UNIVERSITY OF KWAZULU-NATAL: JUNE EXAMINATION 2009
PGCE: EDUCATION AND PROFESSIONAL DEVELOPMENT 620

Post-Graduate Certificate in Education
Education and Professional Development EDPD620

JUNE EXAMINATION: 19 JUNE 2009

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<th>Module Title</th>
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<td>Education and Professional Development 620</td>
<td>EDPD620EC(Edgewood) EDPD620PC(PMB)</td>
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<tr>
<th>Duration</th>
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<tr>
<th>Internal Examiners</th>
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<tr>
<td>Dr W. Hugo</td>
<td>Ms M. Probyn</td>
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<td>Dr N. Mthiyane</td>
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<td>Dr I. Naicker</td>
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<td>Mr P. Jugmohan</td>
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<td>Mr S. Mthiyane</td>
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<td>Ms M. Swart</td>
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Instructions:

- This paper consists of THREE sections
- Answer only ONE (1) question in each section
- Indicate clearly the number of the answers. You will be severely penalised if you do not clearly indicate which option you are answering.
- Also indicate 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 SIX [6] PAGES. PLEASE ENSURE THAT YOU HAVE ALL SIX PAGES.
SECTION A: CURRICULUM

Answer ONE question from this section.

QUESTION 1.1

Curriculum is something that happens at a number of different levels: national, provincial, regional, school and classroom (at the level of the learners). Curriculum is constructed by real people making particular choices about what to include (or not) in the curriculum or what gets examined (and what does not). These choices are extremely difficult to make and will always represent some people’s beliefs and values more than others.

Educators always interpret and mediate the curriculum and thus have a powerful influence on the curriculum in practice. The more conscious educators are of their role in the curriculum, the better they can make choices about the kinds of learning environment they can create for their learners.

Write an essay where you discuss the above ideas using the points below as a guide.

- What is your understanding of curriculum?
- Where does the curriculum come from?
- The link between knowledge and the curriculum.
- The curriculum and power.
- The relationship between education and power. (40)
Section A Continued/...

**QUESTION 1.2**

You have been on practice teaching or have experience as a practising teacher and have gained first-hand experience of implementing the National Curriculum Statement (NCS). In an essay, reflect critically on the NCS as plan and your practice. Your essay should focus on the following:

- A clear description of the principles and design features of the NCS.
- What problems you experienced with the implementation of the principles and design features of the NCS?
- Suggest strategies you could employ to overcome some of the problems you have experienced. (40)

**OR**

**QUESTION 1.3**

In *Efficient learning for the poor* (2006) Abadzi argues for seven pillars that will result in efficient learning for the poor. Using research on quality educational interventions from developing countries write an essay in which you critically examine post apartheid curriculum reform over the last 15 years. (40)

**SECTION B: APPROACHES AND ASSESSMENT [30 MARKS]**

Answer ONE question from this section.

**QUESTION 2.1**

In the article ‘*Finding out what learners don’t know*’ by Moll, Bradbury and Wingler (2001), the authors argue that learning takes place when learners are challenged and supported. They state:

*As teachers we cannot learn for our students. We also cannot transmit what we know directly into their heads. We can only create conditions, tasks and teaching strategies that will enable learning.*
Section B Continued/...

Write an essay in which you discuss the above statement with reference to the following principles:

- Using tasks to create learning gaps
- Manipulating form and content in task design
- Creating learner uncertainty
- Scaffolding the gaps

Make use of practical examples to support your answer. (30)

OR

QUESTION 2.2

Several factors need to be considered by an educator when he/she decides on a method or combination of methods for teaching and learning.

Select three of the factors listed below and give a detailed explanation of each. Also include at least two possible challenges related to various schooling contexts for each and how these challenges could be overcome

(1) Multiple Intelligences
(2) Theories of Learning
(3) Outcomes-based Education
(4) Teachers' preferences, beliefs and values

10 x 3 = (30)
Section B Continued/...

QUESTION 2.3

You have been on practice teaching where you experienced (either observed and/or implemented) different types and strategies of assessment.

2.1 Select three types of assessment from the list below.
- Baseline
- Diagnostic
- Summative
- Formative

Explain briefly each type of assessment. Your explanation must include the rationale for using the selected assessment type. (9)

2.2 Describe five assessment strategies (eg. oral presentations, projects, tests, case studies) you experienced. (15)

2.3 What would be some of the key steps you would follow in planning and managing an assessment task? (6) (30)

SECTION C: CLASSROOM MANAGEMENT [30 MARKS]

Answer ONE question from this section.

QUESTION 3.1

"Effective teaching and learning can best occur when there is an appropriate classroom climate."
Write an essay in which you identify and discuss at least five elements that contribute towards the creation of a good classroom climate. Use at least five examples drawn from your school experience and classroom observation to explain and support your answer.

(30)

OR

QUESTION 3.2

Effective classroom management consists of educator behaviour that produces high level of learner involvement in classroom activities, minimal amounts of learner behaviour that interferes with educator's or other learners' work, and efficient use of instructional time. In an essay, discuss strategies/approaches that educators could implement to achieve this. Provide practical examples using the following:

- Plan rules and procedures carefully
- Systematically teach the learners
- Organise instruction to maximize learner task management and success
- Communicate directions and expectations to the learners.

(30)

OR

QUESTION 3.3

International research on variables that result in quality education within already developed countries has grown at a pace over the last 2 decades. In 1999, video recordings of how teachers managed learning inside the classroom were done in top performing educational systems of the Czech Republic, the Netherlands, Japan and Australia. These were contrasted to classroom videos of American lessons. What were the outcomes of the analyses of these classrooms and what lessons can be drawn for South Africa from these analyses.

(30)