



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Advanced Theory: Curriculum Perspectives (ATC9X10)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: May 2018

<u>DATE</u>	: 07.06. 2018	<u>SESSION</u>	: 12.30
<u>ASSESSOR(S)</u>	: Prof. M. Modiba		
<u>MODERATOR</u>	: DR R Nsibande		
<u>DURATION</u>	: Hand in	<u>MARKS</u>	: 100

NUMBER OF PAGES: 2 Pages

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Number your answers clearly

There is a dearth of literature mapping and theorizing curriculum thinking in South Africa/your country. This project offers you an opportunity to 'begin chipping' at this void by drawing on what you have learned in this module. It requires you to reflect on the module content and discuss the latest school curriculum policy(ies) in your country remembering that to develop new knowledge in a socially just manner, "knowledge systems (including Western science) as sets of local practice.... 'decentre' them and develop a framework within which different traditions can equitably be compared". (Gough, 2000:335)

Reflect on a curriculum policy(ies) for a subject of your choice and provide a critical discussion of the following questions:

- (a) On what basis is Gough making this argument?
- (b) What perspective in the field of curriculum studies is relevant to this viewpoint?
- (c) How does the viewpoint assist you to understand the values underpinning curriculum policy(ies) for schools in your country? Your discussion should highlight the issues/principles that you consider central to these values.
- (c) Highlight the implications of these values to curriculum thinking in your country.
- (d) What is the relationship, if any, between the Gough's perspective and Giroux's notion of border pedagogy?

Your discussion should draw on curriculum documents you provide as evidence and readings dealt with in the module.