PROGRAMME: BEd
MODULE: EDUCATION STUDIES 2A
CODE: EST10A2/EDS2A10
TIME: 2 hours
MARKS: 100
EXAMINER: Dr. C Ramhurry
MODERATOR: Dr M Van Der Merwe
(This paper consists of 2 pages)

INSTRUCTIONS
Read the following instructions carefully before answering the questions.

1. Choose any TWO of the following 50 mark questions:
   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.

2. Please note that you have two hours. This means you should spend MAXIMUM
   1 HOUR on a question.

QUESTION 1
Assessment is argued to not only be something a teacher does in the inclusive
classroom in order to make decisions about next steps in a learner’s learning
programme, but to additionally inform teaching and learning, administer processes,
diagnose and make decisions. Critically discuss the techniques of assessment that
you would use in your inclusive classroom to achieve both these goals.

(50)
QUESTION 2
Inclusive education in the context of outcomes-based education constitutes a challenge to the education system as a whole and in particular to teachers in mainstream classrooms. Critically discuss how the psychosocial environment of schools and classrooms may impede or promote successful inclusive learning in the classroom. Include suggestions in your discussion through which you, as a teacher, would adapt the physical and social environment to optimize inclusive learning in your classroom within your field of specialization.

(50)

QUESTION 3
Globally, the concept of inclusive pedagogy is regarded as context-bound and there appears to be confusion about its use and meaning. Compare and contrast the constructivist and traditional strategies-oriented views of inclusive pedagogy. In addition, explain how these may shape your own philosophy of Inclusive education.

(50)

QUESTION 4
The Education White Paper 6 (Department of Education, 2001:10) outlines the government’s policies for a single, undivided education system for all learners, including those with disabilities, in the hopes that Inclusive education would provide “…a cornerstone of an integrated and caring society”. Nevertheless, over a decade after the unveiling of Education White Paper 6 (Department of Education, 2001), most learners with disabilities who attend school are still in separate, “special” schools for learners with disabilities. Critically discuss the school-level, cultural-level and economic-level barriers to inclusion that are believed to hinder the implementation of Education White Paper 6 (Department of Education, 2001).

(50)

TOTAL: 100

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