



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

**ASSESSOR(S)** : Dr Lara Buxbaum

**MODERATOR** : Dr Grant Andrews (WITS)

**MARKS** : 100

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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)**

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

"I was never taught Comprehensive Sexuality education at school and I survived. There will always be some teens who experiment with drugs or fall pregnant. There will always be some people who bully and are bullied. There will always be some families who go through divorce. No Life Orientation curriculum in the world will change that. If our schools only ever talk to our kids about bullying and drugs and sex and teen pregnancy and how to use a condom, that's exactly what our kids will end up doing. Schools should instead spend more money on sports; sports will make a real difference in students' lives" (Sello)

Sello 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 above 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 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 Sello'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 Sello'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)**

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
Sex belongs in the bedroom not in the classroom.  NO to CSE!	Protect our children!  NO to CSE!	Let kids be kids.  Say NO to 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]**



*Extract from an article by Rebecca Davis in The Daily Maverick. November 2019.*  
*“Schools sex-ed row part of a wider culture war in which SA kids are pawns”*

CSE lesson plans simply reflect to learners the rights which are enshrined in the South African Constitution and the Bill of Rights when it comes to sexual orientation and the termination of pregnancy.

*Extract from Bhana, (2015). Gendering the foundation: Teaching sexuality amid sexual danger and gender inequalities. Perspectives in Education, 33(2), 77–89.*

The highly charged gendered environment in the early childhood classroom is often overlooked because of dominant framings of children as sexually innocent, resulting in the invisibility of gendered relations of power and inequalities (Keddie, 2003). The discourse of sexual innocence has resulted in minimum attention to the Foundation Phase in relation to sexuality education (Bhana, 2007). Disrupting this tradition, a Grade 2 female teacher, located in an impoverished primary school, responds by focusing on gender dynamics within her classroom context, recognising male power and violence, where boys are, according to Mrs Z, the main perpetrators of ‘touching, hitting and taking from girls’. Research in the West indicates that gender violence in schools and classrooms remains pervasive: ‘A discourse of entitlement prevails in terms of many boys’ continued domination of classroom and playground space and resources; domination of teacher time and attention; and perpetration of sexual, misogynistic and homophobic harassment’ (Keddie, 2009: 3). In South Africa, like elsewhere in the world, there is wide acknowledgement that schools are not only sites where sexual violence and gender inequalities are produced, but also places for educational reflection and interrogation of such inequalities (Human Rights Watch, 2001). In the Foundation Phase of schooling there is limited knowledge and intervention around any of these issues with great silence regarding sexuality and sexuality education (Bhana, 2007).

*Extract from an article “Knowledge is Power” by Chaskalson et al. in The Daily Maverick. November 2019.*

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.

Low and declining levels of accurate understanding about HIV transmission were also captured in a recent study conducted by the Southern and Eastern Africa Consortium for Monitoring Educational Quality. The study found that fewer than 40% of grade 6 learners had accurate knowledge about HIV prevention.



**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
Content, structure, argumentation, cohesion	5

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) Koketso Moeti founding executive director of advocacy organisation Amandla.mobi, says she and her peers had no knowledge of what healthy sexual encounters or safe sex entailed, because of the method teachers used when she was young.” (Interview in the *Mail & Guardian* newspaper, 2017)
- 2) Statistics South Africa’s 2018 Report on Recorded Live Births says girls between the ages of 15 and 19 accounted for 107 548 births in the country, while 3 235 births were attributed to mothers aged 10 to 14.
- 3) Nearly two out of three female teenagers talked to their parents about “how to say no to sex” compared with about two out of five male teenagers. (Research conducted by the National Center for Health Statistics in America).
- 4) While HIV incidence remains high, especially among young people, the most recent Human Science Research Council survey in South Africa points to an alarming lack of accurate knowledge about HIV and its transmission. The survey



found that only 36% of the national population (aged 15 and above) had correct knowledge of, and was able to reject myths about, HIV transmission.

- 5) In a peer-reviewed journal article published in 1990 called “Public School Sex Education Instruction Time”, an academic wrote the following about American teenagers: “Almost nothing that young people see or hear about sex informs them about contraception”.

[20]

#### **QUESTION 4 (50)**

With reference to sources A, B, C and D below, write an argumentative essay in which you explain why the academic literacy skills of research, critical reading and understanding of arguments are so important when it comes to understanding issues related to Comprehensive Sexuality Education (CSE) in South African schools.

Note, this should **not** be an argument in favour of, or against CSE, but it should be an argument in favour of the importance of applying academic literacy skills before reaching an opinion regarding CSE. You should explain why this approach is better than merely basing your opinions about CSE on an emotional response or on your personal beliefs, values or feelings.

Your essay should also include one counter-argument which argues against the importance of applying academic literacy skills before reaching an opinion regarding CSE.

You should include at least **one** correctly referenced quote or paraphrase **from each** of the sources below (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.

The three body paragraphs should each have one particular focus and should each develop one argument.

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.

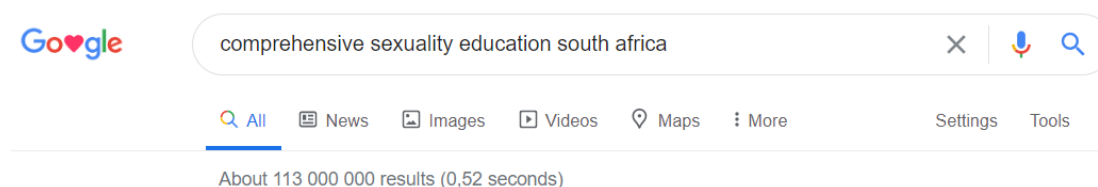
Your essay will be marked according to this rubric:

Language, style, quotations, paraphrasing, referencing	25
Content, structure, argumentation, cohesion	25

[50]

### Source A

“The amount of information about Comprehensive Sexuality Education in South Africa can be overwhelming. When I Google, there are 113 000 000 results. How do I know where to look or which information is reliable or trustworthy?” (Student teacher, 2020)



### Source B

Most objections to school sexuality education appear to be based more on emotion than research data and reasoned analysis. Sometimes facts are used, as with statistics, but they are usually selectively presented in an attempt to ‘prove’ the supposed ill-effects of school-based sexuality education. The 12 objections addressed in this paper are voiced by some parents, and sometimes with slight regional or national variations. Instead of replying with contradictory statements, factual, research-based evidence and arguments are more likely to persuade those people, particularly parents of school-age youth, who may be uncertain about the benefits and long-term value of comprehensive school sexuality education. Let us first define what is meant by this term. A comprehensive programme of school-based sexuality education addresses biological and reproductive knowledge, rational, moral and ethical values, communicating skills, decision-making, negotiating relationship skills, socio-cultural understandings, and self-concept and self-esteem enhancement within the context of being a participative member of a democratic society and a responsible citizen, integrated in a cross-curricular and multi-subject approach, and delivered professionally through each year level of the school life (see Centrewall 2000; SIECCAN 2005; SIECUS 2004).



*The above paragraph is an extract from the introduction to an article called “Responding to parental objections to school sexuality education: A selection of 12 objections” written by*

*J. D. G Goldman.*

*It was published in 2008.*

*It was published in the journal Sex Education, 8(4).*

*Pages 415–438.*

### **Source C**

*Extract adapted 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*

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

The Department of Basic Education’s plans to improve comprehensive sexualities education for learners have caused a moral furore. But claims that the new curriculum ‘sexualises children’ and ‘promotes perversity’ are false. The new curriculum will help learners build an accurate understanding of their bodies and develop healthy attitudes and behaviours when it comes to sexuality, identity and relationships.

Comprehensive sexualities education (CSE) is not a new phenomenon in South African schools, nor is its implementation the result of external groups “imposing” foreign ideologies on to unwitting locals — as its opponents allege. South Africa has implemented comprehensive sexualities education through Life Orientation classes for almost two decades (beginning in 2000). The curriculum has been implemented in part as a response to the severe impact of the South African HIV pandemic, alongside high rates of gender-based violence.

In 2013, South Africa was one of 20 countries in Eastern and Southern Africa to endorse the landmark Inter-Ministerial Commitment to scale-up comprehensive sexualities education and access to sexual and reproductive health services for adolescents and young people.

All signatories committed to implementing good quality sexualities education in schools, and to providing rigorous in-service and pre-service training for teachers to equip them with the knowledge and skills necessary to implement age-appropriate and contextually-specific comprehensive sexualities education. It is through the commitments of the South African government, in partnership with neighbouring African states, that support for the new comprehensive sexualities education curriculum originated.



These commitments are also enshrined within numerous South African national policies, such as the National Strategic Plan on HIV, TB and Sexually Transmitted Infections (2017-2022). The plan bolstered South Africa's commitment to strengthening HIV prevention, particularly among youth. It identifies comprehensive sexualities education as one of the key game changers in South Africa's HIV epidemic, and supports the implementation of strategies that provide adolescents and young people with knowledge, skills and efficacies to make informed decisions and positive lifestyle choices regarding sex and sexuality.

Whether or not you support comprehensive sexualities education programmes at schools, empirical\* research located in South Africa demonstrates the urgent need for improved knowledge and understanding about sex, the potential risks of sexual activity, and the necessity of sexual consent. ...

As a [wide survey of academic research] and literature shows, many young people learn about sex from other young people and, with increasing access to the internet, through pornography. The Department of Basic Education has developed a curriculum to address this critical [lack] of knowledge, and to counter-balance the [wide range of] of misinformation and misrepresentation of sex and sexualities.

\*empirical: based on, concerned with, or verifiable by observation or experience rather than theory or pure logic.

*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.*

## **Source D**

The evidence is clear. Comprehensive Sexuality Education (CSE) leads to improved sexual and reproductive health, resulting in the reduction of sexually transmitted



infections (STIs), HIV, and unintended pregnancy. It not only promotes gender equality and equitable social norms, but has a positive impact on safer sexual behaviours, delaying sexual debut and increasing condom use.

The findings have been revealed in a new report examining CSE status in 48 countries across the world, 'Emerging Evidence, Lessons and Practice in Comprehensive Sexuality Education - A Global Review 2015'. Published by UNESCO, in consultation with the United Nations Population Fund (UNFPA) and the UNAIDS Secretariat, the report shows that almost 80 per cent of assessed countries have policies or strategies in place that support CSE.

In the Asia-Pacific region, 21 out of 25 countries' national HIV strategies referenced the role of education, in West and Central Africa, most countries had a policy on life-skills based HIV and AIDS sexuality education, and in Latin America and the Caribbean, health and education ministers signed a declaration affirming a mandate for national school-based sexuality and HIV education.

However, Senior Programme Specialist in Health Education at UNESCO, Joanne Herat said that, despite the increased political will, there remained a significant gap between the many global and regional policies in place and the implementation on the ground.

"Young people are consequently often denied even the most basic information about their sexual and reproductive health and rights," Herat said. "Thankfully, a global movement has galvanized around ensuring universal access to CSE, with youth-led movements calling for stronger responses, and sustained commitment. This has played a major role in the scaling-up of sexuality education and sexual and reproductive health services globally."

"CSE empowers young people to reflect on their behaviours, their environment, and their attitudes regarding gender and rights, all critical factors for improving health outcomes and HIV infection rates." Herat said.

*This extract is adapted from an article "Global Review finds Comprehensive Sexuality Education key to gender equality and reproductive health". It was published by UNESCO and is available online at: <https://en.unesco.org/news/global-review-finds-comprehensive-sexuality-education-key-gender-equality-and-reproductive>*

**TOTAL: 100**