

National University of Ireland, Galway

Summer Examinations 1999

HIGHER DIPLOMA IN EDUCATION EXAMINATION

**PAPER FIVE**  
**EQUITY IN EDUCATION AND**  
**SPECIAL TEACHING METHODOLOGIES**

Professor A.V. Kelly

Dr J. Marshall

Ms P. Eaton

Dr M. Langan Egan.

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. Outline what is meant by "specific literary difficulties" and describe the nature of the learning problems likely to be experienced by pupils who have such difficulties. With reference to your teaching subject, critically discuss how you might support the learning of such pupils.
- Q. 2. Critically discuss how classroom behaviour and attitudes to learning can be affected by learning difficulties. What approaches to teaching and classroom organisation can contribute to positive changes in attitudes and behaviour?
- Q. 3. Discuss what is meant by differentiation in the context of mixed-ability teaching. Provide a lesson plan for your teaching subject showing clearly when and how you would differentiate to better meet the needs of those with learning difficulties.
- Q. 4. List some important considerations to bear in mind for the teaching of writing. Describe and evaluate how these might be addressed in the classroom.

## **PART II: SPECIAL TEACHING METHODOLOGIES**

Please use separate answerbooks for each section

### **SECTION A: COMMERCE**

- Q. 5. "The new Leaving Certificate Business Syllabus adequately reflects an Ireland entering the new millennium with its emphasis on enterprise and the creation of an enterprise culture." Discuss critically.
- Q. 6. 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) Foreign Trade
  - b) Club Accounts
  - c) Insurance.
- Q. 7. How far does the Junior Certificate Business Syllabus adequately prepare students for the leap in thought and insight required when they come to study Leaving Certificate Business? Discuss critically.

### **SECTION B: ECONOMICS**

- Q. 8. Prepare a lesson plan for a first lesson of forty minute's duration on any **one** of the following topics:
- a) Factors of Production
  - b) International Trade
  - c) Inflation
- Q. 9. Indicate methods of delivery and assessment you could use other than "text book teaching" to a Leaving Certificate Economics Class.
- Q. 10. What are the general aims in teaching Economics? Show how you would achieve these aims with your class.

### **SECTION C: CATECHETICS**

- Q. 11. For effective Religious Education in the classroom, it is essential for the teacher of Religion to be a person of Faith. Critically comment.
- Q. 12. Outline some of the goals a Religious Education teacher should have and critically discuss **one** of the approaches he/she could adopt in working to achieve them.

### **SECTION D: CIVIC, SOCIAL AND POLITICAL EDUCATION**

- Q. 13. "Civic, Social and Political Education is important for the individual and society." Critically discuss.
- Q. 14. a) What are the central concepts of the Civic, Social and Political Education syllabus?  
b) Which methodologies best facilitate the preparation of pupils for the responsibilities of citizenship?
- Q. 15. Outline how the teacher of Civic, Social and Political Education can develop issues or topics which arise in class beyond the limits of textbooks and course materials.

### **SECTION E: ENGLISH**

- Q. 16. Functional writing demands the use of language in practical situations in particular ways. What are the main characteristics of functional writing? Discuss strategies to foster effective functional writing with particular reference to Junior Certificate learners.
- Q. 17. a) What strategies would you use to foster a positive attitude towards learning in your English class?  
**and**  
b) Write a note on NLP and its application in the classroom.
- Q. 18. a) What techniques would you use to increase a learner's reading speed?  
**and**  
b) Write a note on efferent reading.

### **ROINN F: GAEILGE**

- Q. 19. Déan cur síos ar an gcur chuige a bhainfeá leas as chun aiste a ullmhú le rang onóracha Ardteistiméireachta.
- Q. 20. Déan cur síos ar chuid de na príomhthréithe a bhaineann leis an siollabas nua Gaeilge don Teastas Sóisearach. Céard iad príomhaidhmeanna agus cuspóirí an tSiollabais sin?
- Q. 21. Scríobh cuntas teoriciúil (le samplaí practiciúla) ar **dhá** cheann díobh seo a leanas:  
a) An Ghaeilge san Idirbhliain.  
b) An Ghaeilge sa Chéad Bhliain.  
c) Ceachtanna baile agus ceartúcháin.

### **SECTION G: GEOGRAPHY**

- Q. 22. a) Discuss and evaluate the teaching techniques and procedures which you have used and found to be particularly successful in the classroom. Illustrate with reference to specific geographical topics.

**or**

b) Outline briefly and comment on the guidelines which you would offer to senior cycle students in their approach to answering questions at the Leaving Certificate, Higher Level.

- Q. 23. Critically discuss the value of fieldwork in the teaching of Geography. Refer to specific and appropriate examples.

- Q. 24. Outline briefly how you would deal with **either**  
a) weather-chart interpretation at Leaving Certificate Level

**or**

b) ordnance survey map interpretation  
at Junior Certificate Level.

### **SECTION H: HISTORY**

- Q. 25. Cross-curricular linkage is encouraged, particularly at Junior Cycle. Select a section or sections of the Junior Certificate History course and outline how you would link it/them with other subject areas.
- Q. 26. Discuss the difficulties that students may encounter in studying History at Senior Cycle. Describe how you would help them to overcome these difficulties.
- Q. 27. Select **three** teaching aids which you have found particularly helpful in teaching History. Outline how you used them in your classes with reference to specific topics.

### **SECTION I: MATHEMATICS**

- Q. 28. Discuss the considerations necessary, to ensure its appropriateness, when selecting a textbook for use with a mixed ability class group. Support your ideas by reference to your course reading.
- Q. 29. "The Mathematical Applications course has as its primary objective the preparation of students for adult and working life. Its emphasis is therefore on the application of mathematical skills rather than on the acquisition of mathematical concepts."  
(Quotation from the Leaving Certificate Applied Draft Course Outline)  
Explain, with reference to some areas of the LCA Course Modules you have studied, how you would ensure that the course objectives would be met.

### **SECTION J: MODERN LANGUAGES**

- Q. 30. Suggest a variety of activities in keeping with the Communicative Approach which can be used to stimulate and challenge First Year pupils in the foreign language class. Illustrate your answer with examples.
- Q. 31. Suggest a variety of techniques for promoting listening skills at all levels. Illustrate you answers with examples.
- Q. 32. "Above all, it is the style of interaction, the atmosphere of co-operation and teaching/learning and the task quality in class that promote and develop communicative skills and abilities."  
Critically discuss this assertion in relation to the promotion of interaction in the classroom.

### **SECTION K: MUSIC**

- Q. 33. a) What approach would you take in teaching a 16 bar melody in **either** a major **or** minor key to Leaving Certificate pupils.  
**or**  
b) In what way would you teach the rudiments of music to a First Year class.
- Q. 34. Transition Year music gives you a lot of scope to look at different music styles outside the classical field. How would you approach this type of course?

### **SECTION L: BIOLOGICAL SCIENCES**

- Q. 35. Outline some of the principal features of the new Junior Certificate Science course and list the main aims and objectives of the course.
- Q. 36. The section of the course dealing with ecology is often omitted, at both Junior Certificate and Leaving Certificate levels, by many Science Teachers. Why, in your opinion, does this happen? Discuss how and when you might cover the Ecology section of the Leaving Certificate Biology course.
- Q. 37. Draw an outline ground plan for a Biology Laboratory which can accommodate twenty-four pupils. Sketch and label the principal features of the laboratory, including a preparation room.

**SECTION M: PHYSICAL SCIENCES**

- Q. 38. a) Why, in your opinion, have some Schools and Science Teachers failed to modify their teaching methodologies in order to cater for training in creativity?  
b) List **five** traits by which a teacher might identify a creative pupil and suggest **five** strategies that the teacher might use in order to encourage creative thinking.
- Q. 39. Briefly describe some of the experiments and demonstrations that you might carry out when teaching the Junior Certificate Science Applied Science Unit on Materials.
- Q. 40. The Overhead Projector can be a most useful tool for the Science Teacher. Describe some of the uses that can be made of this instrument.