



University of Fort Hare
Together in Excellence

Faculty of Education

SCHOOL OF GENERAL AND CONTINUING EDUCATION (SGCE)

JUNE 2023 MAIN EXAMINATION

DATE : JUNE 2023
DURATION : 3 HOURS
MARKS : 100
MODULE CODE : WWC 211 E
COURSE NAME : ADVANCED DIPLOMA IN EDUCATION
EXAMINER : MRS Z. LONI
INTERNAL MODERATOR: DR NGIBE

INSTRUCTIONS:

- Answer ALL the questions.
- Write clearly and neatly.
- Ensure that your name and student number are written in your answer sheet.

SECTION A: SHORT QUESTIONS

QUESTION 1

[20]

A. Give definitions of the following:

1. A school community (2)
2. Social justice (2)
3. A just society (2)
4. Equitable share (2)
5. Cultural capital (2)
6. Contextual factors (2)
7. Learner voice (2)
8. Community of Practice (2)

B. What is a PESTLE? Explain in full (2)

C. What is an influencer? (2)

QUESTION 2:

[6]

What is your understanding of the following laws and regulations:

- 2.1. The National Norms and Standards for School Funding (1998). (2)
- 2.2. The Employment of Educators Act (Act No.76 of 1998) (2)
- 2.3. The Education Laws Amendment Act (Act No. 24 of 2005) (2)

QUESTION 3:

[4]

3.1. What do the following acronyms stand for?

SWANS (1)

OWANS (1)

3.2.

Explain the meaning of each acronym. (2)

SECTION B

QUESTION 4: [8]

As a school leader you have experiences regarding communicating with parents.

4.1. Share with us **TWO SUCCESSES** you have experienced with regards to communicating effectively with parents. (2)

4.2. Also share with us **TWO CHALLENGES/CONSEQUENCES** you have experienced with regards to communicating ineffectively with parents. (2)

4.3. Based on your response to 3.2, highlight any other **TWO** communication strategies you think should be introduced at your school that will enhance your communication. (2)

4.4. Explain why you believe these strategies will be effective in your school. (2)

QUESTION 5 [12]

CASE STUDY ON PESTLE

Read the case study below and answer the question that follows.

Red Primary School is situated in the outskirts of Good Municipality, in a deep rural village. The ward Councillor is not visible in this area at all. In addition, there are continuous power struggles among the community leaders in this area as there are 5 political parties competing aggressively to take over the authority in this area.

The community used to get income from a farming governmental scheme that operated in this area. The struggles between the Ward Councillor and the Local Chief led to the closure of the scheme as the administration offices were vandalised burnt down whilst farming equipment was stolen.

The electrical system is faulty and this affects functionality of all gadgets that are supposed to be used to bring hope to this community.

Due to the aftereffects of Covid 19 many households are child -headed. Alcoholism and, crime and drug taking is the order of the day. There is a high rate of illiteracy.

There has been a new legislation that stops the school from engaging with parents. This includes meetings, one-on-one interviews, and written communication. The government has stopped funding for the School Nutrition Programme.

Water is very scarce in this area. The municipality delivers water once in two weeks. Over 300 households must share the delivered 20 000 litres for 14 days.

The area including the school is heavily littered. Old plastic bags, rubble and discarded animal bones from livestock that died because of drought lie strewn about a road leading to the school from a dilapidated old post office building.

Explain how you will apply **PESTLE** analysis in this case. (6)

What PESTLE aspects are surfacing in this case study? (6)

QUESTION 6: **[10]**

School leaders must have a proper way of relating to others to enhance their relationships with the school community.

GIVE and EXPLAIN fully the 5 characteristics for constructive

relationships. 2x5 (10)

SECTION 3

QUESTION 7: **[13]**

The SMT and your teachers have decided to embark **on a fund-raising campaign** to augment teaching and learning materials. As a school leader you must write a persuasive memorandum to the SGB.

7.1. As you do this, **explain all the steps** followed when writing a memorandum.(10)

Prepare this memorandum. (3)

QUESTION 8: _____ **[6]**

Schools have a wide stakeholder component. Among these are what are known as Influencers. School leaders are advised to be alert when dealing with Influencers.

Mention any **THREE (3)** things school leaders should never do/avoid when dealing with this category of stakeholders. Support your response with reasons. 2x3 (6)

QUESTION 9 _____ **[14]**

Schools exist within a broader community. It is, therefore, very important for a school to map out its community.

In a brief **discussion explain the different steps** that should be followed when doing community mapping. A **diagrammatic presentation** on this topic will be an added benefit to your discussion. 2x7(14)

QUESTION 10: _____ **[7]**

Wolhurter et al. (2016) cites seven systemic elements that make the work of school leaders in developing countries difficult than is for school leaders in the first world countries. Mention these.