



ZIMBABWE EZEKIEL GUTI UNIVERSITY

**FACULTY OF EDUCATION, GOVERNANCE, THEOLOGY AND
LEADERSHIP**

DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY

EXAMINATION PAPER

MODULE CODE : MEPS513

MODULE TITLE : INCLUSIVE AND SPECIAL NEEDS EDUCATION

DURATION : 3 HOURS

LEVEL : 1.1

DATE 28 NOV 2025

INSTRUCTIONS TO CANDIDATES:

1. Answer three (3) questions.
2. Each question carries (100) marks.
3. Number of marks for part questions are shown in brackets.
4. Start each question on a new page.
5. This paper consists of two (2) pages.



1. Examine the assertion that every stakeholder in education has special needs, and discuss its implications for inclusive education. (100)
2. How can Universal Design for Learning (UDL) and Differentiated Instruction (DI) be applied to promote inclusivity and support learners with special needs? (100)
3. Critically evaluate how the medical model and the social model of disability can be applied to promote inclusive and special needs education. (100)
4. Describe and explain the main challenges faced in implementing inclusive education and special needs education in Zimbabwe. (100)
5. Discuss the role of communities, churches, and NGOs in supporting inclusive education and special needs education in Zimbabwe. (100)

THE END

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