



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER SUPPLEMENTARY EXAMINATION
2015

PROGRAMME: B Ed Foundation Phase and B Ed Intermediate Phase
MODULES: English for the Foundation Phase 2B
English for the Intermediate Phase 2B
CODES: EFP20B2 and ENGIPB2
TIME: 2 hours
MARKS: 100
EXAMINER: Mrs B Short
MODERATOR: Ms G Petker

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of ELEVEN pages and FOUR questions.
2. Answer all the questions.
3. Number your answers according to the question paper.
4. Write neatly and legibly.

QUESTION 1: Essay

1.1 Write an academic essay in no more than TWO (2) pages where you discuss one of the following topics. (Guidelines for writing the essay can be found on the next page)

- a. Differentiation
- b. School Based Support Teams
- c. One year induction for newly qualified teachers
- d. Full service schools

The essay should be structured in the following way:

- ☐ Paragraph 1: Introduction
- ☐ Paragraph 2: Argument point 1
- ☐ Paragraph 3: Argument point 2
- ☐ Paragraph 4: Argument point 3
- ☐ Paragraph 5: Conclusion

[25]

QUESTION 2: Genres

2.1 Examine the following academic texts and complete the table below

Text A

REVIEW

The Challenge of Education and Learning in the Developing World

Michael Kremer,¹ Conner Brannen,² Rachel Glennerster^{2*}

Across many different contexts, randomized evaluations find that school participation is sensitive to costs: Reducing out-of-pocket costs, merit scholarships, and conditional cash transfers all increase schooling. Addressing child health and providing information on how earnings rise with education can increase schooling even more cost-effectively. However, among those in school, test scores are remarkably low and unresponsive to more-of-the-same inputs, such as hiring additional teachers, buying more textbooks, or providing flexible grants. In contrast, pedagogical reforms that match teaching to students' learning levels are highly cost effective at increasing learning, as are reforms that improve accountability and incentives, such as local hiring of teachers on short-term contracts. Technology could potentially improve pedagogy and accountability. Improving pre- and postprimary education are major future challenges.

Text B

and since by definition $dx = \mathbf{x} \cdot d\mathbf{l}$, $dy = \mathbf{y} \cdot d\mathbf{l}$, and $dz = \mathbf{z} \cdot d\mathbf{l}$, Eq. (3.70) can be rewritten as

$$dT = \mathbf{x} \frac{\partial T}{\partial x} \cdot d\mathbf{l} + \mathbf{y} \frac{\partial T}{\partial y} \cdot d\mathbf{l} + \mathbf{z} \frac{\partial T}{\partial z} \cdot d\mathbf{l} \\ = \left[\mathbf{x} \frac{\partial T}{\partial x} + \mathbf{y} \frac{\partial T}{\partial y} + \mathbf{z} \frac{\partial T}{\partial z} \right] \cdot d\mathbf{l}. \quad (3.71)$$

The vector inside the square brackets in Eq. (3.71) defines the change in temperature dT corresponding to a vector change in position $d\mathbf{l}$. This vector is called the *gradient* of T , or *grad T* for short, and it is usually written symbolically as ∇T . That is,

$$\nabla T = \text{grad } T \triangleq \mathbf{x} \frac{\partial T}{\partial x} + \mathbf{y} \frac{\partial T}{\partial y} + \mathbf{z} \frac{\partial T}{\partial z}, \quad (3.72)$$

and Eq. (3.71) can be expressed in the form

$$dT = \nabla T \cdot d\mathbf{l}. \quad (3.73)$$

The symbol ∇ is called the *del* or *gradient operator* and is defined as

Text C

Psychological Science OnlineFirst, published on September 10, 2013 as doi:10.1177/0956797613488145



Research Article

Talking to Children Matters: Early Language Experience Strengthens Processing and Builds Vocabulary

Adriana Weisleder and Anne Fernald

Department of Psychology, Simon Fraser University


Psychological Science
Volume 24(9)
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Abstract

Infants differ substantially in their rates of language growth, and slow growth predicts later academic difficulties. In this study, we explored how the amount of speech directed to infants in Spanish-speaking families low in socioeconomic status influenced the development of children's skill in real-time language processing and vocabulary learning. All-day recordings of parent-infant interactions at home revealed striking variability among families in how much speech caregivers addressed to their child. Infants who experienced more child-directed speech became more efficient in processing familiar words in real time and had larger expressive vocabularies by the age of 24 months, although speech simply overheard by the child was unrelated to vocabulary outcomes. Mediation analyses showed that the effect of child-directed speech on expressive vocabulary was explained by infants' language-processing efficiency, which suggests that richer language experience strengthens processing skills that facilitate language growth.

Text D

<div style="text-align: center;">  Interviewing Rubric </div>				
	3	2	1	Grade
Speaking	You spoke slowly and clearly so the judge understood you	You spoke slowly, but not clearly OR you spoke slowly, but not clearly	You spoke neither slowly nor clearly	
Goal What was your goal in the project?	Goal was clearly stated and explained with no mistakes	Goal was stated and explained with 1-2 mistakes	Goal was stated and explained with many mistakes	
Hypothesis What was your hypothesis and why did you think this would happen?	Hypothesis was clearly stated and explained with no mistakes	Hypothesis was stated and explained with 1-2 mistakes	Hypothesis was stated and explained with many mistakes	
Conclusion What is your conclusion and why?	Conclusion was clearly stated and explained with no mistakes	Conclusions was stated and explained with 1-2 mistakes	Conclusion was stated and explained with many mistakes	
Next Based on your investigation, what would you do next if you were to continue this experiment? Would any changes be made?	The idea for what you would do next was thoughtful and made sense. It was clearly stated and explained with no mistakes	The idea for what you would do next was thoughtful and made sense but was not clearly stated or explained	The idea for what you would do next was not thoughtful or did not make sense	

Total: _____/15

Text E

Bilingual Department

Larkin High School

Evan, Illinois

Name: _____

Date: _____

LAB REPORT**Introduction**

Hypothesis you are trying to test

Materials

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

Procedure

1. _____
2. _____
3. _____
4. _____
5. _____

2.1.1 Redraw the table below into your answer book. Insert answers into the blank spaces. (Remember you must use the various texts in the pages before this to assist you in completing the table).

Text	Genre	Audience	Purpose	Language
A				
B				
C				
D				
E				

(20)

2.2 What is meant by the phrase “discipline specific genre”? Provide two (2) examples to explain your response.

(5)

[25]

QUESTION 3: Language focus

3.1 Formal/informal language

Review the table below. Match the informal phrase to suit the appropriate formal phrase. You need not draw the table in your answer book. Write down only the number and corresponding letter in your response.

	Informal	Formal
1	Life is not a rose garden. Life is tough.	a. The trend of globalisation makes it necessary for many people to...
2	On top of that...	b. To state it briefly / In brief....
3	In a nutshell...	c. The points for and against...
4	Last but not least...	d. Incidentally...
5	Government must make laws...	e. Life presents a number of challenges.
6	Hong Kong is an international city, so we all must...	f. There are advantages and disadvantages to...

7	Every coin has two sides.	g. Another point is that...
8	By the way...	h. There is a need for laws...
9	Pros & cons of...	i. Cooperation between the Government and the public is vital...
10	Government & the people must join hands together.....	j. A final and equally/very important point is.

(10)

3.2 Identify the following sentence types (Compound-complex, complex, compound or simple)

3.2.1. You may use the computers, handouts, and books in the Granite Oaks library. (1)

3.2.2. All Granite Oaks teachers assist students with writing, and they know about sentence patterns and paragraph construction, too. (1)

3.2.3. You may use the resources in the library and classrooms before and after school with an appointment, but the resources may not be removed from the rooms. (1)

3.2.4. For additional writing assistance, you can make an appointment with your teacher. (1)

3.2.5. Because students have individual needs, your teachers are trained to question students in order to draw out specific needs from each student. (1)

3.3 Provide more suitable academic vocabulary for the verbs in the table below. You need not redraw the table below, Instead only write the answers in your answer paper using the numbering provided.

3.3.1	The pass rate <i>went up</i> significantly
3.3.2	The staff meeting has been <i>put off</i> .
3.3.3	The government will be <i>cutting down</i> on costs
3.3.4	Symptoms of depression are always <i>picked up</i> too late
3.3.5	Researchers have <i>found out</i> that there is a relationship between poverty and poor performance

(5)

3.3 List three characteristics of a phrase? Provide an example for each characteristics noted.

(5)

[25]

QUESTION 4: Texts

4.1 Read the following text and create a graphic display (mind map, flowchart, spider diagram or cluster) to show your understanding of the content. (10)

Education in South Africa: Where Did It Go Wrong?



Wednesday, 11 September, 2013 - 10:31

In this article the author focuses on the challenges facing the South African education system and also suggests possible solutions to some of these challenges

"It's bad. It just is," says Malehlohonolo Khauoe about the education she received at a rural school outside Matatiele in South Africa's Eastern Cape, the country's worst-performing region. Schooling here is so inferior that the national education ministry took over its management.

This is the frontline of the education crisis in South Africa. The 19-year-old is one of its millions of victims. When pressed to describe what is so bad at her school, she says the "problem is mostly with the teachers."

Gugulethu Xhala, 20, is from the same village but went to a different school in the area. She agrees: "Teachers sometimes just talk about whatever, nothing to do with education. They are not being monitored to make sure they are doing a good job."

Both women have dropped out: Xhala after grade 8 and Khauoe in the middle of grade 11 (the penultimate year of high school) when she fell pregnant. Neither has a job and without a decent education their prospects are bleak.

South Africa spends 20 percent of its budget on education, or 6.4 percent of gross domestic product (GDP) (considerably more than many other emerging market

economies) and yet performs dismally in international comparisons. The World Economic Forum's competitiveness index for 2012–2013 ranks South Africa's overall education system at 140 out of 144 countries, and its maths and science education at 143 out of 144.

The minister of basic education, Angie Motshekga, denies there is a crisis. She must be blind: 1.2 million children were enrolled in grade 1 in 2001, but only 44 percent stayed in the system to take their National Senior Certificate (NSC) in 2012. Only 12 percent of that grade 1 cohort ended up passing their NSC well enough to study for a university degree; and only 11 percent passed maths with a mark of 40 percent or above.

Why, then, is South Africa not reaping what it spends? Khauoe's and Xhala's experiences highlight three critical factors that affect educational outcomes: teachers, the management of teachers, and outside disruptions to schooling (in Khauoe's case, falling pregnant). Jennifer Shindler, a specialist manager at JET Education Services, a nonprofit research and development organisation, terms these "In-classroom factors, such as teaching and resources; in-school factors, such as leadership and management; and out-of-school factors, such as parental involvement and socio-economic circumstances."

Teachers take the flak for South Africa's declining education standards. "The content knowledge of teachers is a serious challenge," admits David Silman, a director at the basic education department. Ariellah Rosenberg, head of educator empowerment at ORT SA, a nonprofit organisation that provides teacher training and skills development, agrees. "Education is only as good as your teachers, and our universities are failing to produce quality teachers, particularly in maths and science. Teachers also have patchy content knowledge. We go to schools and find that teachers are only teaching the parts of the curriculum that they are comfortable with."

Madelaine, 62, who asked to remain anonymous, is a teacher with 40 years' experience in a formerly white public high school east of Johannesburg. She agrees that teachers do not know enough. Recently, a department head in her school gave a test to pupils studying tourism. It asked them to name two countries in South America. Italy was among the answers suggested by the department head, Madelaine says. "A professional attitude needs to be instilled into young people entering the [teaching] profession. For many people it is 'sheltered employment', as they fail to meet deadlines and present quality lessons and yet are never sanctioned," she says.

One fix would be to introduce school inspectors. The South African Democratic Teachers Union (SADTU), the country's largest teaching union, is opposed. Their stance harks back to a time when inspectors from the white National Party government were viewed with suspicion in black schools. "They were just there to find fault, policing teachers without playing a development role," said Mugwena Maluleke, SADTU general secretary, in December 2012 when President Jacob Zuma proposed reintroducing inspectors.

However, both Silman and Shindler suggest that much can be done even without inspectors. "There are two factors crucial in education: teachers and management," Silman says. "A well-run school will almost always have a good principal."

School management, which largely depends on principals, is one of the 'in-school' factors mentioned by Shindler. Education district offices, which fall under provincial education departments, are supposed to support and monitor schools both in administration and subject areas. However, Shindler says, the districts are often understaffed and their personnel may not have the right skills. The districts cannot visit and support schools often or effectively enough to ensure good quality education.

Without well-functioning district support and monitoring, a school's success often comes down to its principal. School governing bodies (SGBs) hire principals subject to the approval of the provincial heads of department. A well-run school is therefore likely to have a well-functioning SGB, states Silman. SGBs include teachers and pupils, but a majority of their members must be parents.

However, about two-thirds of South African children do not live in the same household as their biological parents. Poverty and adult illiteracy often prevent parents who are present from getting more involved in their children's education. "In our interventions in education we are often missing the parents," explains Rosenberg. "Parents play a huge role, but I think often parents don't have the knowledge of how to help."

The value of education in South Africa has been lost, says Jonathan Jansen, rector and vice-chancellor of the University of the Free State. It started in the 1950s with the destruction of church schools, which historically had been a source of 'intellectual consciousness' in the black population, says Jansen. The 1976 student uprising also eroded the authority of teachers and the state as providers of education, he argues. This effect can be seen today when people (including parents) blockade schools or burn libraries during community protests.

Other out-of-school factors, such as poverty, shackle the attitude of parents and society towards education. "Socio-economic factors go down through generations and starkly affect educational outcomes for children," according to Shindler. Some 36 percent of seven to 24-year-olds are not in education because they do not have enough money for fees, according to Statistics South Africa. Family commitments, having to work at home, and pregnancy account for another 26 percent of those not receiving instruction. Only seven percent are not in education because they consider it useless.

Many bright young people are missing out on the chance of getting a higher education because they cannot afford it, states Jansen. "There are not enough bursaries for the bulge of students now coming out of the school system," he explains, even if pupils unqualified to study for higher education are excluded.

His point highlights an area of success that is easily overlooked amid the disaster stories coming out of South Africa's education system. Access to education has improved dramatically over the last few decades. In 1980, just 30 000 black African pupils took their matric (the predecessor to the NSC). Now over 400 000 black

candidates sit the exam every year. The number of children enrolled in pre-primary schools has nearly trebled in the last decade alone.

Yet this improved access has brought with it the challenge of educating a fast-expanding school population using teachers who were often themselves the product of apartheid-era Bantu (black) education. "In criticising education policy in South Africa, people often forget the challenges that were faced after 1994," says Shindler.

"The transition period involved a difficult process of amalgamating all the old education departments, equalising expenditure and distributing teachers. On the whole I think very good policies were introduced to handle that process." Some would disagree, arguing that post-apartheid policies have been part of the problem, in particular the frequent changing of the curriculum.

Silman admits that compromises were made in this transition period, particularly in giving the provinces more power over education. "I can understand the desire after the apartheid era to decentralise power over government functions like education, but it can make it very hard for a national department to ensure that its policies are implemented effectively."

Arguably the failures in South Africa's education system reflect the problems that have beset governance in the country more generally since 1994. A lack of skills, monitoring and accountability have led to poor policy implementation, inferior training of teachers and bureaucrats, and a system many people have lost hope in. Those who can afford to are increasingly sending their children to private schools.

"It does seem that parents are voting with their feet," says Simon Lee, information manager at the Independent Schools Association of Southern Africa. The number of pupils in independent schools nearly doubled between 2000 and 2012 to over 500 000. The government also does not express the same degree of hostility to the private sector as it does in other fields, such as health. A number of public-private initiatives, ranging from teacher training to the sharing of resources, show that cooperation is being embraced to the benefit of schools and pupils.

Unfortunately, any solution will come too late for Khauoe and Xhala and millions of others.

- **Lucy Holborn** was research manager at the South African Institute of Race Relations and now works as an analyst at Ernst & Young Advisory Services. This article first appeared in *Africa in Fact*, the journal of Good Governance Africa.

- 4.2 The above text provides an author's opinion indicating that the South African education system is in trouble. Write a paragraph in no more than half a page about what you as a future teacher can do to help improve the South African education system? (15)

[25]

TOTAL: 100

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