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Science and Technology**

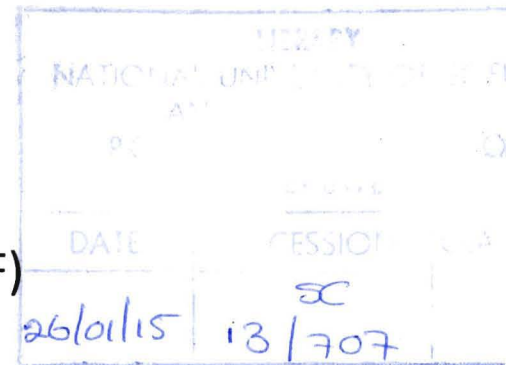
Think in Other Terms



THE TEACHING AND LEARNING OF ORDINARY LEVEL BIOLOGY
TO SPECIAL NEEDS LEARNERS, WITH SPECIFIC REFERENCE TO
CEREBRAL PALSY LEARNERS: A CASE STUDY OF K. G. VI
MEMORIAL SCHOOL IN BULAWAYO CENTRAL DISTRICT OF
BULAWAYO METROPOLITAN PROVINCE

BY

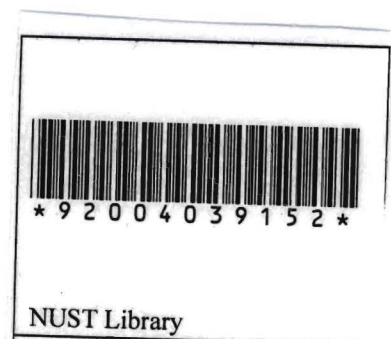
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RESEARCH PROJECT SUBMITTED TO THE NATIONAL UNIVERSITY
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DEGREE IN APPLIED BIOLOGY

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ABSTRACT

The study sought to closely look into the teaching and learning of Ordinary Level Biology to special needs learners, with specific reference to cerebral palsy learners. The study was carried out at King George VI Memorial School in the Bulawayo Central District of the Bulawayo Metropolitan Province. The study adopted the case study design and the purposive sampling technique used to select the respondents for the study. The population comprised eighteen form four students and two Biology teachers.

Some of the main findings of the study revealed that the laboratory equipment was not user friendly to the special needs learners, the teachers had low expectations of the learners' performance in Biology and that the learners' participation in the teaching and learning of Biology was limited owing to the challenges they encountered in doing their written assignments.

The major conclusions included that the limited participation by special needs learners in their own learning had a negative impact upon the teaching and learning of 'O' Level Biology and the inadequacy of supporting material and resources to enhance the process compromised the teaching and learning of 'O' Level Biology.

The study recommends that the local Examining Board (ZIMSEC) be made fully aware of the challenges encountered by the special needs learners so that examinations for special needs learners could be set differently from the conventional ones that have questions which require the drawing of scientific diagrams and graphs. The study further recommends that for the special needs learners, the 'O' Level Biology syllabus be completed over a three year

period instead of two. Finally the study recommends that schools should do their best to acquire relevant material to enhance the teaching and learning of Biology to special needs learners.