



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Department of Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: English for the Primary School 2A (EPS10A2)
<u>SEMESTER</u>	: Semester 1 (2021)
<u>EXAM</u>	: Main Examination

DATE: June 2021

ASSESSOR: Dr A Carolin & Ms M Phekani

MODERATOR: Ms K McCarthy

MARKS: 100

NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. **You must answer all five questions.**
2. You may not use any other sources, other than the specified picture book or animated film, as well as the given extract. You may not reproduce content from your assignments. 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 and your own earlier assignments) will result in you failing the examination, as well as further severe disciplinary action.
3. Your paragraphs and essay should conform to the structure and composition taught in this module. Remember to use quotation marks and in-text referencing, and include a reference list for each question.
4. Make sure that your responses focus specifically on what is being asked in each instance.

QUESTION 1: ESSAY

Picture books can be used to support environmental education in the primary school.

Write an essay of at least 1400 words in which you agree or disagree with the statement above. Your essay must include a discussion of at least one of the picture books listed below. You may want to discuss one picture book in detail, or you may want to discuss all four of picture books listed below. You can choose how best to use the picture books to structure a convincing essay. The focus of your essay must be on the images and written text in the picture books themselves, and you do not need to incorporate content from other modules.

- *A Tiny Seed* (2014)
- *Together We're Strong* (2014)
- *Graca's Dream* (2014)
- *Belonging* (2004)

Your essay must incorporate at least two quotations as well as one instance of paraphrasing from the following extracts from an academic text:

If conservation and sustainability are explicitly and implicitly represented as childhood values, then, young audiences perceive them as cultural norms. Conversely, if artificiality and unsustainable practices are explicitly or implicitly encouraged, then these become defining norms. Children's literature, whether in print or electronic format, establishes the representational conventions young people rely upon as they read, write, and interpret. Picture books are by no means unfiltered representations of beauty and truth, yet they do signal core societal values. [...] If picture books disregard wild beings and spaces – or if nature-oriented picture books, such as *My Garden*, recommend that a child keep an imaginative buffer between herself and her firsthand experience of animals and plants – picture book aesthetics will not reinforce (or normativize) the concerns grownup environmentalists ostensibly are keen to instill. Appealing depictions of fields, forests, and animals in picture books provide entertainment for children, while giving practical information about those places and individuals.

(Op de Beeck, 2017: 118)

[T]he word-and-picture narration in picture books may reinforce existing environmental sensitivity, curiosity, and the sense of wonder. Environmentalists now need to question whether and how, in the process of captivating young audiences, picture books recommend respect for animals, insects, plants, and other life forms, and concern for the air, water, and soil on which we depend. A picture book can suggest that a child and adult gaze more closely into the grass at the park, the rocks on the beach, or the trees along the sidewalk. A picture book can draw our attention to the animals that live

out their years, from the hottest summer days to the iciest winter nights, in the bioregions where we too make our homes.

(Op de Beeck, 2017: 124-125)

Bibliographic Reference:

Op de Beeck, N. (2017). Environmental Picture Books: Cultivating Conservationists. In N. Hamer, R. Nodelman, & M. Reimer (eds), *More Words about Pictures*. New York & London: Routledge, pp. 116-126.

Your essay should contain:

- an introduction
- at least four paragraphs in the body of the essay (each of which focuses on a different aspect of the topic)
- a conclusion
- a full reference list

Mark composition for your essay:

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

[50]

QUESTION 2: “THE PRESENT”

Write a paragraph of between 250 and 350 words in which you discuss *the effect* of the narrative structure of the short animated film “The Present” (2016).

[15]

QUESTION 3: THE COTTONWOOL DOCTOR

Write a paragraph of between 250 and 350 words in which you discuss how the picture book *The Cottonwool Doctor* (2014) depicts female agency.

[15]

QUESTION 4: “HAIR LOVE”

In the short animated film “Hair Love” (2019), the filmmakers use the personification of the protagonist’s hair to convey certain information about how the protagonist’s father is feeling. Write a paragraph of between 250 and 350 words in which you discuss this personification and show how it contributes to the characterisation of the protagonist’s father.

[15]

QUESTION 5: SELF-REFLECTION

One of the principles of good teaching is that new material should be introduced in small amounts (chunks) and that this new material should be combined with short assessment tasks to consolidate learning.

Write a short note of about 100 words in which you discuss to what extent the module English for the Primary School 2A complies with this principle. There is no correct or incorrect answer. The purpose of this question is to assess how you reflect on the design of this module. Please do not copy any description from online or other sources.

[5]