



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Department of Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: ENGLISH FOR THE PRIMARY SCHOOL 3A (EPS10A3)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: Main exam (June 2020)

<u>ASSESSOR(S)</u>	: Dr Lara Buxbaum
<u>MODERATOR</u>	: Dr Grant Andrews (WITS)

MARKS : 100

NUMBER OF PAGES: 10 PAGES

INSTRUCTIONS:

1. There are four questions and all questions are compulsory. Read the questions carefully and thoroughly before attempting to answer them.
 2. You may not use any other sources, apart from the given extracts. You may not cooperate or communicate with other students about this examination paper. Your essays will be screened for plagiarism and any evidence of copying from other sources (including other students) will result in you failing the examination.
 3. You should not introduce information from other modules and should limit your answers to responding to the specific question provided.
 4. Number your answers clearly.
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QUESTION 1 (20 marks)

After reading an article in favour of Comprehensive Sexuality Education in South African schools, a reader left the following comment:

"They are taking away the right of the father to talk to his son and the mother to the daughter... Breaking up family values. If you don't see it as the parent's duty or you don't want to do it, that's your problem.

I would just teach my kids the right way. Not this unGodly rubbish you are going to teach.

This government is uncaring and mean! They should rather focus on the unemployment crisis than wasting time with sex ed." - Jerome, via Facebook

Jerome commits several logical fallacies or errors in reasoning in his comment. You should identify only two of the logical fallacies and quote from the comment to clearly show where he commits those two fallacies. For each logical fallacy, clearly explain the error he has made and explain why each argument against Comprehensive Sexuality Education is not valid.

Your answer should be in the form of two coherent and cohesive paragraphs. In the first paragraph you should discuss and refute the first logical fallacy and in the second paragraph you should discuss and refute the second logical fallacy.

You do not need to quote a source or statistic for evidence in your counter-argument. You should merely refute Jerome's argument with reference to your own general understanding of Comprehensive Sexuality Education. However, if you feel it is necessary, you may also use **relevant** evidence from the extracts provided in Questions 2, 3 or 4 of this exam.

Each paragraph is worth 10 marks and each paragraph should include these four points:

- 1) Quote the words from Jerome's comment which contain the error, and integrate the quote into a complete sentence of your own. (2 x 2 =4 marks)
- 2) Read charitably and explain what Jerome means by the part of his claim you have quoted. (2 x 2 =4 marks)
- 3) Identify and explain why this claim is an error in reasoning (you should name the fallacy if you are able to). (2 x 2 = 4 marks)
- 4) Provide a counter-argument to refute Jerome's claim. (4 x 2 = 8 marks)

[20]

QUESTION 2 (10 Marks)

The following information was found on three different posters at a protest against Comprehensive Sexuality Education (CSE). All three are arguments against CSE.

Write one coherent and cohesive paragraph in which you **either** support **or** refute **one** of the arguments against CSE (choose **only one** out of the three possibilities).

Clearly indicate which source you are responding to you, by numbering your answer **2.1, 2.2 or 2.3**.

If you support the argument in the source, you should provide a strong argument with evidence in favour of it.

If you disagree with the argument in the source, you should refute it and provide a strong counter-argument with evidence.

Source 2.1	Source 2.2.	Source 2.3
80% of students cannot read, but the government wants to teach the children about sex instead. NO to CSE!	CSE is a breach of our human rights. CSE constitutes child abuse. NO to CSE!	Stop the department of education from destroying our children's future. Stop CSE

You should **only** use information from the following three extracts as evidence for your argument or counter-argument and ensure you reference the information from the articles correctly in the text of your paragraph. You do not need to include a reference list.

Your paragraph will be marked according to this rubric:

Language, style, quotations, paraphrasing, referencing	5
Content, structure, argumentation, cohesion	5

[10]

<https://www.news.uct.ac.za/article/-2019-01-11-solving-sas-literacy-crisis>

Lack of access to reading material and textbooks are two of the main reasons that 78% of South African children in grade 3 still can't read for meaning. And education expert Professor Mary Metcalfe says fixing this national literacy crisis will take time and hard work.

Emerging evidence, lessons and practice in comprehensive sexuality education: a global review, 2015 compiled by United Nations Educational, Scientific and Cultural Organization (UNESCO)

CSE is firmly grounded in human rights – including the rights of the child, and the empowerment of children and young people – and a reflection of the broad concept of sexuality as a natural part of human development. Effective sexuality education starts early in childhood and progresses through adolescence and adulthood, building knowledge and skills that are appropriate for each stage through a carefully phased process over time, like any other subject in the curriculum.

“Incorporating Comprehensive Sexuality Education within Basic and Higher Institutions of Learning in KwaZulu-Natal” by the United Nations Population Fund (UNFPA) Published in 2015.

https://southafrica.unfpa.org/sites/default/files/pub-pdf/UNFPA_CSE_report_web.pdf

When young people are equipped with accurate and relevant information, when they have developed skills in decision-making, negotiation, communication and critical thinking, and have access to counselling and SRH/HIV services that are non-judgmental and affordable, they are better able to:

- Take advantage of educational and other opportunities that will impact their lifelong well-being;
- Avoid unwanted pregnancies and unsafe abortions;
- Improve their sexual and reproductive health and protect themselves against STIs, including HIV; and
- Understand and question social norms and practices and contribute to society.

QUESTION 3 (20)

Read through the different kinds of evidence listed below and then answer the two questions. Each question should be answered in the form of a coherent and cohesive paragraph. Each paragraph is worth 10 marks and will be marked according to this rubric:

Language, style, quotations, paraphrasing, referencing	5
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Content, structure, argumentation, cohesion	5
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Note that there are a few possible answers for each question. You should explain and justify your choice clearly. For each item of evidence, consider the content and the source of the information and in your answer you should explain how both the content and the source of the information led you to your decision.

3.1 Which of the five examples below would you choose to support an argument in favour of implementing Comprehensive Sexuality Education in South African schools? Explain why it would be an appropriate, relevant and strong form of evidence to support your argument.

3.2 Which of the five examples below would be the least appropriate (or not appropriate at all) to support an argument in favour of implementing Comprehensive Sexuality Education in South African schools? Explain why it would be neither appropriate nor relevant and why it would be a weak form of evidence for your argument.

- 1) In the abstract for a peer-reviewed journal article published in 1991, two academics state: "This study assesses the knowledge of human sexuality education among 351 secondary school teachers in Ibadan, Nigeria, and their attitude towards inclusion of sex education in the schools' curriculum."
- 2) A report published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in consultation with the United Nations Population Fund (UNFPA) and the UNAIDS Secretariat examining CSE status in 48 countries across the world found that Comprehensive Sexuality Education (CSE) leads to improved sexual and reproductive health, resulting in the reduction of sexually transmitted infections (STIs), HIV, and unintended pregnancy.
- 3) Koketso Moeti, founding executive director of advocacy organisation Amandla.mobi, says: "the old method of teaching learners about sex is unproductive" (Interview in the Mail & Guardian newspaper, 2017)
- 4) "The design, planning, quality, implementation and effectiveness of comprehensive sexuality education in Australian schools is frequently limited (see Carter 2001; May 2006) by factors such as the marginalisation of the subject, and varying resourcing in areas such as staffing and funding" (Goldman, 2008).
- 5) The Fifth South African National HIV Prevalence, Incidence, Behaviour and Communication Survey (SABSSM V), conducted by the Human Sciences Research Council (HSRC, 2017) found that approximately 7.9 million people in South Africa were living with HIV. Young women aged 15-24 had the highest

burden of HIV incidence of any other age group, with 100,000 new infections in 2017.

[20]

QUESTION 4 (50 marks)

With reference to sources A, B, C and D below, write an argumentative essay in which you argue **either** in favour of, **or** against, the use of scripted lesson plans (SLPs) for teachers who teach Comprehensive Sexuality Education.

In your essay you should consider the appropriateness or usefulness of these plans for both experienced and new teachers in South African schools.

You should include at least **one** correctly referenced quote or paraphrase **from each** of the sources (A, B, C and D). You may also refer to your own feelings about teaching CSE as one type of evidence (but not the only kind). (If you use other sources that have been included elsewhere in this exam paper, you **must** reference them correctly. You **should not** use sources that **have not been** included somewhere in this exam paper.)

Your essay should be six paragraphs long: it should include an introduction, contextualisation paragraph, three body paragraphs and a conclusion. You should also include a correctly formatted reference list.

If you argue in favour of SLPs, you should include two arguments in favour and one argument against SLPs. You need to clearly indicate which approach you have adopted in your introduction.

If you argue against SLPs, you should include two arguments against, and one argument in favour of SLPs. You need to clearly indicate which approach you have adopted in your introduction.

The three body paragraphs should each have one particular focus and should each develop one argument in support of your overall or main claim about the value or lack thereof of the scripted lesson plans.

An essay that engages thoughtfully with the topic and illustrates original thinking will be rewarded. Your essay should not merely consist of copied or paraphrased ideas from the sources. You must reference correctly and your own voice should be clear in your argument.

Your essay will be marked according to this rubric:

Language, style, quotations, paraphrasing, referencing	25
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Content, structure, argumentation, cohesion	25
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[50]**Source A**

“Professor Labby Ramrathan, an education academic at UKZN, said the scripted lessons meant teachers were restricted on what they could teach. It takes away the autonomy* of teachers to teach according to the relativity of the community. The lessons might also not resonate with children which could be more destructive” (6 November 2019, *Post Newspaper*)

Autonomy* 1: the quality or state of being self-governing especially : the right of self-government: The territory was granted autonomy. 2: self-directing freedom and especially moral independence: personal autonomy (Merriam-Webster dictionary).

Source B

Research findings indicate high birth rates among adolescents and teenagers; in addition, more than a third of girls and boys (35.4%) experience sexual violence before the age of 17. This has necessitated the great need for the department to provide age appropriate child abuse prevention education that builds resilience, confidence and assertion amongst young people...

What is DBE doing to strengthen the CSE curriculum?

There is no new content that has been added to the Life Orientation subject in schools. The Comprehensive Sexuality Education has been part of the curriculum since the year 2000. The only change is that in 2015 the DBE developed Scripted Lesson Plans (SLPs) which are currently being tested in five (5) provinces in order to strengthen the teaching of CSE in schools. SLPs are learner and teacher support materials (LTSMs) that are designed to aid teachers and learners to address these important topics in a systematic manner.

During teaching and learning time, educators are guided by scripted lessons plans (SLPs) that empower them to discuss topics that could otherwise be found to be uncomfortable. The SLP describes each activity, the materials needed for the activity as well as how to complete the activity, the duration of the activity, the information to be presented, and the points that should be emphasized.

The core aim of the CSE and its SLPs is to ensure that we help learners build an understanding of concepts, content, values and attitudes related to sexuality, sexual behaviour change as well as leading safe and healthy lives.

It is important to read all the documents for context and to understand that the content topics used by teachers have been provided for in the CAPS documents. CAPS was finalised after an exhaustive consultation process which lasted several years. There are no changes that have been made to the curriculum.

Press release issued by Elijah Mhlanga, Head of Communications, Department of Basic Education, 13 November 2019

<https://www.gov.za/speeches/scripted-lesson-plans-13-nov-2019-0000>

Source C

Sex education raises questions about the role of the state in South Africa

November 28, 2019 4.12pm

Published in: The Conversation Africa

by Nicola de Jager, Associate Professor, Stellenbosch University.

www.theconversation.com/sex-education-raises-questions-about-the-role-of-the-state-in-south-africa-127151

The political question that the new curriculum has raised is: does it show that the government has over-reached its powers? Has it overstepped the mark in the delicate relationship between the state and society? And what does this say about the divide between what is public and what is private?

The Department of Basic Education has retracted the option for parents to have their children excluded from the lessons. This, and the fact that parents were not widely consulted, contravenes the White Paper on Education and Training which stated:

Parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by state authorities with respect to the form that education should take and to take part in its governance. Parents have the inalienable right to choose the form of education which is best for their children, particularly in the early years of schooling, whether provided by the State or not, subject to reasonable safeguards which may be required by law. The parents' right to choose includes choice of the language, cultural or religious foundation of the child's education, with due respect to the rights of others and the rights of choice of the growing child.

In addition, the new curriculum is not in keeping with the spirit of section 15 of the Bill of Rights of the South African Constitution, which protects individual rights, such as the freedom of opinion, religion and expression.

It is indicative of a prescriptive* state in terms of shifting the imparting of norms and values in a sensitive area such as sexuality from parents in the family context, to the

state through public schools. This is a move towards a more moralistic and intrusive state.

Reclaiming parents' rights

The push-back against the curriculum by parents, teachers, schools, religious bodies and civil society alike, is a clarion call to the state to stay out of their homes.

Prescriptive*, from the root 'prescribe': **1a:** to lay down as a guide, direction, or rule of action :

b: to specify with authority

2: to designate or order the use of as a remedy (from Merriam-Webster dictionary)

Comments on the article:

Nice article Nicola. But I'm afraid I have to disagree with you. The country has the highest number of people afflicted with HIV of any country on the surface of the earth. In such a context the general good [is more important than] the right of the parents.

Source D

Extract from "Knowledge is power: The case for Comprehensive Sexualities Education in South Africa"

By Julia Chaskalson, Deevia Bhana, Pierre Brouard, Rebecca Hodes, Sisa Ngabaza, Patti Silbert and Nompumelelo Zungu

Daily Maverick 26 November 2019

<https://www.dailymaverick.co.za/article/2019-11-26-knowledge-is-power-the-case-for-comprehensive-sexualities-education-in-south-africa/>

To address this critical [lack] of knowledge, and to counter-balance [the wide range of] misinformation and misrepresentation of sex and sexualities, what is needed is a curriculum that helps empower young people to build an accurate understanding of their bodies, to make sense of their developmental stages, to grasp the concepts and content relating to their bodies, and to develop healthy values, attitudes and behaviour when it comes to sexuality, identity and relationships.

The Department of Basic Education has developed precisely this kind of curriculum, publishing its new scripted lesson plans for the comprehensive sexuality education component of the Life Orientation curriculum last week. The content is age-appropriate and contextually relevant. The terms used in the Scripted Lesson Plans (SLP) are clearly explained and constantly reinforced, building on content taught in previous grades. Each concept links to other content areas in the national curriculum, and is set out in a way that encourages creativity, critical thinking and reflection. The content is values-based and rights-based, and focuses on building safe learning spaces. It encourages small group discussion as well as discussion with parents or trusted adults at home.

The curriculum aims to equip learners to understand the meaning of consent, agency and choice. This is essential in leading safe and healthy lives and in conducting safe, healthy relationships. Knowledge is power, and it is only through educating our youth

that they will be empowered to make informed choices that will impact and influence the rest of their lives, as well as the lives of their families and the broader society.

The authors of this article are:

Julia Chaskalson is a Mandela Rhodes Scholar, currently completing a Master's in Development Studies at the University of the Witwatersrand.

Professor Deevia Bhana is the National Research Foundation's South African Research Chair in Gender and Childhood Sexuality at the University of KwaZulu-Natal.

Pierre Brouard is a registered Clinical Psychologist and the Deputy Director of the Centre for Sexualities, AIDS and Gender at the University of Pretoria.

Dr Rebecca Hodes is the Director of the AIDS and Society Research at the University of Cape Town.

Dr Sisa Ngabaza is a Senior Lecturer in the Department of Women and Gender Studies at the University of the Western Cape.

Dr Patti Silbert is a Senior Education Specialist at the University of Cape Town's Schools Development Unit.

Dr Nompumelelo Zungu is the Research Director of the Social Aspects of Public Health at the Human Sciences Research Council.

TOTAL: 100