



University of Fort Hare
Together in Excellence

Faculty of Education

SUPPLEMENTARY EXAMINATION: JANUARY 2019

EDS 122

Time: 3 hours
Subject: English Method 3
Marks: 100

This paper consists of 4 pages including the cover page

Internal Examiner
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Second Examiner
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Instructions

1. This paper consists of FOUR questions. Answer ALL of them.
2. It is in your best interest to write clearly and legibly.
3. 3 Marks will be subtracted for poor expression and for grammatical errors.

Question 1: Essay writing

1. Write a five-paragraph essay by choosing your own **TOPIC** according to your **STREAM**. The length of your essay should be one and half pages whereby you should include the following aspects:

- *Draw a mind map as a plan for the essay.*
- *Main ideas/ thesis statements per paragraph, supporting ideas and concluding sentences.*
- *Make use of Transition Signals during the discussion.*

TOTAL Q1: 40

Question 2: Paraphrasing.

- 2.1. Define a concept paraphrasing by using your own words and understanding. (5)
- 2.2. Mention at least five steps to be followed when paraphrasing. (5)
- 2.3. Paraphrase an original passage below by applying the relevant techniques you have discussed during the lecture. Explain and mention the techniques you have applied in your paraphrased passage. (10).

Passage 1

From 1948 to the early 1990's, South African government was based on an institutionalized¹ system of 'racial' separation and inequality formally known as apartheid. A white minority dominated a black majority in a context of stark social, political and economic differentiation. However, in the late 1980's and early 1990's, the institutions of apartheid began to collapse.

Harber, C. 2001. *State of transition: Post-apartheid educational reform in South Africa*. Oxford: Symposium books. P. 7.

TOTAL Q2: 20

Question 3: Citation and Referencing

Refer to **Passage 2** (below) that is an extract from an essay on empowerment. Quotations have been included, but the in-text citations are incomplete. The Reference List contains all the relevant sources, but there are mistakes in the way they have been written down.

- (a) Write the missing in-text citations in your answer book, numbering them a), b), c), d), e), as they are numbered in the essay below. (10)

DO NOT REWRITE THE WHOLE ESSAY, JUST WRITE THE CORRECT ANSWER BY USING THE RELEVANT NUMBERING.

- (b). In your answer book, write a corrected version of the Reference list below because there are mistakes in this list.

Passage 2: Empowerment

The best way for empowerment to function is for those living in rural communities to be able to demonstrate their agency and participate in their own development. Hennie Swanpoel analyzes two different ways of looking at participation, either as system-maintaining or system-transforming. Swanpoel says that system-transforming, or empowering, participation “[does] not aim to bring relief to people in the poverty trap, but to free them from the trap so that they can gradually improve the situation themselves as free and self-reliant people” (a) ().

Participation as empowerment holds the potential to allow people to lift themselves out of the poverty trap and envision a brighter future. Yet Chambers views participation not as a means to well-being, but as the actual goal of development. He argues, “participation is decision making and participation means having power. According to this principle, participation is the natural result of empowerment. It is not a means to an end — it is the objective of development” (b) (Chambers,).

While Chambers claims that participation is the goal of development, Amartya Sen believes that increasing capabilities is the ultimate objective, and participation serves to facilitate this process. The Capability Approach helps form “an intellectual foundation for human development and for including participation, human well-being and freedom as central features of development” (c) (, 1999:). Instead of looking at what communities need, this approach suggests looking at what already exists within a community, looking at the associations and organizations that already exist, the local economy, and physical resources, and figuring out how to utilize these assets in a development process. Sen also distinguishes between the concepts of functionings and capabilities, with “functionings as an achievement, whereas a capability is the ability to achieve.” (d) (: 53).

To highlight this distinction, Dr. Robeyns compares an Ethiopian in a famine to a person who goes on a hunger strike in front of the Chinese embassy to protest the situation in Tibet. “Although functionally both are hungry, their freedom to make this decision is different, and this freedom defines capability” (e) ().

Development should be about increasing the ability of people to choose their own destiny, to determine their path, and forge their own future.

References: **(10)**

Cape Town, Hennie Swanpoel. P. 198. *Introduction to Development Studies*. Oxford University Press, 2000.

Whose Reality Counts? Putting the First Last by Robert Chambers. P. 76, London: Intermediate Technology Publications, 1997.

Amartya Sen, *Development as Freedom*, (New York: Anchor Books, 1999), 53.

Accessed September 14, 2010. Dr. Ingrid Robeyns, "The Capability Approach: An Interdisciplinary Introduction," University of Amsterdam [Online] Revised 9 December 2003 Available: <http://www.fas.harvard.edu/~freedom/teaching/CAtraining20031209.pdf>

TOTAL Q3: 20

Question 4: Revision and Editing

Proof-read the following passage and then rewrite it, making corrections and improvements in spelling, punctuation, capitalization, grammar, paragraphing and usage. (20)

Mohandas Gandhi (Adapted from Hunters' College)

Mohandas Gandhi was one of India's most popular leaders. A Lawyer by trade, he left the law to fight personally for his people's rights against their British rulers. Deeply committed to nonviolence Gandhi was determined to win India's freedom by avoiding confrontation. Over the years he developed a code of action known today as civil disobedience. Gandhi's code called for nonviolent noncooperation to achieve independence. Whenever armed British soldiers came to enforce the occupation government's laws, Gandhi urged his people not to fight. Instead, they stood still, refusing to move back or forward and refusing to give into the soldiers. Unwilling to shoot the un-armed crowd, the British usually re-treated. However in the massacre of Amritsar, British soldiers killed almost four hundred of Gandhi's followers. Gandhi and his followers knew that nonviolent protests could lead to imprisonment and even death, but they remained loyal to the independence movement until Great Britain granted the independence of India and Pakistan in 1947.

TOTAL Q4: 20
