



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Curriculum Studies
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: Curriculum and Educational Change (CEC9X10)
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: SSA July 2020

**ASSESSOR(S)** : Prof Michael Cross  
Dr Logan Govender

**MODERATOR** : DR Nonhlanhla Mthiyane (Durban University of Technology)

**DURATION** : Take Home 7 days      **MARKS** : 100

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NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
  2. Number your answers clearly.
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## **QUESTION**

**Write a review of the book: Hoadley, U. 2018 *Pedagogy in Poverty: Lessons from twenty years of curriculum reform in SA*. Include in your response:**

1. An analysis of the book's content – in other words, what is the author's aim? What are the author's main argument and claims, and how are these justified? What are the policy implications of these? (*Approximately 1 page*) (20 marks)
2. The type of policy analysis/research being done (with reasons) (*Approximately 1 page*) (20 marks)

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*(Besides using information from the book, you can refer to readings from Session One on Making Sense of the Policy landscape)*

3. The strengths and weaknesses of the text from two aspects:
  - the conceptual and theoretical tools employed in her analytical framework
  - the methodology and research design employed

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*(Approximately 2 pages)* (30 marks)

4. The silences, gaps, exclusions in the text. In this aspect you are analysing the text from the perspective of the themes studied in the course such as decolonial theory; deep learning and curriculum coherence; the 21<sup>st</sup> century skills approach; and SA and international educational challenges and priorities. (*Approximately 2 pages*) (30 marks)

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*(Besides using information from the book to answer this part of the question, you can refer to readings from all module sessions)*

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**TOTAL: 100**