School of Education and Development
Faculty of Education

Post-Graduate Certificate in Education

Education and Professional Development EDPD620

JUNE EXAMINATION: 20 JUNE 2008

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<th>Module Title</th>
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<td>Education and Professional Development 620</td>
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<th>Duration</th>
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<th>Internal Examiners</th>
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<td>Dr N. Mthiyane</td>
<td>Ms M Probyn</td>
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<td>Ms M. Swart</td>
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<td>Ms B. Goba</td>
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<td>Mr P. Jugmohan</td>
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**Instructions:**
- This paper consists of THREE sections
- Answer only ONE (1) question in each section
- Indicate clearly the numbers of the answers on the cover page of your answer booklet.

**STUDENTS ARE REQUESTED, IN THEIR OWN INTERESTS, TO WRITE LEGIBLY. THIS QUESTION PAPER CONSISTS OF FIVE [5] PAGES. PLEASE ENSURE THAT YOU HAVE ALL FIVE PAGES.**
SECTION A: CURRICULUM [40 MARKS]

QUESTION 1.1

Harley & Wedekind (2004) argue that: “writers of differing theoretical orientation agree that there is generally a close relationship between national political visions and national curricula. Nowhere is this relationship illustrated more starkly than in the case of South Africa. Strikingly close alignment of curriculum policy to political vision is evident through periods of political change characterised by dramatically different political visions”.

Discuss critically Harley and Wedekind’s statement above. In your discussion focus on:
- the two theoretical orientations that view the link between power and curriculum from differing perspectives
- the vision of the different curricula in SA during the pre-apartheid and post-apartheid eras.

OR

QUESTION 1.2

In viewing curriculum as practice, curriculum construction is seen as an “ongoing social activity that is shaped by various contextual factors within and beyond the classroom…”

Discuss the extent to which this view is helpful in understanding the implementation of Curriculum 2005 (C2005) and the National Curriculum Statements (NCS).

In your discussion comment on the following:
- The place and role of official curriculum documents
- Contextual and other factors within and beyond the classroom
- The role of the teacher

Use examples from one of your teaching specializations to support your argument.
SECTION B: APPROACHES AND ASSESSMENT [30 MARKS]

QUESTION 2.1

Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He believes that there exists a multitude of intelligences, quite independent of each other.

In an essay discuss the following aspects:

- how Gardner’s Multiple Intelligences Theory (MIT) challenges the traditional notion of IQ testing,
- why his theory has appealed to educators,
- what are possible problems/shortcomings of MIT,
- how an educator could implement the MIT in his/her classroom. Make use of an activity to explain how you would cater for at least four of these intelligences. Also include assessment strategies for each of the four intelligences. Remember to write down the grade, learning area/subject and topic that you are focusing on.

(30)

OR

QUESTION 2.2

Select one learner-centred teaching approach that you have studied in the EPD 620 module.

Write down the name of the method, then

a) Give a brief description of the specific method and why you regard it as a learner-centred approach (5)

b) Discuss the benefits of this specific method (5)

c) Discuss THREE possible problems that you may encounter when using this method and how you could overcome them (5)

d) Make use of a practical example to describe in detail how you would plan, present and assess using the specific method that you have chosen in a grade, learning area/subject and topic of your choice. Remember to write down the grade, learning area/subject and topic that you are focusing on. (15)
Section B Continued/...

OR

QUESTION 2.3

The National Curriculum Statement for schools describes the required type of assessment practice as follows:

“To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced and flexible enough to allow for expanded opportunities.”

Write an essay in which you critically discuss each of above and what these requirements mean for your own teaching practice. Give practical ideas of how you would incorporate these requirements into your own teaching. Also discuss some of the difficulties you might face when implementing these approaches. (Your practical ideas must be underpinned by theoretical knowledge).

(30)

SECTION C: CLASSROOM MANAGEMENT [30 MARKS]

QUESTION 3.1

Creating and maintaining a positive learning environment is the corner stone to success in any classroom and this is necessary to achieve effective teaching and learning.

In an essay, discuss strategies/approaches that educators could implement to achieve this. Provide practical examples from you own experiences.

(30)
QUESTION 3.2

Read the case study below and answer the questions that follow:

Classroom scene:
A learner, Yolanda, is slouching in her chair. The teacher asks her to get on with her work. The learner responds (under her breath) ‘I have better things to do’. Some members of the class start laughing – the girl is popular. The teacher speaks to Yolanda again. ‘I am not going to tell you again – get on with your work.’ Yolanda nods sulkily. The class continues with work. Yolanda doesn’t. She takes out a Barbie ‘cell phone’ from her desk and starts playing with it. The girl next to her giggles and looks towards the teacher to see what she will do. Yolanda smiles at her and does a mock dance on her desk.

(a) Suggest the motives for Yolanda’s behaviour. (5)

(b) What advice do you think an expert in the field of classroom management would give to this teacher when dealing with a learner like Yolanda? (10)

(c) How can you use motivation and positive reinforcement techniques to modify the behaviour of Yolanda and to encourage her to take an interest in her own learning? Provide a detailed motivation to support your choices. (15)

TOTAL MARKS: 100