



University of Fort Hare  
*Together in Excellence*

**ALICE AND EAST LONDON CAMPUSES**

**ETP 501/501E**

**BACHELOR OF EDUCATION (HONOURS 1).**

**FINAL EXAMINATION: NOVEMBER 2019**

Time: 3 hour

Subject: EDUCATION THEORY AND PRACTICE

Marks: 100

This paper consists of 3 pages including the cover page

INTERNAL EXAMINORS

**DR M. A LINAKE and DR KEPE M.**

EXTERNAL EXAMINER

**Dr S Machingambi**

**INSTRUCTIONS**

1. This paper consists of six questions. Each question carries 25 marks.
2. Answer ONLY four question of your choice and number them according to the way they appear in the question paper.
3. It is in your best interest to write clearly and legibly.
4. 2 marks will be subtracted for poor expression and a further 2 marks for grammatical errors from each question.
5. Please use your own words to show the understanding.

**QUESTION 1: A SCHOOL AS A BUREAUCRATIC ORGANISATION**

- 1.1. Simply define the education bureaucracy. (2).  
1.2. Is school a bureaucratic organisation? Please substantiate your answer. (5).  
1.3. List and explain six Max Weber's bureaucratic management principles. (3 X6 =18)

**TOTAL SCORE FOR QUESTION 1: [25]**

**QUESTION 2: THE HISTORY OF EDUCATION FROM YEAR 1984-1993**

2.1 Critically discuss the history of Education in South Africa from 1984-1993. In your discussion, include the following aspects:

- The national policy for general affairs Act (no.76) of 1984. (5).
- Teacher pupil ratios in primary schools. (5).
- Teaching certificates certified percentage. (5).
- The department of education and training responsibilities. (5).
- The restructuring of the white education system. (5).

**TOTAL SCORE FOR QUESTION 2: [25].**

**QUESTION 3: BEHAVIOURISM, CONSTRUCTIVISM, AND COGNITIVISM**

- 3.1. Compare and contrast behaviorism, constructivism, and cognitivism theories in view of both learners and teachers in the classroom context. (5 x 3 = 15).  
3.2. Name four learning theorists under behaviorism and discuss their believes towards their theories. (10).

**TOTAL SCORE FOR QUESTION 3: [25].**

**QUESTION 4: CLASSICAL AND OPERANT CONDITIONING THEORIES**

Critically discuss Classical and Operant Conditioning theories in the classroom context in South Africa with relevant examples. (25).

**TOTAL SCORE FOR QUESTION 4: [25].**

**QUESTION 5: MULTIPLE INTELLIGENCES**

- 5.1. Define Intelligence in contrast to multiple Intelligence. (2 x 2 = 4).
- 5.2. Identify at least seven Characteristics/ components of Intelligence and Multiple Intelligence by Gardner and briefly explain each one of them. (2 x 7 = 14).
- 5.3. Discuss the inclusion of Intelligence and Multiple Intelligence skills at school level. Your discussion should be in one paragraph. (7).

**TOTAL SCORE FOR QUESTION 5: [25].**

**QUESTION 6: CRITICAL THINKING**

- 6.1. Compare and contrast critical thinking and critical theory in education. (7).
- 6.2. With your experience as a teacher, indicate at least six teaching strategies you use to promote critical thinking. (6).
- 6.3. The best Critical Thinkers distinguish themselves from other people because they possess a few characteristics that strengthen Critical Thinking. Identify at least six characteristics of critical thinking and briefly discuss them. (2x 6=12).

**TOTAL SCORE FOR QUESTION 6: [25].**

**GRAND TOTAL: 100**