FACULTY	: Education
DEPARTMENT	: Educational Psychology
CAMPUS	: APK
MODULE	: EST10A2/ EDS2A10 EDUCATION STUDIES 2A
SEMESTER	: First
EXAM	: **SSA** - July 2018

DATE	: July 2017	**SESSION**	:
ASSESSOR(S)	: Dr MP VD MERWE		
MODERATOR	: Dr M SEDIBE		
DURATION	: 2 HOURS	**MARKS**	: 100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:
1. Choose any TWO of the following four questions – each counting 50 marks each.
2. NB Credit is given to essays that are well planned, structured and which demonstrate an integrated understanding of the concepts. Credit is also given for essays that CLEARLY draw on the prescribed readings and class discussions of the Module. Furthermore, credit is given for practical examples that demonstrate extended interpretations of theoretical concepts.
3. Please note that you have two hours. This implies that you should spend a MAXIMUM of 1 HOUR on a question.
4. Please study the marking guidelines on the last page before answering the questions.

QUESTION 1

Within the contemporary Outcomes-based classroom in South Africa, teachers face increasing pressure as their roles diversify to include more psychological and practical preparations to take on the dynamic role of an inclusive educator.

Critically discuss how **teachers' attitudes** may impede or promote successful inclusive learning. In addition, suggest ways in which you, as a teacher, would optimize the **psychosocial environment of the school and classroom** in your field of specialization to make provision for inclusive teaching and learning.

(50)

QUESTION 2

Since the advent of the philosophy of inclusion and the inception of inclusive education, following a number of international developments such as the signing of the Salamanca Statement in 1994, attempts worldwide to define the elusive concept of inclusive pedagogy have been largely unsuccessful.

Critically discuss the **five main theoretical positions** that have influenced the way any given society construes the meaning of *inclusion*. In addition, compare the **constructivist** and the **traditional** strategies-oriented views of inclusive pedagogy. Explain how these perspectives may shape your own philosophy and pedagogy of Inclusive education.

(50)

QUESTION 3

Critically discuss the socio-economic barriers to learning teachers must deal with in inclusive schools, with specific reference to the South African context. Comprehensively discuss how you would support such barriers through inclusive pedagogies in a classroom.

(50)

QUESTION 4

Discuss Inclusive pedagogies with clear reference to the readings of Makoelle and Florian and Black-Hawkins. Explain the following clearly in your discussion:

- The views of Inclusive pedagogies these authors support;
- The underlying beliefs about inclusion in which these views are grounded;
- An explanation of the classroom practices associated with the inclusive pedagogies proposed by the authors, showing clearly how underlying beliefs about learners, and how they learn best, influence these views on inclusive classroom practices.

(50)

TOTAL: 100

ASSESSMENT MARKING GUIDELINES

The following marking grid to be used in the assessment of all examination answers - [all questions count 50 marks each]

EDUCATION STUDIES 2A – 2018

Marking guideline for examination

Category	Descriptors	Interpretation, reflection & integration
	Theory • Knows the theory required for the module • Important conceptual knowledge has been identified and used • Has accessed additional sources	• The question has been correctly interpreted and applicable theory has been used • Student shows clear ability to reflect on the theory critically as well as contextually • Student has clearly shown that a high level of integration of knowledge and understanding has taken place by being able to link theory to practical world of teaching
Excellent	25-20	25-20
Good	19-16	19-16
Developing	15-10	15-10
Limited	9-1	9-1

50