

UNIVERSITY OF FORT HARE
EAST LONDON CAMPUS
COURSE CODE: PSL 221E
BACHELOR OF EDUCATION
(FOUNDATION/INTERMEDIATE OR SENIOR PHASE)
NOVEMBER 2019

TIME: 3 hours

MARKS: 100

SUBJECT: GENERAL EDUCATIONAL METHODOLOGIES 2

Internal Examiner(s)

Internal Moderator:

Dr(s) S Mkomi; I Roy

Prof N Duku

INSTRUCTIONS:

This paper has **FOUR** questions.

- Read questions carefully before answering them.
- ALL questions are compulsory.
- You may start with any question..
- Number all your answers exactly as the question paper
- Write neatly and legibly.
- Leave spaces between sub-sections of a question.
- Answer all sub-sections of a question together.
- Plan essay questions before attempting to answer them.
- You have 10 minutes reading time.

Question 1 (Based on appendix 1)

[35]

- 1.1 Briefly discuss any FIVE (5) aspects indicative of the school's attempt at cultural inclusivity in the case study. (5x2=10)
- 1.2 Create a comprehensive mind map of the multicultural elements you pick up in the case study. The title of the mind map is Mrs Smythe's classroom. (10)
- 1.3 Indicate how the elements you identified in 1.2 impacts on effective teaching and learning. (5 x 2 = 10)
- 1.4 If you were a colleague to Ms Smythe, what advice would you give her in dealing with multi-culturalism in her class? (5)

Question 2:

[35]

Read the following statements carefully, choose the option(s) that will make the statement true.

1. All children have the right to
a) Live with both parents.
b) Basic Education
c) Daily entertainment.
d) All of the above. (1)
2. Self-directed violence include
a) Violence perpetrated from a large group such as a political organisation.
b) Suicide
c) Violence from one individual towards another.
d) Using drugs and hanging out with dangerous people. (2)
3. At a safe school, teachers and learners can expect to find
a) Absence of possible harm
b) Harassment
c) Law and order
d) Ridicule (2)
4. The characteristics of a unsafe, dysfunctional school include
a) Well maintained school grounds.
b) Buildings in good repair.
c) A culture conducive to teaching and learning.
d) All of the above.
e) None of the above. (1)
5. Forms of school violence include:
a) Gang activities
b) Sexual and gender based violence

- c) Conflict situations
 - d) All of the above (1)
6. Violence in schools can be addressed by:
- a) Having manageable class sizes
 - b) Training teachers in self-defense.
 - c) Having prolonged police presence in schools.
 - d) Giving learners a voice. (2)

Complete the sentence by supplying the missing word(s)

7. Educators are responsible for the _____(a)_____ and _____(b)_____ well-being of the learner. (2)
8. The purpose of any school is to ensure effective _____(a)_____ and _____(b)_____. (2)
9. In Township schools, learners do not feel _____(a)_____ to _____(b)_____. (2)
10. Loco parentis mean that educators have the _____(a)_____ right to ensure the _____(b)_____ of learners in their care. (2)
11. School Governing Bodies are responsible for _____(a)_____ school grounds and buildings; adopting a _____(b)_____ of conduct for educators and learners and _____(c)_____ a school policy. (3)
12. School Violence is typically defined as any acts of _____(a)_____ that take place inside an _____(b)_____ institution or travelling to and from school. (2)
- 13 Corporal punishment is defined as an act against a _____(a)_____ that inflicts pain or _____(b)_____ to punish or contain the child. (2)

Are the following statements TRUE or FALSE?

13. Both boys and girls are likely to be bullied. (1)
- a) True
 - b) False
14. Relationship violence is less common amongst learners from poor backgrounds. (1)
- a) True
 - b) False

15. Violence never comes from someone the victim is familiar with. (1)
a) True
b) False
16. Corporal punishment is a form of violence. (1)
a) True
b) False
17. School authorities experience more problems at smaller schools than larger schools. (1)
a) True
b) False
18. Unsafe schools prevent teachers from the right to exercise their authority. (1)
a) True
b) False
19. Briefly explain how a dysfunctional, unsafe school encourages bullying. (5)

Question 3

[12]

Define the following terms:

- a) Learner (6)
b) Locus standi (2)
c) Accountability (2)
d) Capacity to act (2)

Question 4

[18]

- 4.1 Briefly define parental involvement in the context of a teaching and learning environment. (6)
- 4.2 Mention 2 other words used to refer to a parent (2)
- 4.3 List any 4 benefits of parental involvement for teachers and school managers in a teaching and learning environment. (2 x 4 = 8)

APPENDIX 1 - Case Study: Ms. Smythe's Classroom

Golden Junior Primary School is an old, solidly built school in a suburb of Cape Town. It is well equipped, with a variety of sports facilities surrounding the school. The school has enough classrooms and the teachers have a comfortable staffroom where they work and meet regularly. The average teacher-student ratio is about 1:35. For children who experience difficulties, there are extra classes in language and mathematics.

The students in Ms. Smythe's Grade 6 class do not all live in the neighbourhood. Many come from other poorer suburbs and townships. Although most are fairly well-off, several students come from families who are struggling financially. Of the 38 students in the class, 20 are boys and 18 are girls. Although the medium of instruction is English, many children in the class have a different first language. Two children, fitted with hearing aids, have hearing disabilities and three others experience specific learning difficulties. They have been placed in the class because of the school's commitment to inclusive education.

Ms. Smythe is a motivated teacher who tries to be as innovative as possible. She is particularly proud of her classroom displays, which she and her students have developed. She has access to a variety of teaching equipment that is generally available to teachers in the school (overhead projector, flipcharts, video equipment and computers).

Despite all these positive factors, Ms Smythe does experience some difficulties. For instance, she is not confident in dealing with interpersonal issues. She finds it difficult to handle disciplinary problems in the class, particularly when she tries to use group work. Children with different mother tongues do not want to work together. Groups are highly competitive and tend to exclude learners who do not speak the language of learning and teaching well. They see them as a stumbling block when group tasks are set. Therefore she tends to use more direct methods of instruction. She often has to resort to punishment because of students disrupting the class and breaking school rules. She also has great difficulty in coping with the different levels of ability in the class, including those of student with specific disabilities or learning difficulties. She realizes that many of the children experience difficulty with English, but she is able to speak only English and Afrikaans, and is therefore unable to help those who speak other languages. She has noticed that many, but not all, of these children have difficulty keeping up with the work.

In addition, she has learned that a young girl in her class has recently lost both her parents in a car accident. She'd noticed that that the girl had become more and more isolated and depressed as the weeks went by. She was concerned about it but she did not know how even to approach the

problem, let alone counsel the child. She did mention it to the principal, but he simply indicated that she should not worry too much as the girl was in the care of her grand-father: "She'll get over it soon enough," he said.

Ms. Smythe also has a problem with racial integration in her class. She is aware that schools must play a central role in facilitating integration, but she finds this difficult to do as the children prefer to stick to their own groupings. She does not know how to deal with the antagonism and, often, open conflict between groups. The girls and boys also keep their distance from one another, often teasing each other in a destructive way. She would like to develop further insights and skills that would enable her to deal with these interpersonal issues and dynamics in the classroom.

GLOSSARY OF KEY WORDS FOR ACADEMIC WRITING

Analyse: to examine, evaluate or explore different aspect regarding the topic.

Discuss: write about the most important aspect; giving arguments for and against.

Explain: make clear why something is the way it is.

Identify: name, classify, categorize, pinpoint.

List: make a list.

Outline: give only the main points, showing the main structure.

Rationale: a set of reasons or a logical basis for a course of action or belief