



DEPARTMENT OF ENGLISH

SUPPLEMENTARY EXAMINATION: JANUARY 2020

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]

Give a single term/phrase for each of the following statements:

- 1.1 A process of actively and skilfully analysing, synthesising, and evaluating information to reach an answer or a conclusion. (1)
- 1.2 The ability to combine separate ideas to form a coherent whole. (1)
- 1.3 The main point of an essay, probably the single most important part of an academic essay. (1)
- 1.4 The act of going against an opposing view. (1)
- 1.5 Information that can be proven to be true/false. (1)
- 1.6 The act/process of making judgements based on evidence. (1)
- 1.7 Presenting both sides of an argument without necessarily committing yourself to any opinions. (1)
- 1.8 Using someone else's exact words as part of your evidence. (1)
- 1.9 Specialists in a discipline or field read and approve the source for publication. (1)
- 1.10 A set of reasons opposing the main argument of an essay. (1)

QUESTION 2 [14 MARKS]

- 2.1 Provide **FOUR** characteristics of an argument. (4)
- 2.2 Name **TWO** types of scholarly evidence that can be used in an essay and explain what each is. (4)
- 2.3 Explain the difference between a fact and an opinion. (2)
- 2.4 Explain when it is suitable to use each of the following:
 - 2.4.1 Summarising. (2)
 - 2.4.2 Paraphrasing. (2)

QUESTION 3 [16 MARKS]

Read the following text and answer the questions that follow:

[1] A first observation is that the South African higher education system did grow significantly in the immediate post-apartheid period. **[2]** Subotzky (2003) provides a statistical picture of this growth, distinguishing between technikon and university growth in terms of the production of graduates. **[3]** Graduation numbers shot up by 126% in the Technikons between 1988 and 1996. **[4]** Unfortunately, the growth boost triggered by the advent of democracy in 1994 did not last, and the percentage of

graduations from technikon institutions settled at around 24% of total graduations in higher education. [5] The DoE indicated in July 2004 that it intended to cap headcount enrolment in higher education from 2005 onwards – because of funding constraints and high dropout levels. [6] Several problems with South Africa's universities of technology have already been raised. [7] These include: the dramatic reduction in the number of polytechnic-type institutions; academic drift; poor progression in the post-school system, the lack of growth in engineering and technology graduations; and the lack of interactive capabilities ('articulation') with industry. [8] Therefore, the strong cooperative relationships previously built up between the state-owned enterprises, the technical colleges and the technikons to train and skill artisans, technicians and technologists were scaled down and, in many instances, permanently lost decreasing the growth observed in the education system post-apartheid (Kraak, 2008).

Adapted for examination purposes from: Kraak, A. (2018). The shift to tertiary technical and vocational education and training and the demise of South Africa's former 'technikon' system.

Journal of Vocational, Adult and Continuing Education and Training, 1(1): 13.

- 3.1 Based on the text above, is the author for or against South Africa's 'technikon' system? (1)
- 3.2 What word or phrase does the author use to indicate their position in sentence [4]? (2)
- 3.3 Write a paraphrase of sentence [4] and include a relevant integral citation. (5)
- 3.4 In your own words, explain the writer's stance about technikons in South Africa. (3)
- 3.5 What is the purpose of sentence [8] in the paragraph? (2)
- 3.6 Identify one fact present in the above extract? (1)
- 3.7 For your answer in 3.6 how do you know that it is a fact? (1)
- 3.8 What type of academic source is this extract from? (1)

QUESTION 4 [10 MARKS]

State whether each of the following statements are True or False.

Write ONLY the number of the question and the correct answer in your answer book.

- 4.1 Supporting evidence strengthens your claim. (1)
- 4.2 Information can be blended by using appropriate signalling words. (1)
- 4.3 All the important ideas must be connected in an argument. (1)
- 4.4 A thesis statement needs to be debatable. (1)
- 4.5 Using someone else's exact words as part of your evidence is called paraphrasing. (1)
- 4.6 A source must always be acknowledged through a citation. (1)

- 4.7 Disciplined thinking that is clear, rational, open-minded, is not informed by evidence. (1)
- 4.8 Descriptive claims are factual and describe some situation or event that is known to be true. (1)
- 4.9 Sub-claims emanate from the thesis statement. (1)
- 4.10 A conclusion reinforces the claim being argued in the essay. (1)

END OF SECTION A [50 MARKS]

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** new approaches to schooling to replace bureaucratic control were suggested by Frans Cronje? (2)

Text B

- 5.2 Give **FIVE** reasons that were given by the South African Human Rights Commission (SAHRC) in 2004 for the fact that nearly 16% of children between the ages of 6 and 14 were not in school. (5)

Text C

- 5.3 Give **TWO** factors that cause the “snowball effect” that Smit (2006) refers to? (2)
- 5.4 In Apartheid years, why were teachers encouraged to “use the cane”? (1)

QUESTION 6 [10 MARKS]

Develop the **outline** to plan this essay 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: ‘*Schooling 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 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 deficient education system is the single greatest obstacle to socio-economic advancement, replicating rather than reversing patterns of unemployment, poverty, and inequality, and effectively denying the majority of young people the chance of a middle-class life. This emerges from a report, *'Education the single greatest obstacle to socio-economic advancement in South Africa'*, published by the Centre for Risk Analysis (CRA) at the Institute of Race Relations (IRR). Set against data showing high rates of urbanisation – reflecting a common yearning for better-paying jobs, and a shot at middle-class life in a city – as well as a marked shift in the structure of the economy towards high-skills sectors, the research at once underscores the vital importance of education, and the devastating impacts of its most chronic deficiencies.

A new approach to schooling is urgently needed, according to author of the report, CRA director Frans Cronje, and should focus on achieving much higher levels of parental involvement and control, rather than bureaucratic control. "On the strength of our experience and analysis", he says, "the quickest way to a much-improved education system would be to greatly strengthen the scope for School Governing Bodies and communities to control schools and exert their influence in the interests of their children".

Indeed, the report acknowledges that much, in fact, has changed for the better in recent decades. Positive outcomes include the fact that pre-school enrolment has soared by 270.4% since 2000, setting a much better basis for future school throughput, that the proportion of people aged 20 or older with no schooling has fallen from 13% in 1995 to 4.8% in 2016, and that the proportion of matric candidates receiving a bachelor's pass has increased from 20.1% in 2008 to 28.7% last year. Furthermore, the proportion of 20–24 year olds enrolled in higher education has risen from 15.4% in 2002 to 18.6% in 2015, with university enrolment numbers climbing 289.5% since 1985 and more than 100% since 1995. The ratio of white to black university graduates was 3.7:1 in 1991, narrowing to 0.3:1 in 2015, and the proportion of people aged 20 and older with a degree has increased from 2.9% in 1995 to 4.9% in 2016.

However, in just short of a dozen bullet points, the grimmer side of South African education is laid bare:

- Just under half of children who enrol in Grade one will make it to Grade 12;
- Roughly 20% of Grade 9, 10, and 11 pupils are repeaters, suggesting that they have been poorly prepared in the early grades of the school system;
- Just 28% of people aged 20 or older have completed high school;
- Just 3.1% of Black people over the age of 20 have a university degree compared to 13.9% and 18.3% for Indian and White people;
- Just 6.9% of matric candidates will pass Maths with a grade of 70% to 100% – a smaller proportion than in 2008 (bearing in mind that, once the near 50% pre-matric drop-out rate is factored in, this means that around three out of 100 children will pass Maths in matric with such a grade);
- The ratio of Maths Literacy (a B-grade Maths option) to Maths candidates in matric has changed from 0.9:1 in 2008 to 1.5:1 in 2016;
- In the poorest quintile of schools, less than one out of 100 matric candidates will receive a distinction in maths;
- In the richest quintile, that figure is just 9.7%;
- Just one in three schools has a library and one in five a science laboratory;
- The Black higher education participation rate is just 15.6%, while that for Indian and White people (aged 20–24) is 49.3% and 52.8%; and
- The unemployment rate for tertiary qualified professionals has increased from 7.7% in 2008 to 13,2% today.

Author Frans Cronje notes: "The data makes it clear that education or the lack thereof is the primary indicator that determines the living standards trajectory of a young South African." In the second quarter of 2017, the unemployment rate for a tertiary qualified person was 13.2% – less than half the national average of 27.7%. Likewise, the labour market absorption rate for tertiary qualified professionals was 75.6% in 2017 as opposed to just 43.3% for the country as a whole."

Three factors were particularly worrying. "The first is the poor quality of Maths education. A good Maths pass in matric is in all probability the most important marker in determining whether a young person will enter the middle classes. While Maths education is poor across the board, the quality is worse in the poorest quintile of schools, leaving no doubt that school education is replicating trends of poverty and inequality in our society."

The second is the low rate of tertiary education participation among black people. Cronje warns that "it is futile to think that significant middle-class expansion, let alone demographic transformation, will take place as long as the higher education participation rate remains at around 15% for Black people".

The third is the "still very high" school drop-out rate. "Just over half of [the] children will complete high school at all. In an economy that is evolving in favour of high-skilled tertiary industries and in which political pressure and policy are being used to drive up the cost of unskilled labour, this means that the majority of those children are unlikely to ever find gainful employment," Cronje writes.

Putting these three concerns together, "you cannot escape the conclusion that the education system represents the single greatest obstacle to socio-economic advancement in South Africa. It replicates patterns of unemployment, poverty, and inequality and denies the majority of young people the chance of a middle-class life," Cronje concludes. "The implications speak for themselves."

Adapted for Exam purposes: Morris, M. (2018). South Africa's deficient education system. *News 24*

Text B

A range of socio-economic rights including the right to basic and adult education and the rights of children are emphasised in the Bill of Rights. The promise of these words of justice, after decades of apartheid, has become a symbol of hope for advocates of social justice the world over. Yet, despite new laws, social protections and many progressive changes in the 10 years of South Africa's democracy, social injustice remains pervasive.

The language of rights masks privation and obscures this reality by presenting rights as if they are common to all despite the fact that they are unattainable for the majority. Proceeding as if rights exist for all, inhibits the ability of people to recognise the circumstances when they are in fact, illusory. A single mother in Soweto compared to a suburban-based corporate executive cannot be said to have the same power of political persuasion or opportunity. These are real distinctions that give some people advantages and privileges over others.

In the context of continued poverty and inequality, and growing protests over school fees and other substantial barriers to educational access by the poor, communities have grasped a fact that sometimes seems to elude education policy analysts: progress (or the lack thereof) in schools cannot be divorced from poverty and its consequences. We cannot expect children to come to school ready to learn if they are hungry; if they have been evicted from their homes or if they lack

light by which to read at night. Furthermore, issues of access to schools are not the only considerations affecting a learner's right to education. The 'quality' and relevance of the education a child receives also has an effect, as does the problem of school violence. Faced with situations of sexual violence, harassment or rape; crime and physical abuse one can hardly question why some learners dropout from school.

The South African Human Rights Commission (SAHRC) in 2004 estimated that nearly 16% of children between the ages of six and fourteen were not in school. Poverty or inability to afford school fees and other education costs was the reason given most often by out-of-school children. In addition, the impact of the HIV/AIDS pandemic, physical disability and early pregnancy may prevent children from attending school; there are also a significant number of children compelled to work to supplement family income. Getting to and from schools can also be a problem, as many learners in rural areas lack transport and must walk great distances to reach their schools. The quality of education, particularly in rural and historically disadvantaged communities in South Africa is also a human rights issue.

Despite significant attempts to equalise funding and resource allocation, material inequalities between schools continue to be stark. The national School Register of Needs Survey which quantifies the provision and state of infrastructure and facilities (Department of Education, 2001) indicates that while there has been general progress in educational provision since the previous survey (conducted in 1996), adverse conditions remain and in some instances have increased. The survey estimates that 27% of schools have no running water, 43% have no electricity, 80% have no libraries and 78% have no computers. Even in schools that have toilets, 15.5% are not working. The 2001 survey also suggests that due to overcrowded conditions over 10,700 additional classrooms are needed.

Research conducted by the Education Policy Unit (2002) found the following: expenditure on teachers is higher in the richer schools—due to the concentration of more qualified teachers and curriculum weightings in favour of larger subject choices in the richer schools; learner: educator ratios were much larger in poorer schools and the total expenditure per learner in schools (combining government funding and school fees) dramatically favours children in higher socio-economic status schools.

While many of South Africa's transformation policies were ostensibly directed at equity and redress, policy solutions remained based on the assumption that the since the education budget was already

high, costs of reform had to be met within the existing budget. We argue that without clear prioritisation of change and articulation between education and other spheres (such as health and housing, legal and economic) to eradicate poverty and inequalities, educational transformation is destined to fail. By specifically focusing on school funding, policies have failed to meet basic human rights or to provide more equitable educational conditions and have further exacerbated inequalities. One cannot rely solely on the Constitution, policies or laws to ensure equitable outcomes—community engagement and participation are essential in holding the government accountable to meet basic human rights and empower significant changes in society. In the end, social mobilisation and the resurgence of social movements are critical as essential agents of democratisation and educational transformation in South Africa.

Adapted for Examination purposes from: Spreen, C. A., & Vally, S. (2006). Education rights, education policies and inequality in South Africa. *International Journal of Educational Development* 26: 352–362

Text C

Theft, physical and sexual assault, as well as victimisation such as verbal threats, are common occurrences in our educational institutions. The school plays a central role in a child's socialisation and it is critical that schools provide a safe environment where learning and growth can take place. Although external socio-political and economic factors contribute to school violence, the way that the school is organised and the extent to which the community is involved also contribute to the instability and internal conflict. It is every child's right to receive adequate education, because through education children can obtain knowledge and learn survival skills, so that they can eventually contribute to the development of their own communities. As an educational institution, the school therefore plays an important role in community psychology as well as in social public health psychology.

Smit (2006) says the violence situation at schools has a snowball effect. Children who would not normally be violent now use violence to defend themselves against violence. Children are manipulated to establish and expand the culture of gangs and violence in schools. Whereas in the past, schools were safe havens for many children who lived under very difficult circumstances – a place where they could talk to teachers with confidence – the school has now become a place where children are manipulated into committing acts of violence. If the school is not safe, learners are exposed to thieves, drug smugglers, rapists, gangs and other perpetrators of emotional and physical assault.

The main aim of an intervention programme is as follows: Prevent violence before it takes place. A school-based social-emotional intervention programme as a strategy against violence is based on the principle that education can change awareness, that knowledge and teaching methods can promote pro-social behaviour and that it can empower learners. The basic assumption of a school-based violence intervention programme is that if violence is acquired, it can be unlearned and learners can choose alternatives that do not include violence (Brackett, 2009). For decades, corporal punishment to maintain discipline was used freely in South African schools. The history of apartheid is also the history of the cane. The educational system of the apartheid years was based upon an antidemocratic and authoritarian philosophy. Teachers were encouraged to use the cane as a method to maintain discipline, and teachers felt that corporal punishment came in handy to exercise control over the learners. Vally (2005) is of the opinion that to punish learners instead of determining what the reason is for the poorly disciplined behaviour is not the solution. A sensible way to encourage self-discipline is to develop strategies in collaboration with the learners to handle these problems.

In this manner, insight into the problems with which young people are faced can be attained. Often there is an obvious connection between these problems and social circumstances. Corporal punishment is now illegal in South Africa but is still commonly used and still supported by many parents and teachers despite the fact that numerous studies have shown that corporal punishment in fact encourages aggression, vandalism and antisocial behaviour (Vally, Dolimbisa & Porteus, 1999).

It is clear that a different approach is needed. It is proposed that school managements are encouraged to concentrate on a change from a control and punishment approach to an approach of positive behavioural support that will promote an emotionally supported environment in the classroom such as using an Emotional Intelligence (EI) teaching approach. EI represents the aptitude or ability to connect emotions with one's reasoning process. The learning area of Life Orientation is an example of an approach to the prevention of violence that integrates the relevant knowledge and skills with the school's normal curriculum.

The study showed that the positive reinforcement of learner behaviour could be more effective than punishment in the maintenance of classroom discipline. It is just as important to reward good behaviour as it is to punish bad behaviour. Most of the teachers involved had worked at a time when corporal punishment was used to maintain school discipline. The teachers had to receive guidance about alternatives to corporal punishment in order to keep control in the classroom. EI teaching

could be seen as the alternative to corporal punishment. Learners' EI rises when teachers use EI strategies in their teaching. In addition, a teacher with positive feelings about himself/herself can create a therapeutic atmosphere which is more powerful than the negative emotional climate created by the behaviour, feelings, ideas or attitudes of the learners.

School violence is a complex social problem that cannot be ascribed to a single causative factor. It is a form of an aggressive behavioural pattern that develops in the child as a result of life experiences and exposure to several risk factors. A combination of individual, school, community and cultural factors can lead to school violence. The management of a positive conduct culture is a co-ordinated and integrated approach in which each role player has the explicit task to bring about positive behaviour. The role of the parent as primary educator in the development of the learner's character is essential. Practical skills (EI) are needed in times of crises, when learners experience emotional stress. The research shows that the success of an intervention programme is determined by four factors: leadership/school management bringing about a democratic, positive culture of behaviour; teaching and training which promotes EI; community involvement; and the securing of the school environment. A careful application of the scientific basis of EI holds promise in for the intervention of school violence in South African schools.

Adapted for examination purposes from: Van der Merwe, P. (2011). The Relationship between Emotional Intelligence and Adjustment of Learners' Violent Behaviour in Schools. *The International Journal of Science in Society*. Vol 2:1

END OF SECTION B: 50 MARKS

TOTAL MARKS FOR PAPER:100

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