



## *DEPARTMENT OF ENGLISH*

### **SUPPLEMENTARY EXAMINATION: DECEMBER 2016**

<b><u>COURSE:</u></b>	<b>ENGLISH 1D</b>	<b><u>TIME:</u></b>	<b>3 HOURS</b>
<b><u>COURSE CODE:</u></b>	<b>ENG0D21 / ENGEX1D / ENG1D21 / ENG0DA1</b>	<b><u>MARKS:</u></b>	<b>100</b>

**EXAMINERS:**

1. Dr D.M. Layton  
Dr C.D. Mpanza  
Ms N. Felix  
Dr J. Lwanga-Lumu
2. Prof. C. MacKenzie

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**THIS PAPER CONSISTS OF EIGHT (8) PAGES**

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#### **INSTRUCTIONS:**

1. THIS PAPER CONSISTS OF TWO SECTIONS: SECTION A AND SECTION B.
2. YOU ARE REQUIRED TO ANSWER ALL THE QUESTIONS IN BOTH SECTIONS.
3. WRITE YOUR ANSWERS IN THE ANSWER BOOKS PROVIDED.
4. USE A SEPARATE ANSWER BOOK FOR EACH SECTION (A AND B).

## **SECTION A:**

### **Question 1 [10 marks]:**

Write ONLY the number of each of the following statements and say if they are *true* or *false*:

- 1.1. An argument essay consists of many main claims.
- 1.2. An argument essay should form a cohesive whole.
- 1.3. Transitions indicate the direction of an argument.
- 1.4. Evidence speaks for itself and needs no explanation.
- 1.5. Evidence is the facts or sources that support an argument.
- 1.6. When you paraphrase there is no need for a citation.
- 1.7. To synthesise means to combine separate elements to form a single unit.
- 1.8. Integral in-text citation is the inclusion of the author as a part of the sentence.
- 1.9. A counter-argument weakens your essay.
- 1.10. A counter-argument is a viewpoint that opposes the main argument.

### **Question 2 [10 marks]:**

- 2.1 Name any **TWO** ways in which information can be reported. (2)
- 2.2 Briefly explain what each of the following concepts mean:
  - 2.2.1. Statistical evidence (2)
  - 2.2.2. Research findings (2)
- 2.3 When you read a source or a text, how do you differentiate between ideas that are the writer's own and those that are not the writer's own? (4)

### **Question 3 [30 marks]:**

- 3.1 When is it ideal to:
  - 3.1.1. Paraphrase information that you want to cite? (2)
  - 3.1.2. Summarise information that you want to cite? (2)
- 3.2 List **FIVE** types of information that can be used to back a claim. (5)
- 3.3 Explain the difference between a fact and an opinion. (2)
- 3.4 When writing an essay, give **FOUR** instances where your own voice can be integrated when presenting your argument. (4)
- 3.5 Give **THREE** instances when you would define key words or terms in an introduction. (3)
- 3.6 Briefly explain what is meant by the following concepts with regard to academic sources of information:

- 3.6.1. Peer reviewed (2)
- 3.6.2. Scholarly (2)
- 3.7 How does popular evidence differ from scholarly evidence? (4)
- 3.8 Name any **TWO** sections you would refer to in each of the following types of sources in order to determine whether they are suitable to use in your essay:
- 3.8.1. Journal article (2)
- 3.8.2. Academic textbook (2)

## **SECTION B:**

**Use a separate answer book to answer questions in this section**

### **Question 4 [10 marks]:**

- 4.1 Write **FOUR** questions that you would ask yourself to determine the suitability of a text for use when writing an academic essay. (4)
- 4.2 Why is the use of sources important in academic writing? (2)
- 4.3 Why is referencing important in academic writing? (2)
- 4.4 When do you need to reference any material that you have used in your academic writing? (2)

### **Question 5 [40 marks]:**

Write a six paragraph argument essay on the following topic: 'Decolonising the curriculum in Higher Education in South Africa'. Your essay must make use of the sources provided below. All the texts and references have been adapted for the purpose of this exam.

Your essay must include:

- an introduction;
- an underlined thesis statement;
- three body paragraphs that discuss sub-claims;
- a counterargument;
- a conclusion;
- references; and
- a reference list.

## **TEXT A**

### **Decolonising the curriculum: it's time for a strategy**

In April 2015 a statue of colonialist Cecil John Rhodes was removed from the University of Cape Town's campus in South Africa. The statue was the flash point around which students organised themselves under the banners of #RhodesMustFall, #FeesMustFall and drove a national – later international – debate about decolonisation and structural change in universities.

In the 14 months since the statue was removed, there has been a great deal of debate about “decolonising the curriculum” but very little change. This is understandable – statues fall, fees fall but curricula don't “fall”. There is a risk that because of fatigue, frustration, and silencing this important moment will pass by. It will take years if not decades to gain momentum again. It is important to be clearer about the range of issues that feature under the “decolonising” banner.

***Suellen Shay is Dean and Associate Professor at the University of Cape Town.***

Shay, S. 13 June 2016. Decolonising the curriculum: it's time for a strategy. **Sunday Times**:16.

## **TEXT B**

### **Challenges facing universities in South Africa: Decolonising the curriculum.**

Earlier contributions to this topic merely list many entangled demands. What is needed is a list of challenges. There are three which this article will explore and these are by no means the only ones and are not discussed in order of priority. It has been found that they recur again and again. With a proper, focused strategy and resources, they can be tackled – and universities can ensure that these crucial debates result in real change.

Challenge #1: A “fit” undergraduate curriculum. One of the challenges raised is that South Africa's undergraduate curriculum is simply no longer fit for its purpose. This echoes a much bigger debate in other parts of the world and raises fundamental questions about the appropriateness or “fitness” of the existing undergraduate bachelor's degree across disciplines.

Challenge #2: Real world relevance. This notion of “relevance” is another challenge. Professional areas of study like health sciences, engineering and law have grappled with their relevance to the “real world”. For example, in an African medical curriculum, should universities prepare students for the problems of first world specialists or those of doctors working in poor, rural areas? Or both? Many professional curricula have shifted to problem-based or problem-centered.

A focus on problems raises other issues: the balance and sequence of theory and practice, and the plurality of theories and methods required to solve the problems. Very few of today's

“wicked” problems can be solved through one perspective or one method of investigation. These kinds of curriculum change are highly complex and contested but are being tackled in many disciplines.

Challenge #3: Students' voices must be heard. Students argued that they need to have a voice or a say in curriculum matters that affect them. This raises issues of meaningful representation of students on departmental and programme governance structures. Some academics will be concerned or even opposed to this. They need not be.

Students are not naive about their role in curriculum change. They know they are not the experts — they have come to university to be taught by the experts. But they do have a perspective that comes from their experiences both inside and outside the classroom. If students' input is valued, the overall quality of the curriculum will be strengthened.

***Eileen Scheckle is a Professor of Education at the Nelson Mandela Metropolitan University.***

Scheckle, E. March 2016. Challenges facing universities in South Africa: Decolonising the curriculum. **TESOL Quarterly**, 1(1): 227.

## **TEXT C**

### **Decolonising the curriculum – A student call in context**

South Africa's student movement focussed around calls for the removal of a statue of the imperialist megalomaniac and renowned 'philanthropist', Cecil John Rhodes, from the University of Cape Town. Rhodes was an avid businessman whose accumulated wealth stemmed largely from mining in Southern Africa, and he was also the colonial driver instigating the creation of the Rhodesian territory.

The protest actions, since their inception, demanded the removal of the statue along with firm commitments to address worker rights, curriculum and several other issues that were laid out in full in a petition by the aptly named #RhodesMustFall movement in March 2015, which called consequentially for 'decolonisation' of the university and South African society as whole.

In centring the demands for curriculum decolonisation, society finds itself at a clear juncture where the very project of the 'university' and in particular in its relation to colonialisation as a process is called into question. Decolonisation therefore becomes the process through which the negative effects of colonialism are fought against, with the intention of giving rise to an environment where self-reliance and self-determination become possible.

With those crucial elements in mind, questions need to be asked at a macro-political level. For example: 'To what extent do universities in South Africa provide content and programmes that respond to the social context that is among the most unequal on the planet?' Narrowing the scope, consideration should be given to asking what extent classrooms themselves are providing spaces for students and teachers to interrogate their

contexts, material conditions, experiences, ideals and dreams in the learning effort, and by consequence to what extent are they able, collectively, to generate more contextually relevant research that resolves our society's contradictions instead of reinforcing them.

***Brian Kamanzi is a Cape Town-based writer and electrical engineer by trade committed to the social upliftment of his fellow people. He is a Pan-Africanist eager to make contributions to the movement and form cross-cultural connections with others in the struggle towards African liberation.***

Kamanzi, B. 2015. **Decolonising the curriculum – A student call in context.** Johannesburg: Penguin University Press.

## **TEXT D**

### **Old questions, new ideas: Decolonising the curriculum in South Africa**

The issues raised around the impact of curriculum during this period are of course questions as old as the formation of universities themselves, such as 'What is knowledge? How is knowledge produced? Who is 'allowed' to produce knowledge?

What assumptions are made about the ideal learner? What are the student-teacher relationship models?

An interesting example of how these questions play out relates to the so-called 'hard sciences' and applied fields, including but not limited to the expanding branches of engineering. These ways of seeing and developing knowledge have themselves developed out of particular needs and conditions within society and are grouped together in disciplines and professions in ways that must be reflected on critically.

The departments and faculties in charge of the production of these kinds of knowledges and training find themselves housed in public institutions, contributing in particular to the technological requirements of 'modern' society accelerated undoubtedly by the industrial revolution and warfare, notwithstanding the demands of infrastructure, health care and energy, to list a few.

The process of 'decolonisation' therefore, as it relates to the so called 'hard sciences', does not reject the study of atoms or organic molecules as perversions of euro-centric thought but looks at the nature of curriculum itself and critically engages with the impact of different 'ways of seeing' on the knowledge production process as a whole.

In raising the proverbial mirror to the work that universities do, the call for decolonisation encourages the academic to be intentional in the work done and mindful of what it contributes for better or worse providing direction as to the trajectory of the combined efforts.

***Dr Delicia Langenhoven is Chair of the Department of Curriculum Studies at the Northlink College of Education.***

Langenhoven, D. 15 March 2016. Old questions, new ideas: Decolonising the curriculum in South Africa. **Mail & Guardian**: 15.

## **TEXT E**

### **Don't just decolonise SA universities' curriculum – change the structure too**

It is critically important that South African universities are decolonised. This will involve creating a radically altered curriculum and producing a genuinely diversified academic population.

But there's another aspect of the decolonisation debate which has received less attention and yet is the most crucial: the entire curriculum structure is part of South Africa's colonial inheritance.

The three-year bachelor's degree offered by South African universities is not a universal norm. Many countries around the world – including the US and China – have a four-year undergraduate degree. Hong Kong overhauled its colonial era higher education system significantly in 2012 to start offering four-year undergraduate degrees.

What's wrong with three-year degrees?

A look at the national data on drop-out rates shows that many students are simply not prepared for university. Professor Ian Scott has argued that the higher education system is failing most South Africa students by refusing to acknowledge the persistent inequalities in education. The playing field is not level.

Almost half of the students who enter South African universities drop out without completing their degrees. A lack of funding is one reason frequently given for dropping out. Others say that institutions don't do enough to support students negotiating the transition from poorly resourced secondary schools to university. High dropout rates are common worldwide, but South Africa is also dealing with a low participation rate – only about 18% of the population enrolls in higher education.

The gaps between primary and secondary schooling and the university system educationally disadvantage a significant proportion of students. This contributes to feelings of humiliation and failure; and ultimately, to unacceptable, racialised differences in academic results.

At the moment, an extended degree is offered only to specific students. It allows them to carry a lighter course load in first year and extends the traditional three-year curriculum to four. Extended degrees should not be reserved for a small minority of black students. They should be the norm. This would acknowledge that a significant proportion of our students – even those who have benefited from good public schooling – are not adequately prepared for university, and particularly for the programmes that require maths and science.

A four-year degree can offer great opportunities beyond simply levelling the playing fields. For instance, all students could then take an African language, pick up electives outside

their major and take courses to broaden their perspectives. All of this can strengthen their future job prospects.

***Dr Marcelle Harran is an Associate Professor at the University of Cape Town.***

Harran, M. 13 July 2016. Don't just decolonise SA universities' curriculum – change the structure too. **The Sunday Times**: 22.

**END OF PAPER [100 marks]**