

UNIVERSITY OF FORT HARE

ECA 422

FINAL EXAMINATION PAPER

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Time: 3 Hours

Subject: Education in Context

Marks: 100

This paper consists of 4 pages including this page

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Instructions

Answer four (4) questions
Choose one question from each section

SECTION A: INCLUSIVE EDUCATION

QUESTION 1

- 1.1. Differentiate between Inclusion and Inclusive education when dealing with learners with special educational needs. (4)
- 1.2. What are the two potential benefits which Inclusive Education has promoted? (2)
- 1.3. What are the 5 frequent causes of barriers in children? (5)
- 1.4. What are the common barriers associated with language and communication? (3)
- 1.5. Write down 5 challenges to inclusive education in South Africa. (5)
- 1.6. Mention 3 key elements or characteristics of inclusive education to be taken into account in responding to its challenges. (3)
- 1.7. How can South Africa ensure promotion of inclusive practices in schools? (3)

[25]

OR

QUESTION 2

2.1 Section 5 of White Paper 6 (2010) informs us about inclusive strategies for learning, teaching and assessment that allow learners to demonstrate a level of competence and to achieve an outcome in a way that suits their individual needs.

- 2.1.1 Write down 5 general strategies that apply to all learning outcomes. (5)
- 2.1.2 Write down 4 suggestions of the curriculum differentiation ladder. (4)

2.2 Engelbrecht and Green (2007: 141-2) state that teachers have a significant role to play in the development of schools as inclusive school communities and pre-service teacher education. The development of schools as inclusive school communities can serve as a powerful incentive for in-service professional development.

- 2.2.1 Which 3 broad factors should be considered when training teachers for inclusive school communities? (3)

2.3 Multilevel teaching advocates for one lesson with varying methods of learning, teaching and assessment. The lesson must include a variety of teacher techniques aimed at reaching learners at all levels.

- 2.3.1 Mention only 5 ways in which teachers can reach out to learners at all levels. (5)

2.4 Section 7 of White Paper 6 (2010) is about common disabilities, learning difficulties and chronic medical conditions in children. Write down 4 aims of this section to educators. (4)

2.5 Name any 4 conditions that lead to learning difficulties in children as stated in Section 7. (4)
[25]

SECTION B: LIFE SKILLS ORIENTATION

QUESTION 3

3.1 As a prospective teacher, you are invited as a guest speaker for the Matric farewell in your school and the organizers have urged you to talk about personality. What are the main issues that you will cover in your speech about personality? (15)

3.2 As a prospective teacher, what do you understand by goal setting? In your understanding also include the principles of goals and the importance of setting SMART goals. (10)
[25]

OR

QUESTION 4

4.1 You have just been employed as a new principal in a school, you are the new person in this environment. Discuss briefly, how you would maintain good interpersonal relations with colleagues, SGB's and learners. (10)

4.2 As a prospective teacher, how would you empower colleagues from your school about managing stress? You need to use the forum to educate them about stress and thereafter come with mechanisms of managing stress. (15)

[25]

SECTION C: ENVIRONMENTAL EDUCATION

QUESTION 5

5.1 Explain the construct 'environment' and 'environmental education' (2)

5.2 Describe with clear understanding the following concepts and give example:

- (a) eco-systems (2)
- (b) finite resources (2)
- (c) biodiversity (2)
- (d) deforestation (2)

[10]

5.3 An educators' behaviour is important to create a positive environmental ethos at a school. This will be influenced by their personal philosophies (i.e. framework). Discuss

ONE of the following frameworks in relation to environmental education: (a) Behaviourist; (b) Interpretivist and (c) Socio-critical. (5)

5.4 Critically discuss sustainability and education taking into consideration the **THREE** pillars of sustainable development. (5)

5.5 The notion of the curriculum being an open process allows for reflection and regular review of the curriculum. Discuss the key features of the Spiral Model by Squazzin and Du Toit (2000). (5)

[15]

[25]

SECTION D: MULTICULTURAL EDUCATION

QUESTION 6

6.1 What is culture? (2)

6.2 Culture is said to be central to a child's self-concept and should therefore form an important part of the teaching-learning process. The learning environment must reflect [the] cultures of those learning within it and within society at large. Approaches to dealing with diversity in South African Schools include: The assimilation approach; the 'colour blind' approach and; the 'contributions' approach. Briefly discuss these approaches, and identify one that you think is best for our schools. (15)

6.3 When defining and discussing culture, Selina Mushi separates four levels of the process of creating culture. Describe those levels (8)

TOTAL = [100]