

# UNIVERSITY OF FORT HARE

Alice and East London campuses

**PIE501 and PIE501E**

**BACHELOR OF EDUCATION (HONOURS) EXAMINATIONS**

**NOVEMBER**

**2019**

Time: 3 Hours

Subject: PIE 501

Marks: 150

**This paper consists of 5 pages including the cover page**

Internal Examiners

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## INSTRUCTIONS

1. The purpose of this examination is to give you the opportunity to **demonstrate your knowledge and understanding**.
2. Answer **THREE** questions in essay form.
3. Answer your three questions in the same examination booklets. Additional booklets may be used if needed.
4. You have ten minutes reading time before the examination starts.
5. You are encouraged to plan your answers carefully, making sure that you have identified the **key** points of the question **before** you actually start writing each of your three essays.
6. Allocate your time equally for answering your three questions and focus on **answering the actual question** at all times.

## **QUESTION 1: Social Stratification, Equity and Equality**

1.1 Briefly explain your understanding of :

- 1.1.1 Social stratification, (10)
- 1.1.2 How Social Stratification operates generally in society, and (10)
- 1.1.3 To what extent do you think Social Stratification is or is not an inevitable and necessary component of social life. (10)

1.2 Discuss the barriers to success that still exist in post-apartheid South African schools, and make suggestions as to what schools and the educational system in general should be doing to promote equity and equality. (10)

1.3 Highlight any successes in this regard which you think have been achieved since 1994. (10)

[50]

## **QUESTION 2: Inclusion and Diversity**

2.1 a) Explain how you would justify South Africa's inclusive approach to education as per White Paper 6 by comparing the Medical and the Social models. (20)

2.1 b) Explain the concept of "barriers to learning" and describe some of the barriers to learning which are frequently experienced in schools. (10)

2.1 c) Explain each of these four components and describe the role they are supposed to play in the implementation of the Inclusion Policy in South African schools.

2.1.1 The types of schools

2.1.2 School –Based Support Team

2.1.3 Individual Support Plan

2.1.4 District-Based Support Team (20)

[50]

**OR**

2. 1 Explain the purpose of the strategy on Screening, Identification, Assessment and Support (SIAS). (4)

2.2 Discuss the different stages of its implementation and the role of stakeholders involved. (20)

2.3 Discuss ways of adapting curriculum to respond to learner diversity in the classroom. (21)

2.4 How will the education system, learners, educators and parents benefit from an inclusive education system? (5)

[50]

### QUESTION 3: Gender Issues in Education

3.1. *In many Black communities, generations of young men and boys have been socialised into believing that 'real men' do not cry, should always fight back and never be beaten by girls, are strong physically, are decision makers who initiate sexual intimacy and have multiple sexual partners. But as they grow up and begin relationships these values come into conflict with the reality of their lives (Otipa, 2005)"*

3.1.1 Otipa's statement suggests that there is still a clash between the traditional understanding of gender roles and identities and the realities of living in a democratic, human-rights-orientated society. Briefly discuss the extent to which you think that both men and women in South African society are still victims of what Otipa and others consider to be an outdated view of gender relationships. (20)

3.1.2 Discuss what you think should be happening in classrooms and schools to encourage the development of greater equity and equality as far as gender issues are concerned. (30)

OR

3.1.3 Discuss policies or measures that have been put in place to ensure gender equality in education particularly in schools in South Africa since 1994. Identify the challenges of implementation and suggest how they could be addressed. (30)

[50]

### QUESTION 4: Culture and Multicultural Education

4.1 How does Nieto define multicultural education? (5)

4.2 Discuss characteristics of multicultural education as provided by Nieto and explain how they can be sustained in schools. (30)

4.3 Define the term multiculturalism and discuss what the teacher can do to promote multiculturalism in the classroom. (15)

[50]

OR

4.1 James Banks argues that there are five dimensions that need to be addressed if multicultural education is to be implemented effectively in schools:

4.1.1 Explain each of these dimensions, say why each one may be necessary for promoting multicultural education in schools, and give practical examples of each dimension. (30)

4.1.2 In addition to these dimensions, suggest what else you think needs to be done in schools to develop deep-seated as opposed to superficial – multicultural education. (20)

[50]

## **QUESTION 5: LANGUAGE**

5.1 Read the passage below and answer the following questions.

### **WHAT DO I DO IN THIS SITUATION?**

As much as only 11 languages are recognised as official in South Africa, there are more than the recognised 11 which are spoken. To mention but a few, languages like IsiMpondo, isiHlubi, isiPhuthi, isiBhaca are amongst the many spoken languages. In addition to this, South Africa is also a growing community with many refugees from many different countries. Many of these learners, including South African children enter school with limited English proficiency. These students are English language learners who speak a language other than English in their homes. The learning of a foreign language is a process, which becomes more difficult as one becomes older. Often the younger student will grasp conversational speech in the classroom rather quickly as he or she interacts with the other students. However, it must be remembered that it takes from 7 to 10 years for a second language learner to perform like a native speaker academically. If a child learns a language before he or she is 12 years old, she/he will often speak both languages with the proper accent. So be patient with your students and maintain high, yet realistic expectations. Remind yourself frequently “limited English proficient” is not “limited thinking proficient.” (Anon)

5.1.1 In light of the article above and other reasons that may not be mentioned, explain why Language is such a complex issue in the present South African educational context. (20)

5.1.2 Discuss what you consider to be the main considerations in the English versus mother tongue medium of instruction (20)

5.2.2 In addition to what has been suggested in the article above (NB: mention those suggestions from the article), state how you think this matter can best be resolved from an educational point of view (10)

[50]

**END**