



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2014

PROGRAMME: B Ed Foundation Phase
MODULE: Culture and the Natural Environment 2B
CODE: CNE 20B2
TIME: 3 hours
MARKS: 100
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MODERATOR: Dr E Jansen van Vuuren

(This paper consists of 9 pages)

INSTRUCTIONS

1. This question paper consists of THREE questions.
2. Read each question carefully before answering.
3. Questions can be answered in any sequence but ensure that you clearly number your answers.
4. Start each question on a new page.

1.5 Explain how the use of music in the classroom can assist the teacher. (2)

1.6 Read the following passage and then answer the questions:

Whilst you were on Work Integrated Learning (WIL), you were faced with a dilemma, while you were on playground duty. One of the grade one learners fell from the jungle gym and broke his arm. He was also bleeding but no one knew where the blood came from. The teacher who accompanied you became frantic because she knew nothing about First Aid.

1.6.1 Explain how you managed to calm the teacher, by explaining the following to her:

- The 2 main objectives of First Aid as well as;
- The 7 First Aid priorities and what it entails (18)

1.7 Differentiate between 'assessment *of* learning' and 'assessment *for* learning' and give an example of each. (4)

italics

[50 marks]

QUESTION 2

2.1 You have been selected as the chairperson for the **safety and security** committee at your school. As part of your duties you have been requested to draw up a plan for evacuating the building **in case of a fire**. Name the steps that you should have in the plan to ensure that every child gets out of the building safely. (8)

2.2 In the South African school context the aspect of language is seen as a form of noise. Explain this statement. (2)

2.3 List 5 examples of behaviour that could be seen as being 'dyssemic'. (5)

2.4 The Maslow hierarchy of human needs model suggests that human needs are fulfilled in different ascending levels until one may eventually achieve self-

QUESTION 3

Read the following Mail & Guardian article and answer the questions that follow:

SA education: The poorest choice

Why do South African children perform worse than those in poorer countries?

The state of education in South Africa is of nationwide concern- and so it should be. When almost 80% of grade five learners are judged to be at "serious risk of not learning to read", as measured by international benchmarks, it is not an overstatement to say that South African education is in crisis.

This crisis takes on a moral dimension when one considers that, by the age of eight, the poorest 80% of learners face a substantial learning deficit. In other words, by an early age there are already stark distinctions between the prospects of children from poorer communities and those from more affluent (wealthy) ones.

In the past 18 months we have been privileged to participate in a research project involving 10 other researchers. The culmination of this research was a report, *Low Quality Education as a Poverty Trap*, which we released at a policy workshop last week.

The aim of the research was to shed more light on the link between education and the labour market outcomes in the country. It highlighted how greatly opportunities in the labour market depend on the quality of education received and that, largely, good quality education is not available to the poor, thus limiting their chances in life. The research, therefore, suggests that interventions such as affirmative action in the labour are dealing with the issue at the wrong stage and can only reduce labour market efficiency the issue must be dealt with at school level.

SA in international context

Few outside of policy circles are aware of the extent of the underperformance of the South African education system. Three recent international tests the country participated in provide some external evidence.

Of the 50 countries tested in grade eight maths and science in the *Trends International Mathematics and Science Study* (TIMSS) in 2003, South Africa came last. Of the 40 countries tested in the Progress International Reading Literacy Study (PIRLS) grade five reading and literacy in 2006, South Africa came last.

While these two surveys tested mainly rich countries, some middle -income countries also participated.

Performance in poor schools

The enduring problems with school quality in the bulk of the education system constrain the ability to provide a pathway out of poverty for poor children. Such children frequently attend schools with a lack of discipline, weak management and similarly weak teaching. This relationship between poverty and low-quality tuition is reinforced through several social mechanisms, including the influence of parents and peers.

In analyzing the above-mentioned data sets, we found that some issues kept reappearing as important hindrances to school performance:

Teachers and assessment

Teachers are at the heart of education and the equality of education provided cannot exceed the quality of teaching offered. Yet many teachers set extremely low levels of cognitive demand for their pupils. Consequently, in much of our schooling system, teachers, principals, curriculum advisers and parents are all oblivious (unaware) to the level of underachievement of learners. Many teachers simply do not know that some of their grade six learners are actually performing at a grade three level as the national education department pointed out almost a decade ago. Parents receive little feedback about the true performance of their children. For some learners who fail matric dismally, that examination is the first proper assessment they have undergone. That is why the standardized annual national assessment introduced this year in grades three, six and nine are clearly a step forward to give pupils and parents independent feedback at stages earlier than matric and to assist

School management and accountability

Without a principal who manages school resources efficiently and ensures that teachers arrive at school on time, cover the curriculum and assess at an appropriate level, any policy intervention will achieve limited success. Teachers need to be accountable to principals and principals to parents and the department. There should be enforcement of standards through appropriate sanctions, where required. Accountability devoid of consequences is not accountability. Whereas measures to enforce accountability may have been taken to extremes in some developed countries, in South Africa we have a predisposition towards doing the opposite.

Textbooks

Access to textbooks improves reading performance. Government efforts to put textbooks in schools have often foundered (failed) when such books are not given to learners to use and take home. It is not unknown for textbooks to remain locked away in school storage cupboards.

Assessment rubric – case study essay question 3.1					Marks
Component	Inadequate	Emergent/developing novice social justice agent	Novice social justice agent		
Use of language	Inadequate use of language, spelling rules, grammar and punctuation 0	Adequate use of punctuation and grammar but evidence of spelling errors 1	Excellent use of language, grammar and spelling rules 2		
Addressing the points raised in the case and personal experience	Student does not make reference to the important elements raised in the case and personal experience. A point of view is not taken and argument is weak/ simplistic 0-2	Student makes adequate reference to the important elements raised in the case and personal experience. Point of view is taken and argument is somewhat clear. However some greater depth of discussion could enhance the argument 3-5	Student makes clear reference to the important elements raised in the case and personal experience. Point of view is taken and argument is clear and contains a number of excellent components/elements for argumentation 6-8		
Level and coherence of overall argumentation	Very vague statements, means of expression unacceptable/ unclear with respect to argumentation. There is no balance between points raised in the case and personal experience. No/ little logical progression of ideas and no/ little coherence. Mainly bulleted points. 0-1	Vague statements, means of expression acceptable/ clear with respect to argumentation. The sentences and paragraphs and argument are not coherent and cohesive. Good balance between points in the case and personal experience 2-3	Very clear statements supported by evidence, means of expression particularly clear with respect to argumentation. The text is coherent and the argument flows logically. The discourse shows excellent balance between points in the case and personal experience 4-5		