems
- (3) physical disabilities
- (4) intellectual disabilities

7 The term “learning problems” do not refer to ...

- (1) Learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances.
- (2) Learning problems related to the psychological processes involved in understanding and using of language – both spoken and written.
- (3) An imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.
- (4) Learners who struggle to acquire certain skills which are necessary to make a success at school.

8 language is the language in which one thinks.

- (1) Inner
- (2) Receptive
- (3) Expressive
- (4) Non-verbal

9 Down’s syndrome develops as a result of a deviation in the genes of the chromosome.

- (1) eighteenth
- (2) twenty first
- (3) thirteenth
- (4) A, B and C

10 The following are signs of possible auditory problems A learner.....

- (1) speaks monotonously, avoids oral activities, is often inattentive, finds it difficult to associate with friends
- (2) speaks too quickly or too slowly, is often inattentive, refuses to participate in ball games, confuses letters of similar shape
- (3) avoids oral activities, is prone to swiftly changing moods, relies heavily of gestures, speaks too softly or too loudly

- (4) 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

11 Children subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from ...

- (1) tremor.
- (2) disruptive behaviour.
- (3) disguised epilepsy.
- (4) neurological dysfunction.

12 Refraction errors can cause the following eye conditions

- (1) strabismus, myopia, hyperopia
- (2) nystagmus, albinism, squint
- (3) hyperopia, astigmatism, myopia
- (4) astigmatism, squint, albinism

13 Learners with ... problems experience problems with the cooperation between eye and hand or eye and foot.

- (1) fine motor perception
- (2) lateral dominance
- (3) visual-motor coordination
- (4) spatial perception

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

- (1) sensorineural hearing loss
- (2) tinnitus
- (3) partial hearing loss
- (4) conductive hearing loss

15 is sometimes known as sensory hyperactivity.

- (1) Perceptual-motor manifestation

- (2) Hyperactivity
- (3) Distractibility
- (4) Sensorineural hearing

ASSIGNMENT 2

This assignment is a written assignment and it counts 10% towards your semester mark.

This assignment is compulsory.

FIRST SEMESTER

Closing date: 01 April 2015

Unique number: 589306

The **purpose** of this assignment is to ascertain whether you know and understand the theoretical content of this module. You have to acquaint yourself with new developments in the field of Inclusive Education, including intrinsic and extrinsic barriers to learning and development. In order to give support to a learner who has a barrier to learning, you should have basic knowledge of the barrier. This should guide you to develop forms of support for learners with barriers to learning.

Assessment criteria: You will show your understanding of the various concepts and will show that you can do a practical application of the theory by formulating an explanation of the support that you as a teacher can render in the classroom.

At the top of the first page of your assignment write for which phase in the BEd programme you have enrolled: ECD (Foundation phase) or Intermediate and FET phase.

Question 1

The principal of the school where you are teaching asks you to tell the other staff members what Inclusive Education and intrinsic and extrinsic barriers to learning and development are.

Write your speech, making use of headings and subheadings. The speech should be two to three pages if typed or three to four pages if handwritten. Refer to Study Unit 2 (p 18) and Appendix N (p 319) of your study guide. (30)

Question 2

Learners with the following types of impairment have been admitted to your classroom:

- 2.1 a hearing impairment
- 2.2 a visual impairment
- 2.3 cerebral palsy

Discuss the support that you can render in the classroom to each of these three learners. 3X 10 (30)

Question 3

What will you do if a learner has an epileptic seizure in your class? (10)

Question 4

Do either question 4.1 or 4.2 depending on the phase for which you are enrolled.

Question 4.1 ECD phase

A learner in your class has behaviour problems. Explain the different behaviour problems that may occur and explain what assistance you can give to this learner. (30)

OR

Question 4.2 Intermediate and FET phases

Describe five unmet emotional needs of learners in the Intermediate or FET phase and explain what you as the teacher can do to support learners with these unmet emotional needs.

ASSIGNMENT 01

This assignment is compulsory.

SECOND SEMESTER

Closing date: 01 September 2015

Unique number: 583265

This assignment is a multiple-choice assignment and counts 10% of your semester mark.

INSTRUCTIONS

- 1 Answer this assignment on one of the mark-reading sheets.
- 2 Make sure that you fill in the assignment number (01), as well as the unique assignment number as provided above on the mark-reading sheet.
- 3 Study the instructions for the use of mark-reading sheets (refer to the booklet *mystudies@Unisa*) before you start your assignment.
- 4 Clearly indicate your choice – use an HB pencil.
- 5 Study your study guide thoroughly.
- 6 This assignment is compulsory. No extension for late submission of this assignment can be granted because these assignments are marked in bulk by computer.

Purpose of the assignment

The purpose of this assignment is to help you to get acquainted with the content of this module. You will have to read the whole study guide, as well as additional tutorial letters which will be mailed to you. This will help you to get a broad overview of the module as a whole.

You will get a mark for each correct answer and your marks will be computed to a percentage. The correct answers will be sent to you in a tutorial letter later in the year.

Assignment 01: Multiple choice questions

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

- (1) Visual perception
- (2) Perceptual problems
- (3) Visual-motor perception
- (4) Spatial perception

2 Learners with..... problems experience problems with the cooperation between eye and hand or eye and foot.

- (1) Fine motor perception
- (2) Lateral dominance
- (3) Visual-motor perception
- (4) Special perception

3 The following factors may lead to handwriting problems:

- (1) Letter-sound relationships, lateral dominance, emotional problems, poor vision
- (2) Perceptual problems, hand dominance, poor motivation, emotional problems
- (3) Perceptual problems, poor motivation, word analysis, cognitive problems
- (4) Letter-sound relationships, cognitive problems, poor motivation, hand dominance

4 Reading is ...

- (1) an advanced form of expressive language.
- (2) an advanced form of inner language.
- (3) dependent on a sight word vocabulary.
- (4) an advanced form of receptive language.

5 The term “learning problems” do not refer to ...

- (1) Learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances.
- (2) Learning problems related to the psychological processes involved in understanding and using of language – both spoken and written.
- (3) An imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.
- (4) Learners who struggle to acquire certain skills which are necessary to make a success at school.

6 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:

- A) Where these learners are in fact accommodated in ordinary schools, access to the curriculum will not be problematic.
- B) Where there is good cooperation between special schools and ordinary schools these learners will not be excluded.
- C) 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.

D) It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase.

(1) A, B, C

(2) B, C, D

(3) A, B, D

(4) A, C, D

7 ... is an advanced form of receptive language.

(1) Reading

(2) Speaking

(3) Written language

(4) Inner language

8 The elements of written language are:

(1) Reading, composition, linguistics

(2) Composition, spelling, handwriting

(3) Spelling, phonetics, reading

(4) Composition, handwriting, phonetics

9 Choose the correct statement about epilepsy:

(1) Epilepsy is the discharge of abnormal electric activity in the brain.

(2) The cause of epilepsy is in the brain and also in the body.

(3) The cause of epilepsy is not in the brain.

(4) Epilepsy is the discharge of normal electric activity in the brain.

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

(1) Inner

(2) Receptive

(3) Expressive

(4) Non-verbal

11 Choose the INORRECT statement about HIV/AIDS:

- (1) HIV is the human immunodeficiency virus.
- (2) Children can acquire HIV pre-natally.
- (3) AIDS cannot be transmitted through day-to-day social contact.
- (4) AIDS is not the final phase of the HIV infection.

12 Down's syndrome develops as a result of a deviation in the genes of the ... chromosome.

- (1) eighteenth
- (2) twenty first
- (3) thirteenth
- (4) A, B and C

13 Choose the correct combination of options:

According to the Education White Paper no 6, the policy of inclusive education in South Africa was accepted for the following reasons:

- A It makes good social sense.
 - B Makes good financial sense.
 - C Makes good educational sense.
 - D Promotes respect for one another.
 - E Promotes social welfare.
- (1) A, B, C
 - (2) A, C, D
 - (3) A, D, E
 - (4) b, C, D

14 The sense of touch is also known as ... sense.

- (1) tactile
- (2) physical

- (3) kinaesthetic
- (4) residual

15 Refraction errors can cause the following eye condition:

- (1) strabismus, myopia, hyperopia
- (2) nystagmus, albinism, squint
- (3) hyperopia, astigmatism, myopia
- (4) astigmatism, squint, albinism

ASSIGNMENT 2

This assignment is a written assignment and it counts 10% towards your semester mark.

This assignment is compulsory.

SECOND SEMESTER

Closing date: 01 September 2015

Unique number: 583274

The **purpose** of this assignment is to ascertain whether you know and understand the theoretical content of this module. You have to acquaint yourself with new development in the field of Inclusive Education including intrinsic and extrinsic barriers to learning and development. In order to give support to a learner who has a barrier to learning, you should be familiar with the basic knowledge of the barrier. This should guide you to develop forms of support for learners with barriers to learning.

Assessment criteria: You will be assessed on your understanding of the various concepts and the practical application of the theory by explaining the support that you as a teacher can render in the classroom.

At the top of the first page of your assignment write for which phase in the BEd programme you have enrolled: ECD (Foundation phase) or Intermediate And FET phase

QUESTION 1

- 1.1 Describe inclusive education in your own words. (2)
- 1.2 What is the difference between mainstream education and inclusion? (8)
- 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. (2 x 10= 20)

Question 2

Learners with the following types of impairment have been admitted to your classroom:

- 2.1 a hearing impairment
- 2.2 a visual impairment
- 2.3 cerebral palsy

Discuss the support that you can render in the classroom to each of these three learners.

3X 10

(30)

Question 3

What will you do if a learner has an epileptic seizure in your class?

(10)

Question 4

Do either question 4.1 or 4.2 depending on the phase for which you are enrolled.

Question 4.1 ECD phase

A learner in your class has behaviour problems. Explain the different behaviour problems that may occur and explain what assistance you can give to this learner.

(30)

OR

Question 4.2

Intermediate, Senior and FET phases

Describe five unmet emotional needs of learners in the Intermediate or FET phase and explain what you as the teacher can do to support learners with these unmet emotional needs.

(30)

9 OTHER ASSESSMENT METHODS

You will find self-evaluation questions in the study guide. Do all those questions to prepare yourself for the examination

10 EXAMINATION

How the examination system works:

- **Examination admission**

The Department of Education requires the university to prove that a student has been active during the period of tuition before the student will be subsidised by the Department of Education. The senate has approved that the submission of a compulsory assignment will be used to prove activity and also that students will be admitted to the examination by submitting the assignment. The credit system has been abolished and examination admission is solely dependent on submission of Assignment 01, irrespective of the mark you obtain and whether you have passed or failed. However, should you fail this assignment; your year mark will be influenced.

During this semester, you will be assessed on your assignments, which count for 20% of your final mark, and on the examination, which counts for 80% of your final mark.

As explained above you need to qualify to write the examination since there is no automatic admission. In order to qualify, you **MUST** submit Assignment 01, for which you will be awarded a mark. Assignment 01 is therefore compulsory and it must be submitted before the closing date. We are aware that this closing date is early in the semester, but please note that this assignment does not take a great deal of time to complete.

We emphasise the point again: if you do not submit Assignment 01 on time, you will not be permitted to sit for the examination.

- **Examination paper**

You may assume that examination questions will be similar to the questions asked in the activities in your study guide and in the assignments.

- **Tutorial letter with information on the examination**

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper. Examples of questions that you may expect are in the study guide.

- **The examination and your final mark**

The examination will count 100 marks and then a calculation will be made so that it represents 80% of your final mark. The result is therefore weighted in favour of the examination which is critical to your success in this module.

After the examination has been marked and the result finalised, your examination result and your semester mark will be combined.

This final mark is the mark that will be given to you by the university.

Note that, to pass this module, you are required to obtain a sub-minimum of 40% for the examination. If you achieve less than **40%** in the examination, you will not be able to pass, irrespective of your semester mark. For example: If you have 100% for your semester mark but obtain 37% in the examination, your final mark will be 37%. Should you obtain 40% or more in the examination, the semester mark will contribute 20% and the examination mark 80% to your final mark.

A pass mark for this module is 50% and a distinction mark is 75%.

Assignment	Exam mark
01	10%
02	10%

- **Examination period**

This module is offered over a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2015 and the supplementary examination will be written in October/November 2015. If you are registered for the second semester you will write the examination in October/November 2015 and the supplementary examination will be written in May/June 2016.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

11 FREQUENTLY ASKED QUESTIONS

- **What should I do if I cannot submit my assignment on the due date?**
Contact the lecturer to arrange for an extension.
- **Where can I get examples of previous exam papers?**
Previous exam papers are available on myUnisa.

The my Studies @ Unisa brochure contains an A-Z guide of the most relevant information.

12 SOURCES CONSULTED

The only study guide for the module ETH306W.

13 CONCLUSION

We hope that you will enjoy this module and wish you all the best!