

National University of Ireland, Galway

Summer Examinations 2000

HIGHER DIPLOMA IN EDUCATION EXAMINATION

PAPER FIVE
EQUITY IN EDUCATION AND
SPECIAL TEACHING METHODOLOGIES ED992

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Time allowed: Three hours

Answer two questions from Part I AND one question in each of the two sections from Part II in which you have specialised. Please use separate answerbooks for each section.

Part I: Equity in Education

Please use separate answerbooks for each question.

- Q. 1. Briefly outline what is meant by 'specific learning disabilities' ('dyslexia') and how you might identify such pupils. Describe the kinds of difficulties these pupils are likely to have at second-level and teaching approaches that will aid their learning.
- Q. 2. Discuss how classroom behaviour and attitudes towards learning may be affected by learning difficulties. Outline approaches to managing teaching and learning that can contribute to positive change for such pupils.
- Q. 3. Critically discuss the following as contributory factors to learning difficulties at second-level:
- i) subject-specific demands,
 - ii) poorly developed strategies for learning, and
 - iii) teaching methods.

PART II: SPECIAL TEACHING METHODOLOGIES

Please use separate answerbooks for each section

SECTION A: COMMERCE

- Q. 4. "It is fair to say that Junior Cert Business as a subject to be taught has successfully integrated into the later teaching of Leaving Cert Business and Accounting". Examine this integration process in the light of your own teaching experience.
- Q. 5. Prepare as an introductory lesson, a plan for a business related class (Junior Certificate Business Studies, Economics, Accounting or Economics) on one of the following topics:
- (a) The Consumer
 - (b) Double Entry Bookkeeping
 - (c) Communications in Business
- Q. 6. "The so-called Celtic Tiger economy so lauded by economic commentators has led to the necessity for the education of ethical responsibilities of Irish businesses". Has the Junior Cert Business Syllabus or Leaving Cert Business Course addressed these concerns of social conscience? Critically examine this issue.

SECTION B: ECONOMICS

- Q. 7. Discuss in detail how you would introduce a first lesson on any one of the following areas:
- (a) National Income
 - (b) Demand
 - (c) International Trade
- Q. 8. Look critically at the present economics syllabus and make recommendations on how it could be improved and adapted to be more student-friendly and cater better for the lower ability student.
- Q. 9. Discuss methods you would adopt to ensure that the setting and recording of assessment materials throughout the teaching of the economics course are adequate.

SECTION C: CATECHETICS

- Q. 10. Religious Education has changed from a *transmission of knowledge* approach to a *life centred* one. Critically examine.
- Q. 11. Critically examine the view that there are many aspects to successful Religious Education in the classroom.

SECTION D: CIVIC, SOCIAL AND POLITICAL EDUCATION

- Q. 12. Describe how Civic, Social and Political Education can prepare students for the responsibilities of citizenship.
- Q. 13. Civic, Social and Political Education's "employment of active and co-operatively structured learning methodologies enables and empowers the pupil to become an active and participative young person". Critically discuss with reference to two or more methodologies.
- Q. 14. Outline how Civic, Social and Political Education is assessed for the Junior Certificate. What are your opinions on the mode(s) of assessment used for the subject?

SECTION E: ENGLISH

- Q. 15. (a) Why use games in language learning? and
(b) List some practical points, which a teacher should bear in mind when using or introducing language games, and
(c) Critically discuss the use of Role Play in the language class.
- Q. 16. Write an informative essay on how you help your pupils to compose a Short Story.
- Q. 17. (a) How would you use an episode from either a Television Series or Sit-Com to assist learners to analyse the form, structure and style of text and understand how these elements constitute its genre? and
(b) What techniques would you use to help learners to create realistic characters in their creative writing?

ROINN F: GAEILGE

- Q. 18. Úsáidtear an t-anagram SFAT (SWAP) chun na toscaí atá riachtanach don fhíorchumarsáid a thabhairt chun cuimhne. Pléigh an bhrí atá leis an anagram seo agus tarraing samplaí as do thaithí múinteoireachta agus saoil chun a chruthú cé chomh tábhachtach agus atá sé go mbeadh na toscaí úd i réim cibé áit a bhfuil an Ghaeilge á teagasc mar T2.
- Q. 19. Tá teorainneacha áirithe leis an léitheoireacht *viva voce* agus téacsanna á n-úsáid mar bhonn le comhrá sa spriochtheanga. Abair cé na laigí is mó atá ag gabháil lei. Ansin déan cur síos go hachomair ar an gcur chuige eolaíoch I leith na hearnála seo, ag lua na gcéimeanna sin.
- Q. 20. Is minic conspóid idir múniteoirí maidir le teagasc na gramadaí. Déan scagadh gearr ar na hargóintí a chuirtear i láthair agus ansin tabhair gearrchuntas ar an gcur chuige ionduchtach agus déaduchtach. Ba chóir samplaí den dá chineál chur chuige a thabhairt.

SECTION G: GEOGRAPHY

- Q. 21. Discuss the guidelines which you would offer to Senior students in their approach to answering questions at Leaving Cert Higher Level with reference to specific examples.
- Q. 22. Outline briefly how you would deal with the interpretation of *either* Ordnance Survey Maps *or* Weather charts at Leaving Certificate level.
- Q. 23. Choose *one* topic from the Junior Certificate Geography Programme and discuss critically the teaching/learning strategies which you would use in dealing with it in two consecutive lessons.
- Q. 24. Critically discuss the place of fieldwork in the teaching of Geography. Describe the planning and work which the teacher should undertake prior to engaging in the fieldwork project. Refer to specific examples to illustrate procedures.

SECTION H: HISTORY

- Q. 25. The Junior Certificate syllabus offers many opportunities for a varied and interesting presentation of the course. Select any aspect of the course and discuss how you would present it in the classroom.
- Q. 26. Critically discuss the value of field trips in the teaching of History and outline how you would organise and conduct such a trip.
- Q. 27. It is essential to develop the art of History essay writing with Senior Cycle students. Discuss in detail how you would achieve this.

SECTION I: MATHEMATICS

- Q. 28. Discuss and evaluate the opportunities and challenges presented to a teacher of Mathematics, when faced with a newly enrolled class in a secondary school.
- Q. 29. Discuss some of the specific learning difficulties encountered by pupils studying Mathematics and outline some of the strategies that a teacher might use to help pupils overcome these difficulties.

SECTION J: MODERN LANGUAGES

- Q. 30. "Because the communicative approach is primarily interested in exchanges of meaning, it fails to give grammatical form its proper place in the language learning process". Do you agree with this argument? What role, if any, do you think grammar has in the communicative approach to foreign language learning? Illustrate your answer by reference to your teaching experience.
- Q. 31. "One of the most striking characteristics of the communicative approach to foreign language teaching is that it is essentially task-based". (Keith Morrow). Discuss the implications of this statement for the teacher and the learner in the foreign language class. What advantages do tasks offer to the learning of a foreign language? Illustrate your answer by reference to your teaching experience.
- Q. 32. "Cultural awareness is an essential ingredient in successful foreign language learning". Describe what you understand by the term "Cultural Awareness". Discuss what the rationale for the above statement might be. Suggest ways in which to incorporate cultural awareness in your language teaching context.

SECTION K: MUSIC

- Q. 33. With no definite syllabus and a tendency to break away from the norm Transition Year Music can create many problems. Outline and evaluate your ideas in formulating a Transition Year Course.
- Q. 34. The rudiments of Music are extremely important when teaching First Year pupils. List and critically discuss four areas which you find to be most beneficial, including your approach to dealing with each topic.
- or
- Write an analysis of the present Junior or Leaving Cert Course.

SECTION L: BIOLOGICAL SCIENCES

- Q. 35. Outline **three** reasons for assessing students on a regular basis. Discuss some of the advantages and disadvantages of a programme of school-based assessment in Science.
- Q. 36. Why, in your opinion, is ecology often ignored at both Junior Certificate and Leaving Certificate level? Briefly describe how you might introduce an ecology unit at Junior Certificate level.
- Q. 37. Outline some of the advantages of setting up a Science Club or Science Society in your school. Can you suggest some of the problems that you might encounter in setting up such a club? How might such a club cater for (a) Junior pupils and (b) Senior pupils?

SECTION M: PHYSICAL SCIENCES

- Q. 38. Why, in your opinion, is it more important than ever to encourage creative thinking in the Science Classroom? State **five** traits by which you might identify a creating pupil and **five** strategies that you might adopt to introduce creative thinking.
- Q. 39. State why it is necessary to produce a 'Test Blueprint' before constructing a test. What factors must you consider when outlining the blueprint? What information might you obtain from an analysis of the test results?
- Q. 40. Describe some of the functions of a Science textbook and outline some of the factors which you might consider when selecting a new textbook for your class.