



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: BED FET AND SENIOR PHASE
MODULE: TEACHING METHODOLOGY AND PRACTICUM: FET AND SENIOR PHASE 2B
CODES: FSM20B2

MFSPTB2	METH&PRAC:FET ENG GRAPHICS&DESIGN&SP TECH 2B
MFSPB2	METH&PRAC:FET&SEN PHASE ENGLISH 2B
MFSPB2	METH&PRAC:FET&SEN PHASE LIFE ORIENTATION 2B
MFSPTB2	METH&PRAC:FET ENG GRAPHICS&DESIGN&SP TECH 2B
MFSPB2	METH&PRAC:FET&SEN PHASE ISIZULU 2B
MOFPAB2	METHODOLOGY&PRACTICUM: FET ACCOUNTING 2B
MOFPBB2	METHODOLOGY&PRACTICUM: FET BUSINESS STUDIES2B
MOFPEB2	METHODOLOGY & PRACTICUM: FET ECONOMICS 2B
MOFPGB2	METHODOLOGY&PRACTICUM: FET GEOGRAPHY 2B
MOFPHB2	METHODOLOGY&PRACTICUM: FET HOSPITALITY STU 2B
MOFPIB2	METHODOLOGY&PRACTICUM: S ROLE SCHOOL ICT 2B
MOFPLB2	METHODOLOGY&PRACTICUM: FET LIFE SCIENCES 2B
MOFPOB2	METHODOLOGY&PRACTICUM: FET HISTORY 2B
MOFPPB2	METHODOLOGY&PRACTICUM: FET PHYSICAL SCI 2B
MOFPSB2	METH PRAC: S ROLE SCHOOL GUIDANCE&SUPPORT 2B
MOFPTB2	METHODOLOGY PRACTICUM: FET TOURISM 2B
MOFPVB2	METHODOLOGY&PRACTICUM: FET VISUAL ARTS 2B
MOFPXB2	METH PRAC: S ROLE SCHOOL PHYSICAL EDU 2B
MOSPFB2	METHODOLOGY & PRACTICUM: SENIOR PHASE EMS 2B
MOSPNB2	METH PRAC: SENIOR PHASE NATURAL SCIENCES 2B
MOSPSB2	METH PRAC: SENIOR PHASE SOCIAL SCIENCES 2B

TIME: 2 hours
MARKS: 50
EXAMINERS: Mrs Nancy Mabaso
 Mrs Yasmin Omar

MODERATOR: Dr Helen Dunbar-Krige

(This paper consists of two pages)

INSTRUCTIONS:

1. Read the case study carefully before answering the questions.
2. Use a mind map to assist you in highlighting the important information {i.e. considerations, accommodations and relevant South African policy document(s)} before answering.

CASE STUDY

Joe is a 15 year old boy and in a Grade 9 class. He is conspicuous / noticeable because of his white skin and tinted glasses. Joe suffers from albinism which means that he presents with the following challenges in a learning setting:

- He finds it difficult to play soccer with his classmates as he cannot see a ball coming from a distance. Bright sunlight makes it difficult to be outside on the playground.
- He distinguishes between his friends listening to and recognizing their voices.
- He finds it difficult to copy the teacher's written work from the chalkboard although he can read from his textbooks if he keeps them close to his eyes.
- If he takes off his glasses you will notice that his eyes move rapidly from side to side.

His classmates tease him and call him "Whitey", which makes him so angry that he is regularly involved in fights with them.

QUESTION 1

1.1 Pinpoint some of the challenges Joe would face in a mainstream schooling environment. Explain how you would accommodate a learner with these challenges within your inclusive classroom.

(8)

1.2 Identify what policy documents would inform your inclusion/ accommodating strategy. Discuss which aspects from these documents inform your inclusion strategy (outlining your understanding of what the document states and what that implies to you as an inclusive educator in terms of consideration as well as implementation). Identify what support structure you would need in order to accommodate the foreseen challenges in accommodating this learner holistically (mentioning the professionals to contact and what sort of assistance you would expect from them)

(16)

QUESTION 2

2.1 Draw up a detailed lesson plan for your specialist learning area/subject. Use the questions you discussed in the first semester to design the lesson. (Who? What for? When? Where? What? How?) Clearly indicate what assessment strategies you would use to include this learner.

(26)

Total: (50)