



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2016

PROGRAMME: B Ed Hons
MODULE: SUPPORTING INCLUSIVE LEARNING ENVIRONMENTS
CODE: SID0017
TIME: 3 hours
MARKS: 150
EXAMINER: Dr MP van der Merwe
 Ms C Wilson

INTERNAL

MODERATOR: Ms JV Fourie

EXTERNAL

MODERATOR: Ms L Rembach (WITS)

(This paper consists of **four (4)** pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions:

1. This question paper consists of three (3) questions.
2. All questions count a maximum of 50 marks each.
3. Read the questions carefully and answer in well-structured essays.
4. Enjoy the assessment. It is part of your learning!

QUESTION 1:

“Aligned with the responsibility to develop policy to guide the transformation programme necessary to achieve the broader transformation goals, the Ministry of Education has prepared this White Paper for the information of all our social partners and the wider public. This policy framework outlines the Ministry’s commitment to the provision of educational opportunities, in particular for those learners who experience or have experienced (so-called) barriers to learning and development or who have dropped out of learning because of the inability of the education and training system

to accommodate the diversity of learning needs, and those learners who continue to be excluded from it.”

Discuss the important policy document referred to in this statement with particular attention to the historical development of Inclusive education in South Africa and how Inclusive education will support the transformation goals of the country. Finally, take a critical stance in terms of the current implementation of this policy from your own practical experience. (50)

QUESTION 2

Choose **ONLY ONE** of the case studies supplied here.

Read the case carefully and answer the questions set on it.

2.1 Case study one: The case of Divan

Divan is a Grade two learner. He is a very cute little boy who does not easily make eye contact and appears to have difficulty in making friends. The other children really do not ‘get him’ so he prefers to play alone on the swings at break whilst singing to himself. In class his teacher also does not quite connect with him. She does not understand when Divan says inappropriate things at times, misses that he likes routine and he hates it when the class is noisy and she often changes her mind about what needs to be done in class. When Divan shows his irritation with this, she often shouts at him. He also hates it when the children touch him and it makes him want to scream out loud. The school bell is directly outside their classroom and he complains that the noise is so loud that it hurts his ears. He also feels very anxious at times and that is when he will prefer to run away from the class and hide in the bushes on the playground.

2.1.1 Identify the specific barrier to learning you think the learner may be experiencing in the case study of your choice. Explain clearly why you consider the learner to be experiencing this barrier by referring to the information you

find in the case study as well as the key features of the barrier to learning and development. (25)

- 2.1.2 Describe comprehensively how you would go about designing a classroom environment, adapt curriculum and teaching, learning and assessment in your classroom to accommodate a learner who presents with such a barrier. (25)

OR

2.2 Case study two: the case of Ayesha

Ayesha is a Grade four learner. She is a very endearing little girl but has no friends. The children in her class really do not like her because of her behaviour. She would really like to play with them but she finds it so hard to stick to the rules of the games and not get into arguments. In class she keeps losing her belongings and her stationery, she has difficulty in completing her work and her teacher keeps shouting at her to concentrate. Ayesha thinks to herself: I would if I could. She cannot stop herself from walking around the class and is given so many demerits for this unwarranted behavior, but she just cannot help herself. She is very concerned about her performance in assessments and tests and is really afraid that she will fail this year. Her mother also always shouts at her for not listening to her and for her losing her lunchboxes and taking so long to get dressed for school in the morning.

- 2.2.1 Identify the specific barrier to learning you think the learner may be experiencing in the case study of your choice. Explain clearly why you consider the learner to be experiencing this barrier by referring to the information you find in the case study as well as the key features of the barrier to learning and development. (25)
- 2.2.2 Describe comprehensively how you would go about designing a classroom environment, adapt curriculum and teaching, learning and assessment in your classroom to accommodate a learner who presents with such a barrier. (25)

[50]

QUESTION 3

You were requested to study Auditory and Visual barriers to learning and development.

Select **ONE** of these barriers to learning and write an essay explaining clearly:

- 3.1 What the barrier to learning is, what the main causes for the barrier are, and how this barrier is supported in theory. (20)
- 3.2 How the barrier to learning you have selected impacts the learner's learning in the classroom, and how you would support a learner presenting with such a barrier in an inclusive classroom. (30)

[50]

TOTAL: 150

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