



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE EXAMINATION 2016

PROGRAMME: B Ed Foundation and Intermediate Phase
MODULES: English for the Foundation Phase 3A
 English for the Intermediate Phase 3A
 Language and Literacy for Teaching 3A
CODES: EFP10A3, ENGIPA3 and LLT3A10
TIME: 2 hours
MARKS: 100
EXAMINER: Ms G Petker
MODERATOR: Mrs C Alison

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

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

QUESTION 1

Comparative study of novels and autobiographies

In a two page essay identify and discuss at least two of the four common themes which are found in the books you have studied this semester, namely 'Oliver Twist and Nelson Mandela's – Conversations with Myself'. Ensure that you give equal attention to each of the themes in the essay and provide examples from the texts to support the points you make.

[20]

QUESTION 2**Comparative study of short stories**

This question requires of you to provide a comparative analysis of two short Stories '*The Quarry*' by Alan Paton and '*The Rocking Horse Winner*' by D H Lawrence.

2.1.1 Discuss three major themes in each story. (6)

2.1.2 In the story '*The Rocking Horse Winner*', Paul has an extensive conversation with his mother about luck. Discuss the effect this has on him. Provide two reasons for your response. (4)

2.1.3 Explain the events in the story '*The Quarry*' that break down barriers between people of different race groups. (6)

2.1.4 Each story takes place in different historical periods, yet they have similar moral lessons to teach. Write down four sentences to describe the moral lessons you learned from each of these stories. (4)

[20]

QUESTION 3**Literary theory and children's literature**

3.1 Draw a mind map with brief summary notes where you outline the main ideas as expressed by the author in the article '*Literary theory and children's literature: Interpreting ourselves and our worlds*'. (10)

3.2 Write an analysis of the story '*Lightning Bird*'. In this analysis you are required to:

3.2.1 Compare the characters Makulu and Mpundulu. (6)

3.2.3 Discuss three life lessons this story aims to teach. (2)

3.2.3 Explain in two sentences how the illustrations used in this story impact on the reader. (2)

[20]

QUESTION 4**Comparative study of poetry**

Review the extracts from the two poems below then answer the questions that follow:

A Tree was Chopped Down

Zindzi Mandela

*A tree was chopped down
and the fruit was scattered
I cried
because I had lost a family
the trunk, my father
the branches, his support
so much
the fruit, thee wife and children
who meant so much to him
tasty
loving as they should be
all in the ground
the roots, happiness
cut off from him*

To a small boy who died at Diepkloof Reformatory

Alan Paton

Small offender, small innocent child
With no conception or comprehension
Of the vast machinery set in motion
By trivial transgression,
Of the great forces of authority,
Of Judges, magistrates, and lawyers,
Psychologists, psychiatrists, and doctors
Principals, Police and sociologists,
Kept moving and alive by your
delinquency,
This day, and under the shining sun
Do commit your body to the earth
Oh child, oh lost and lonely one

- 4.1 Provide a detailed explanation of how each poem highlights oppression and social injustice. (10)
- 4.2 Analyze the extract from the poem '*To a small boy who died at Diepkloof Reformatory*'
- 4.2.2 The title of the poem is suggestive of an ode. Explain in two sentences why this is ironic. (2)
- 4.2.2 Write down the line that provides an example of alliteration and onomatopoeia. (2)
- 4.2.3 Explain how the words 'under the shining sun' is suggestive that the boy is better off. (2)
- 4.3 Analyze the poem '*A Tree was Chopped Down*'
- 4.3.1 In line 2 '*the fruit was scattered*'. Explain who the poet is referring to here. (2)
- 4.3.2 Discuss the extended metaphor in this poem. (2)

[20]

QUESTION 5**Researching reading abilities: A South African Perspective**

Based on your reading of the article '*Supporting transition or playing catch-up in Grade 4? Implications for standards in education and training*' by Elizabeth Pretorius.

Answer the following questions:

5.1 Foundational reading skills are supposedly developed in the first three years of schooling during which period there is generally a strong emphasis on teaching letter-sound relations and developing decoding skills. With reference to this differentiate between:

5.1.1 '*Learning to read*' (3)

5.1.2 '*Reading to learn*' (3)

5.2 Describe in a half page summary why poverty would play a role in disadvantaging learners reading ability according to the author. (10)

5.3 The author refers to the involvement of South Africa in the PERLS study. Explain what the outcome of this PERLS study was. (4)

[20]

TOTAL: 100

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