



DEPARTMENT OF ENGLISH

MAIN EXAMINATION: NOVEMBER 2019

COURSE: ENGLISH 1D **TIME:** 3 HOURS

COURSE CODE: ENGOD21 / ENGEX1D / ENGEXD1 / ENGODB1 / ENG1D21

MARKS: 100

EXAMINERS:

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THIS PAPER CONSISTS OF ELEVEN (11) PAGES

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]

Briefly explain **the purpose** of including each of the following aspects/elements in an introduction of an argument essay.

- 1.1 Introductory statement (2)
- 1.2 Background information (2)
- 1.3 Differences of opinion (2)
- 1.4 Thesis statement (2)
- 1.5 Overall plan (2)

QUESTION 2 [16 MARKS]

2.1 Read through the following extracts and identify the extract in which the counter-argument has been:

- 2.1.1 Refuted (2)
- 2.1.2 Acknowledged but not refuted (2)
- 2.1.3 Conceded to (2)

- A. The primary focus in a decision to end a patient's life should be on patient consent, rather than doctor intention, as the patient's rights would not have been breached if s/he consents to the termination of their life [...] Vulnerable people might be persuaded by relatives or hospitals to consent to early death because it will save costs, and it is the law's duty to protect vulnerable people.
- B. The primary focus in a decision to end a patient's life should be on patient consent, rather than doctor intention, as the patient's rights would not have been breached if s/he consents to the termination of their life [...] Allowing voluntary euthanasia will result in less respect for life (for example in a greater tolerance of non-voluntary euthanasia), and this is to be avoided.
- C. The only other possible justification that the government can have for continuing to prohibit active voluntary euthanasia is that it is harmful to society, and therefore not simply an issue of personal choice. But when a terminally ill adult of sound mind makes a carefully considered decision to

have his or her life terminated by a medical practitioner also of sound mind,
how can this be harmful to the community as a whole?

2.2 Give **THREE** reasons why it is important to include a counter-argument in your essay. **(6)**

2.3 Name **TWO** types of evidence that can be used in an argumentative essay text. **(4)**

QUESTION THREE [10 MARKS]

3.1 Give **TWO** ways in which information can be introduced in each of the topic sentences in the body paragraphs of an essay. **(2)**

3.2 Give **ONE** example of a signaling word or phrase that can be used to indicate each of the ways you mentioned in question 3.1. **(2)**

3.3 Give **TWO** ways in which you can write a concluding sentence for a paragraph. **(2)**

3.4 When is it ideal to:

3. 4.1 Paraphrase information that you want to cite? **(2)**

3. 4.2 Summarise information that you want to cite? **(2)**

QUESTION FOUR [14 MARKS]

Read through the following extract and answer the questions that follow:

[1] Chomsky's assertion about the defectiveness of adult speech is not strictly true, at least as far as it applies to what children hear. **[2]** In fact, according to Newport et al. (1977:2) almost all the speech that a young child hears is grammatically correct. **[3]** If that is so, why is it hypothesized that a language acquisition device exists?

[4] Because, say some researchers, not all children are exposed to child-directed speech. **[5]** In some societies people tacitly assume that children aren't worth speaking to and that they don't have anything to say that is worth listening to. **[6]** Such children learn to speak by listening to adult-to-adult speech (Pinker, 1990:218). **[7]** Pinker's claim states that in some cultures children do not have any speech directed towards them until they have mastered the language. **[8]** It implies that the children's mothers do not talk to them and ignores the fact that older children may not be so choosy about

their conversational partners. [9] To conclude that such an extreme statement is true would require extensive observation and documentation of child-rearing practices in other cultures. [10] In fact, children do not learn a language that they simply overhear. [11] Bonvillian (1976) studied the children of deaf parents whose only exposure to spoken language was through television or radio. [12] This exposure was not enough; although the children did hear and watch television and listened to the radio, they did not learn to speak English. [13] It takes more than 'overhearing streams of adult-to-adult speech' to learn language (Bonvillian, 1976: 56). [14] The way that parents talk to their children is closely related to the children's language acquisition (Furrow & Nelson, 1986).

4.1 In your own words, briefly state what the writer's main claim is in this text? (2)

4.2 Is the writer for or against Chomsky's assertion? (1)

4.3 Quote a phrase from sentence [1] that supports your answer in 4.2. (1)

4.4 Identify two sentences in which:

4.4.1 The writer's own voice is used (2)

4.4.2 Voices of other writers are used (2)

[Write **ONLY** the numbers of the correct sentences, **DO NOT** rewrite the sentences]

4.5 How do you identify if a voice of another author has been used in a text? (1)

4.6 Whose voice is used in sentence [7]? (1)

4.7 What is the purpose of sentence [7]? (2)

4.8 The paragraph does not have a concluding sentence. Write a suitable concluding sentence which emphasises the importance of adult speech for children. (2)

END OF SECTION A [TOTAL MARKS = 50]

SECTION B

Refer to the texts below (Text A to Text C) to answer the following questions.

QUESTION 5 [10 MARKS]

Text A:

- 5.1 What **TWO** problems are identified by Chisholm et al. (2005) in relation to the quality of teachers? **(2)**
- 5.2 Give **THREE** reasons why textbooks are important. **(3)**

Text B

- 5.3 What did the research by Taylor (2011) show about Grade 5 children from historically disadvantaged schools? **(1)**
- 5.4 What did the simulation exercise conducted by Gustafsson (2011) show? **(1)**
- 5.5 What interventions were suggested from the analysis by Taylor et al. (2015)? **(1)**

Text C

- 5.6 What percentage does Jansen think the Matric pass mark should be pegged at for all subjects? **(1)**
- 5.7 What does Jansen say is the true indicator of the quality of the Matric exam? **(1)**

QUESTION 6 [10 MARKS]

Develop the **outline** to plan the argument essay for **Question 7** in the following areas:

- 6.1 Aspect to be used as focus of the argument. **(1)**
- 6.2 Position to be taken in the argument. **(1)**
- 6.3 List **THREE** reasons for the position taken (based on the texts). **(3)**
- 6.4 A **COMPLETE** thesis statement to be used in the essay. **(5)**

QUESTION 7 [30 MARKS]

Write an argument essay on the following general topic: *'The South African Education System'*. 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 with the thesis statement underlined;
- A body paragraph that discusses **ONE** of your sub-claims;
- A paragraph for the counterargument;
- A conclusion; and
- In-text references & a reference list.

Text A

South Africa's education system has been described as 'a crisis' (Fleisch, 2008), 'a national disaster' (Bloch, 2009) as 'essentially dysfunctional' (Taylor, 2006; Bloch, 2010). The system performs poorly and lags behind even much poorer countries which spend less on education than South Africa. Dysfunctionality impacts negatively on the right to basic education. Most learners in dysfunctional schools do not develop the requisite skills and attributes necessary to master reading and mathematics. As a result the dropout rate is high. Teachers are either unqualified or under-qualified; they do not spend enough time in class teaching (Chisholm et al, 2005). Chisholm et al (2005:168) define actual teaching time as "time during which the teacher was engaged in teaching and learning activities". However, even when teachers do spend time in class they use old methods of teaching; they are ill-prepared to implement the new curriculum because the classes are overcrowded, or they [the teachers] are disconnected from the communities in which they teach.

The Department of Basic Education (DBE) (2012) released the report titled *National School Monitoring Survey*, conducted in 2000 schools nationally. The report notes that only 38% of the learners nationally have access to language textbooks. Some schools do not receive textbooks at all, and if they do, it is often too late or the books supplied are not enough. The report is clear that the absence of textbooks exposes learners to fragments of the curriculum, presented through standalone worksheets or isolated short exercises. Education research recognises the importance of the availability of textbooks to learners' educational achievement. SACMEQ (2010b:1) posits that when pupils have textbooks their teachers can make effective use of class time by avoiding tasks such as copying text onto the chalkboard. Textbooks permit teachers to utilise a wider range of teaching strategies such as: assigning reading exercises to the whole class while providing more focused teaching to slower learners; stimulating classroom

discussions about material that has been read by all pupils, and providing reading homework and associated questions that reinforce classroom lessons. In developing countries' schools "textbooks can play a central role in defining a more structured approach to what subject matter is taught and how it is taught" (SACMEQ, 2010b:2). In addition, it was noted that the vast majority of schools do not have libraries.

There is no doubt that South Africa's DBE needs to change. It needs to 'redesign' itself if it is to deliver quality education to the majority of previously disadvantaged African peoples who were systematically excluded from educational opportunities by the apartheid system.

Adapted for exam purposes from: Letseka, M. (2014). The Illusion of Education in South Africa. ***Procedia - Social and Behavioural Sciences*** 116: 4864-4869.

Text B

Schooling outcomes in South Africa are characterised by significant inequalities on the basis of race and socio-economic status. In 2011, approximately 44% of black South Africans between the ages of 23 and 24 reported having completed secondary school. In contrast, this figure was more than 83% for Indian South Africans and 88% for whites. Success in the matric examination determines access to higher education and is strongly predictive of labour market outcomes in South Africa. Taylor (2011) shows that, by Grade 5, children attending historically disadvantaged schools have already accumulated learning deficits equivalent to at least two years of schooling relative to children attending historically advantaged schools.

The formation of educational inequalities begins early, as home background factors impact on cognitive development prior to birth and throughout the educational process. There are numerous channels through which home socio-economic status influences early cognitive development, such as nutrition, health care and physical and mental stimulation from caregivers. All of these processes contribute to differences in cognitive development upon entering the school system, what Lee and Burkham (2002) call 'inequality at the starting gate'.

Reaching matric at a delayed stage appears common amongst the black population. While roughly similar proportions of black and coloured people between the ages of 21 and 25 reach Grade 12, the proportion of 18 to 20 year olds who had reached

Grade 12 was substantially lower amongst black people (41.4%) than amongst coloured people (53.1%). In addition, grade repetition rates are particularly high amongst the black population. For example, an estimated 22.7% of black students in Grade 10 in 2011 were repeating. This relates to a study by Lam et al (2011), who found that not only was grade repetition typically high within the schools that black children attended, but it was also largely unrelated to learner ability as measured in an independently administered test. The consequence of these practices is that many black students have an incentive to remain in the school system in spite of delays, in the hope of attaining matric.

Research has also shown that assessment in many of South Africa's schools is weak and provides an inaccurate signal to students. Lam et al. (2011) describe grade progression within the schools attended by black students as a lottery. They find that grade progression is weakly linked to actual learning or ability in the schools typically attended by black students. Given that the majority of those taking matric mathematics in historically black schools failed the subject, and given that these students had dire levels of mathematical proficiency when they were in Grade 8, it can be argued that far too many students in historically black schools made a poor choice to participate in matric mathematics. Gustafsson (2011) makes a similar point through a simulation exercise showing that many students who did not pass matric in 2009 could have passed had they taken mathematical literacy rather than mathematics.

Although increasing the number of matric mathematics passes is a strong policy imperative in South Africa, the route to achieving this is to improve mathematics learning in the earlier grades rather than through encouraging students with weak learning foundations to participate in matric mathematics. Many students in historically black schools had extremely weak mathematical proficiency in early secondary school (the point at which subject choices for matric are made) and yet made a decision to take matric mathematics, only to fail it. For a well-informed decision as to whether to take matric mathematics there needs to be accurate information on student proficiency in mathematics. It therefore seems plausible that a lack of meaningful assessment practices may have contributed to the phenomenon of many students taking mathematics when they would have been better advised not to.

While inequalities at the matric level are well publicised in South Africa, enormous inequalities in educational achievement are evident by Grade 8. Achievement in Grade 8 mathematics is strongly predictive of secondary school outcomes, including survival to matric, passing matric and performance in matric mathematics. If increased social mobility is to be achieved in South Africa, our analysis suggests that interventions to improve mathematics learning in primary schools need to be put in place, rather than through encouraging indiscriminate mathematics participation in matric.

Adapted for examination purposes from: Taylor, S., van der Berg, S., Reddy, V. & Janse van Rensburg, D. (2015) The evolution of educational inequalities through secondary school: Evidence from a South African panel study. ***Development Southern Africa*** 32(4):425–442.

Text C

The 2018 matric results have been announced, accompanied with much fanfare. But it is worth pausing to consider the broader challenges facing SA's schooling system. Each year, the celebratory attention paid to the matric pass rate is met with scepticism by education specialists in SA — and this year was no different. While experts do not deny that real improvements are evident in the basic education system, they point to the enormous challenges that remain. They say that focusing on the achievements of a few pupils at the apex of the system gives a distorted picture of what is going on below. In the view of Jonathan Jansen, professor in Stellenbosch University's education department, this amounts to a "hoax".

For 2018, the pass rate at public schools was 78.2%, up from 75.1% in 2017. Of the 512,735 pupils in public schools who wrote the matric exams — down from 534,484 in 2017 — 400,761 passed. Of these, 172,043, or 33.6%, achieved a bachelor pass, qualifying them to study for a degree at university; 141,700 (27.6%) obtained a diploma pass; 86,790 (16.9%) a higher certificate pass; and 99 a national senior certificate. The 2018 matric class achieved 156,885 distinctions, a slight decline from the 161,081 obtained in 2017. For the 12,372 pupils at independent or private schools who sat the Independent Examinations Board (IEB) national senior certificate exam, the pass rate was 98.92%, up from 98.76% in 2017. A total of 90.65% of those who passed qualified for entry to study for a degree (up from 88.5%); 7.33% qualified for entry to diploma study (down from 8.95%); and 0.95% (1.3% in 2017) achieved entry for study at the higher certificate level.

But what the public school figures provided by basic education minister Angie Motshekga do not tell us is that in 2007 just over 1-million pupils entered grade 1. As Nic Spaull, senior researcher in Stellenbosch University's economics department, points out, this translates into a "real" pass rate in 2018 of just 40%. The 78.2% figure is based on those pupils who remained in the schooling system throughout; it discounts those who dropped out, failed or transferred to other educational institutions. It is this retention rate, Spaull says, that provides the real measure of the success or failure of the education system.

"The main thing the drop-out rate is telling us is that these children are not getting a firm foundation in primary school," Spaull says. He refers to the *'2016 Progress in International Reading Literacy Study'*, which found that 78% of grade 4 pupils could not read for meaning in any language. The latest *'Trends in International Mathematics and Science Study'* showed about 60% of SA's grade 5s and about the same percentage of its grade 9s could not do basic mathematics.

Another distorting factor, in Spaull's view, is the 'standardisation' of exam results by Umalusi, the Council for Quality Assurance in General and Further Education and Training. Umalusi adjusted upwards the results in 17 subjects in the education department's matric exam and adjusted 11 subjects downwards. For the IEB results, eight subjects were adjusted upwards and eight downwards. These adjustments are intended to standardise and equalise exam results over the years, compensating for exams that are considered harder or easier than those written before. But because the adjustments are made on the basis of five-year historical comparisons, Spaull says they factor in the results of 112,000 weaker pupils who were progressed in 2015. Standards were lowered significantly to accommodate these pupils, he says, and this lowering has rippled through to subsequent years.

Jansen highlights another problem: he says provinces hold back weak pupils in grades 10 or 11 to beef up their matric pass rates. Competition between provinces is fierce. For 2018 Gauteng came out on top, with an 87.9% pass rate, followed by the Free State (87.5%), the Western Cape (81.5%), the North West (81.1%), Mpumalanga (79%), KwaZulu-Natal (76.2%), the Northern Cape (73.3%), the Eastern Cape (70.6%) and Limpopo (69.4%). Jansen also flags the low percentage mark required for a pass

— 30% in some subjects, and 40% in others. He believes the pass rate should be pegged at 50%.

But the true indicator of the quality of the matric exam, says Jansen, is the high drop-out and failure rates in the first year of university. (Recent first-year drop-out figures are hard to come by, but the department of higher education in 2015 noted that almost 50% of university students did not complete their degrees.) Education specialists agree that there have been improvements in basic education. Brahm Fleisch, Wits University professor of education policy, says over the past 10-15 years, the system has stabilised and is much better than it was 20 years ago. "Access has improved and there are far greater numbers of learners sitting for the matric exam," he says. "However, there are still grave concerns over quality, which is evident in very early years in learning." Spauld believes the basic education system is on the mend and that not all is "doom and gloom". NGO Equal Education agrees, saying there have been "some important, albeit incremental, improvements over the past few years". Educationalist Martin Gustafsson also points to the steep improvements in reading competencies and in the grasp of the basics of maths and science.

However, for these gains to accelerate and deepen, SA needs to improve the quality of its teachers and make significant investments in the foundation phase of education.

Adapted for examination purposes from: Ensor, L. (11 January 2019). The real problem with SA's schooling system. *The Financial Mail*. Available online at: <https://www.businesslive.co.za/fm/features/2019-01-11-the-real-problem-with-sas-schooling-system/>

END OF SECTION B: [50 MARKS]

TOTAL FOR PAPER: [100 MARKS]

END OF PAPER