



MASENO UNIVERSITY

UNIVERSITY EXAMINATIONS 2012/2013

THIRD YEAR FIRST SEMESTER EXAMINATIONS FOR
THE DEGREE OF BACHELOR OF EDUCATION
(SPECIAL NEEDS) WITH INFORMATION TECHNOLOGY
(HOMA BAY CAMPUS - SCHOOL BASED)

**ECT 325: SPECIAL METHODS OF TEACHING THE
PHYSICALLY HANDICAPPED**

Date: 3rd August, 2013

Time: 8.00 – 10.00 a.m.

INSTRUCTIONS:

- ◆ Attempt Question ONE (COMPULSORY) and any other TWO.

ECT 325 : SPECIAL METHODS OF TEACHING THE PHYSICALLY HANDICAPPED

SCHOOL BASED (HOMA BAY CAMPUS)

Answer Question **ONE** and any other **TWO** Questions

Q.1

- (a) Using relevant examples, define the term "Task Analysis" (6 mks)
 - (b) Outline the points to consider as a teacher when analyzing a task with the physically handicapped children. (10 mks)
 - (c) Explain at least seven steps you can use as a teacher to teach task analysis to the physically handicapped children. (14 mks)
- (30 mks)

Q2.

- (a) Define the term "backwardness". (2 mks)
 - (b) Discuss factors that may cause backwardness in learning to pupils/ children with physical handicaps. (10 mks)
 - (c) Explain how backwardness can be ameliorated. (8 mks)
- (20 mks)

Q3.

- (a) Describe five underlying purposes of the activity programme. (10 mks)
 - (b) Why should a good teacher include learners' activities as an important aspect in every lesson prepared. (10 mks)
- (20 mks)

Q4.

- (a) What is a syllabus? (2 mks)
- (b) Explain how to translate the syllabus into a scheme of work. (2 mks)
- (c) From any one of your teaching subjects provide a sample of:-
- (i) a scheme of work for two learning weeks (9 mks)
 - (ii) a lesson plan (7 mks)
- (20 mks)

Q5.

- (a) What is the difference between teacher – centred and child centred approach to teaching and learning? (5 mks)
- (b) Justify the use of child-centred approach to teaching and learning. (7 mks)
- (c) Describe what you would expect to see in a classroom of the physically handicapped where child-centred approach is adopted. (8 mks)
- (20 mks)