ECS: LEARNING AREAS MEMO

DISCLAIMER: THIS MEMO HAS BEEN A TEAM EFFORT WITH VARIOUS PARTICIPANTS. WE CANNOT ENSURE THAT ALL THE ANSWERS PROVIDED ARE TRUE AND CORRECT. PLEASE CHECK YOUR ANSWERS IN THE PRESCRIPED TEXTBOOKS, IF IN DOUBT.

KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Greg	Q 1 no. 1 - 20
Joan	Q 1 no. 21 - 40
Suvana	Question 2 A
Hannelie	Question 2 B
Rura	Question 2 C
Nkateko	Question 3 A
Kiki	Question 3 B
	Question 3 C

Paper Name: **Jan 2015 ; 1 - 20** Your name: **Greg**

Paper Name: **Jan 2015 ; 21 - 40** Your name: **Joan:**

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16	3	118-120	36	1	248
17	4	132	37	2	234
18	1	134	38	2	257
19	1	132	39	4	260
20	2	137	40	1	263

Question 2 A

Name: **Suvana**

1. Define in your own words what Comparative education is all about (5)

- **Comparative education**
  - offers benchmarks by which to critic the presentation of education systems.
  - It displays what is conceivable by groping substitutes to provision.
  - Via watching experience in several nations, it labels what might be the consequences of certain courses of action.
  - It Has significant, helpful and instructional parts to play in the advancement of any strategies for educational transformation.
- **Aid in resolution making:**
  - Comparative education shows us that our complications are not exclusive.
  - Experiences of other countries can nourish unswervingly into policy creations plus judgment creation in our own nation.
- **Comparative standards:**
  - It delivers to approximation, the standing of a particular country, in relation to other countries on educational matters that are of attention.
- **Remedies, misconceptions**
  - It elucidates and modifies misunderstandings that could be supposed as certainty by people.
- **From particular to general-**
  - This helps us move from being aware of one massive thing and allows us to be aware of heaps of diminutive things.
- **Abuses of Comparative Education:**
  - It is rather excellent to end segregation of public due to race.
  - At times we need to consider the fact that what may work for one country may never even slightly work for the other country.
  - We cannot adopt just anything and follow suit as another country may be doing due to the fact that situations vary and therefore decisions need to be taken in accordance.
  - There can be a grave exploitation of Comparative education when people are unaware on how to construe information or willfully control information to attend to their own welfares.

2. Briefly outline the main characteristics of both qualitative and quantitative research approaches in the field of comparative and international education (5)

- **Quantitative research**
  - ✓ Is to explain and thus to predict the relationship between objects and events.
  - ✓ The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
  - ✓ A quantitative research design for this particular research falls under four categories; namely
    - descriptive research,
    - correlational research,
    - casual research or
    - experimental research.
- **Qualitative research**
  - ✓ is the understanding of the reality of individual or groups and the results are presented in a natural language.
  - ✓ This type seeks to explore and explain phenomena from those who are studied.
  - ✓ The four categories of research are;
    - phenomenological research,
    - case study research,
    - ethnographic research or
    - grounded theory research.

Question 2 B Name: **Hannelie**

Education and Schooling are value- laden practices

Write a short essay to explain in your own words what the purpose of schooling are and how a framework of ethics can assist teachers and learners to fulfil theses purposes of schooling and thus to benefit society (20)

Purpose of schooling:

- They prepare people for the world of work (economic value for the country)
- Enhance nation-building and citizenship (political goal)
- Teaches democratic values to children and young adults (public education which is a political vehicle)
- Provides a teaching and learning environment(educational goal)
- Helps develop the individual l(educational goal)

Framework of Ethics:

- Ethics refers to the study of values, more specifically in the context educational values
- Ethics are well founded standards that make the action right or wrong.
- It helps categorize different values such as integrity, discipline and honesty among others and apply them in daily lives. Ethics influences behavior and allows an individual to make right choices.
- Christie(2008:210-216) proposed the framework of ethics in various spheres of society and education. She mentioned the following key points:

1. **Ethics to commitment to intellectual rigour**

- Teachers should teach students to use their minds as well as their hearts in striving towards intellectual rigour.
- This means that both students and teachers should strive and be aware of weighing evidence and arguments. Arguments should not be bias to any political position, rather be of intellectual vigilance and integrity.
- By doing this, issue of power, knowledge and moral dilemmas can be addressed positively.
- The state should provide:
  - proper infrastructure
  - a feasible curriculum
  - minimum standards
  - governance training for principals
  - and competence to manage the logistics of education provision
- Therefore, polices and government plans cannot overshadow the responsibility and autonomy that teachers need to demonstrate. These include:
  - *professional conduct
  - *adequate subject knowledge
  - *discipline actions
  - *a sense of wholeness

2. **Ethics of civility**

- Education should prepare young people for participation in public life.
- Learners need to learn to share the same public realm. Treating others with respect and care
- Is an important part of being a good citizen and is a load-bearing beam that provides a

foundation for ethical leadership.

- Therefore education should prepare young people on how to become a responsible person. Those responsibility includes:
  - Respecting others
  - Avoiding harm
  - Building trust
  - Communicating with others
  - Listening to others
  - Engage people in meaningful work and
  - Providing an environment where everyone can do their best

3. <u>Ethics of care:</u>

- To be human means to have an ethical responsibility to take care for others.
- In education, it means to reflect deeply on living with others who are different ,but with
- a focus on common humanness, expressed care and responsibility for others.
- Therefore human beings can thus understand themselves in a shared world where hey can work together to change the world for the better.
  - Proper infrastructure
  - a feasible curriculum
- Provide proper infrastructure

Question 2 C Name: **<u>Rura</u>**

<u>Discuss in an essay format how the social capital theory and the theory of overlapping spheres of influence could guide you in your own school to utilize the potential of parent involvement with education. Refer specifically to Epstein's typology of parent involvement.(20)</u>

- **<u>SOCIAL CAPITAL THEORY</u>**
  - used by Colemn as an inclusive term to denote the social resources available to children to aid educational growth
  - variance in children achievements can be explained by social capital.
  - Putmann 1995 refers to the social networks, norms and trusts that facilitate educational achievements particularly these established between parents, learners and schools.
- Coleman 1988 distinguishes between the different social capital provided by the home and school in the socialisation of the children
- First category of inputs are:
  - opportunities, demands and rewards comes from the school.
- Second category of inputs described as
  - attitudes, effort and conception of self are instilled mainly by social environment of the home.
- learners positive ideas about and attitudes towards the importance of education begin with high parental expectations and high levels of parent child interaction.
- large number of the educational impact of parents is mediated by the aspirations of families for their children.
- Financially poor families may still have high educational aspirations for their children interact regularly with them and support educational pursuits ,such children will be successful scholars irrespective of the poverty of their families.
- social capital is also found in the community in which the child lives, meaning the ability of the community to increase resources in order in order to contribute to the development of its members.

- **THEORY OF OVERLAPPING SPHERES OF INFLUENCE**.

Epstein in the 1980s developed theoretical perspective called overlapping spheres

- based on the fact that the most effective families and schools have overlapping shared goals and missions concerning children
- Emphasises the similarities and overlapping goals of schools and families.
- model recognises three major contexts in which children learn and grow
  - i.the family
  - ii.school
  - iii community. can be drawn together or pushed apart.
- illustrates that some practices are conducted separately by schools, families and communities and some are conducted jointly in order to strengthen children learning
- model recognises that although some practices of families and schools re conducted independently others reflect the share responsibilities of parents and teachers.

- **EPSTEIN TYPOLOGY OF PARENTS INVOLVEMENT**

Six major types of involvement

- **Type 1:**Parenting.schools should assist families with parenting and child rearing skills, family support, understanding child and adolescent development ,and setting home conditions to support learning at every stage and grade level.
- **TYPE 2**:Communication.Schools should communicate with families about school programmes and learners progress with school to home and home to school communication.
- **TYPE 3:**Volunteering.Schools should improve recruitment, training and schedules to involve families as volunteers and audiences at school or other locations to support learner and school programmes.
- **TYPE 4**:Learning at home. Schools should involve families with their children in learning activities at home, including homework and other curricula linked activities and decisions.
- **TYPE 5**: Decision making. Schools should include parents as participants in school decisions ,school governance, and advocacy activities through committees ,councils and other parent organisations.
- **TYPE 6**: Collaborating with the community .Schools should coordinate the work and resources of the community ,business ,higher education institutions ,and other groups to strengthen school programmes, family practices and learners learning and development.

Question 3 A

Name: **Nkateko**

1. **Differentiate between primary and a secondary source, and give an example of each (2)**pg 21

I. Primary source

- Consist of original, firsthand accounts or records of events and experiences as seen through the eyes of an individual as interpreted by him.
- These sources are also called eyewitness sources.
- Example: testimony from living witnesses, memoirs, journals, diaries, letters, etc.

II. Secondary source

- Are derived sources written by people who did not experience the event firsthand.
- It is usually a document which describes or discusses one of a variety of primary sources and consequently results from research and consolidation of data of data

from such sources.
- Example: research articles in journals, abstracts, research reports, research books and text books.

2. **According to the Encyclopedia Britannica (2009) " historians have to assess their evidence with a critical eye" Name and discuss two types of criticism, which a historian may use to authenticate sources i.e. to assess evidence (4)** Page 21&22

I. **External criticism**
- Is a process that seeks to determine the genuineness of source: it poses the question, "is the source what seems or claims to be?"
- It establishes why, when, how and by whom the document is written or the artefact made.

II. **Internal criticism**
- Involves an analysis of the meaning of statements within the documents which have already been established as genuine and sets out to determine their accuracy and trustworthiness.

3. For each of the statements below, provide the term/ concept which best describes the type of statement:
In research one sometimes come across statement in which the author Page 25&26

3.1. Tries to persuade the reader to accept His/her claim. But whose claims are irrelevant
- Fallacy

3.2. Expects the reader to believe something, without providing proof
- Assumption

3.3. Does not realise that the statement can be interpreted in more than one way
- Ambiguity

3.4. Interprets the past according to current opinion
- Presentism

4. When compiling a historical research report, it is essential that one is aware of the ethical principles that apply when a researcher works with the texts. Write down two of these principles and briefly explain the meaning / implication thereof (4) Page 34

I. Respect
- For the individual and the views posed

II. Avoidance of misrepresentation
- Of the collected data

5. Provide three reasons why oral history should be collected?(3) Page 27

1. To revise history where its conclusions are questioned
2. To protect information from loss or oblivion
3. To obtain information where the little documentary evidence exists or where documentation is doubtful

Question 3 B Name: **Kiki**

1. **The existence of pre- colonial education cannot be disclosed just because there were no written records. Discuss this statement (7)**
    - Indigenous education was a way of transmitting culture between generation and a way of survival ie each generation preparing the other how to live effectively and efficiently in their surroundings.
    - Learning focused on satisfaction of basic need (eg nutrition, security, etc) and the acquiring of values of the adult society. It was closely intertwined with social life embracing character building. It also developed physical aptitudes and moral generation among children
    - Education was non-school and African in ideology, content and methodology.
    - It was both informal and formal.
    - Parents and elders transmitted the informal education..
    - Formal education was learnt through initiation, apprenticeship or craftsmen.
    - Pre-colonial education was a feature before the arrival of the colonialists
    - This education was mostly informal and incidental.
    - There were traces of formal education as well.
    - Children learnt via being involved in (family) survival activities like gardening, collecting wood, cattle herding, hunting, etc.
    - During such activities children learnt the associated skills and language.
    - They also learnt by being part of ceremonies, rituals, etc.
    - Here they would learn the importance of certain things like birth of child.
    - From the songs sung in such occasions children sometimes learnt the history of their families, clans, tribes of their leaders

2. **The Smuts Act has been referred to as "a native sound and liberal act reflecting the aspiration and tradition of the people" (Ted 1972 2 Booyse 2011 178) Do you agree: Thoroughly substantiate your point of view. (8)** Pg 176 – 178

    Introduction

    The ideals of Smuts were positive in as far as white education was concerned. He encouraged the blending of the Dutch and English aspirations and desires into one national idea. He also encouraged CNE schools to become government schools -this occurred.
    What he really wanted was one common education system for Afrikaner and Englishman

    1. **Smuts - as a holist**
        - Smuts attached more importance to world prosperity and world opinion (one big whole) than that to prosperity and ideals of the world constituting parts (regions/countries).
        - He believed that smaller part or groups must be integrated into the greater whole –even if it implies a loss of uniqueness and own identity
        - SA = small →British empire whole = to be integrated through education

    2. **The Smuts Act 25 of 1907**
        - The education Act No 25 was passed in, 1907. This law was called the Smuts Act = reconciliation between Boer and Briton through education = creation of "new nation"

- The act established system of government education under one educational policy for the whole of Transvaal
    - Whole of Transvaal under supervision of Minister of education = political head
    - Education department = director of education / professional head = created for central public education control
    - A council of education = advises minister on all financial matters and appointment or dismissal of educators.

3. The content of the Act pg 177

- In terms of the Act the education was to be locally managed.
- The Act also divided the Transvaal into 26 school districts.
- Each district had its school board. Each board had 6, 9 or 12 members.= one third of appointees was done by minister and the rest was selected by local tax payers
- The Act also emphasised mother tongue instruction up to the end of Standard, 3. The second language was taught as a subject. The promotion of the pupil depended on the pupils proficiency in the second language.
- The Smuts Act also stipulated that in Dutch medium schools two subjects could be taught in the mother tongue after standard 3.
- The school board concerned had to request for this. The two subjects could not be Bible, history and the Dutch language.

4. The status of teachers pg 178

- The teacher was seen as civil servants.
- The teacher had to have a certificate or licence issued by the department.
- The teacher had to go through a trial period before being offered permanent employment.
- He or she must sign service contract with the school.
- School vacancies were to be advertised in government Gazettes.

Question 3 C Name:

1. **<u>It could be said that Jacobus Abraham de Mist ‘s proposal for the improvement of education were forwarding thinking and aimed at significantly improving education under the Batavian Republic. Briefly discuss the seven of his proposals(7)</u>**

2. **<u>The HSRC (De Lange) report of 1981 attempted to address some of the inequalities and imbalances created by the apartheid education. Write a short essay in which you consider whether current education complies with any six of the eleven principles that were recommended.(8)</u>**

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KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Cindy	Q 1 no. 1 - 20
Cindy/ Pamela	Q 1 no. 21 - 40
Ntokozo	Question 2 A
Michelle	Question 2 B
Sibusiso	Question 2 C
Londiwe	Question 3 A
Samira	Question 3 A
Samira	Question 3 B
	Question 3 C

Paper Name: **Jan 2016 ; 1 - 20** Name:**Cindie**

Paper Name: **Jan 2016 ; 21 - 40** Name:**Cindie/Pamela**

Question number	Answer	Pg. number	Question number	Answer	Pg. number
1	1		21	1	207
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4	2	7	24	1	184
5	3	8	25	4	201-202
6	5	13	26	4	202
7	4	15-16	27	3	205
8	5	21	28	2	197
9	2	22	29	4	192-195
10	4	23-14	30	1	106/187
11	2	23?	31		
12	5	23?	32	2	219
13	5	33	33	4	223
14	4	33	34	3	238
15	1	37	35	1	237
16	1	122	36	4	249
17	5	122-126	37	2	205
18	1	127	38	2	259
19	4		39	3	260-261
20	5	131	40	1	262

Question 2 A

Name: Ntokozo

1. **Give five reasons why any teacher or policymaker could benefit from doing comparative education. Page 6**

- It shows what is possible by examining alternative to provision "at home"
- Offers yardsticks by which to judge the performance of education systems,
- Describes what might be the consequences of certain courses of action, by looking at experience in various countries.
- Has an important supportive and instructional role of play in the development of any plans for educational reforms, when there must be concern to examine experience elsewhere.
- It helps to foster cooperation and mutual understanding, among nations by discussing cultural differences and similarities and offering explanation for them.

2. **Outline the contrasting characteristics of qualitative and quantitative approaches in comparative education research. Page 34-35**

Qualitative research

- Data / results presented in natural language
- Ask broad, general Q's
- Collecting data consists largely of text and pictures
- Conducts inquiry in subjective biased

Manner

- Research categories
- phenomenological theory research
- case study research
- ethnographic research
- grounded theory research

Quantitative research

- Data/results represents in terms of numbers
- Asks specific narrow Q's
- *Collect data from participants
- *Collects inquiry objective unbiased manner

Research categories

- correlational research
- descriptive / survey research
- casual - comparative research
- experimental research

Question 2 B

Name: **Michelle Marais**

1. **Explain in your own words what the purpose of schooling are and how these are underpinned by specific goals to benefit the state (5) *Page no 67* (Themes in SA Education)**
    a. Prepare one for the world of work,
    b. Enhances nation-building and citizenship,
    c. Teaches democratic values to children and young adults,

d. Provides an environment where teaching and learning can take place,
e. Education is about the development of the individual.

2. <u>Conflicting value systems are often prevalent in culturally diverse societies. Discuss 2 examples of such conflicting value systems which you think are relevant for South African context. (10) Page no: 72 – 76(Themes in SA Education)</u>

a. <u>Official and non-official values:</u>
- in a community two sets of values are usually apparent:
  - *What ought to be* (the norm) – <u>official values.</u>
  - *And that which is* (a fact of real life) – <u>non-official values.</u>
- *The norm* (official values) often includes policy documents
- *Real life* observations are represented in the non-official values.

Example: Many political organizations include the word 'democratic' in the name of the organization and their slogan to denote an *official value system,*

But the actual values (real life/ non-official values) may contradict democratic values as their members resort to the politics of coercion (persuading) and intimidation.

b. <u>Different backgrounds and conflicting value preferences:</u>
- Differences in background and experiences include; diverse socioeconomic and historical- political backgrounds.
- This may range from life in black townships and rural villages, to living in privileged or developed areas.
  <u>Example:</u> Rural black people living in villages exhibit more commonalities in values than different ethnic groups living in crowed urban settlements.
- These differences cannot be ignored by teachers, parents, youth and community leaders.
- In addition to cultural and socioeconomic differences, it is important to recognize the differences between the pre- and post-technological eras in which teachers and learners find themselves.
- These differences in world views and values influence concepts of knowledge, how the world works and how relationships function which in turn complicated the interaction and scenery of formal education.

Question 2 C Name: Sibusiso

1. Outline the main tasks of a School Governing Body in South African schools (5) (Themes, Chapter 10, page 210)

a) Developing a vision and mission statement of the school
b) Adopt a Code of Conduct for learners of the school after consultation with learners, parents and educators of the school
c) Determine the admission and language policy of the school
d) Suspend learners from attending the school as a correctional measure for a period not exceeding one week
e) Recommend the appointment of teaching and other staff at the school and deal with disciplinary hearings of teachers
f) Supplement the resources supplied by the state to improve the quality of education provided by the school
g)

2. **Describe how the *social capital theory* could guide you to utilise the potential of parent involvement in your own school (10) (Themes, Chapter 10, pages 204 – 205)**

The inputs provided by the home are attitudes, efforts and conception of self. This means that financially poor may still have high educational aspirations for their children, interact regularly with them and support educational pursuits so that children will be successful scholars irrespective of the poverty of their families.

The social capital theory could be utilised to guide the parent involvement in a school;

a) Ask parents to take active part in extra-curricular activities in the school and accompany learners and teachers when they are on visits
b) Ask parents with various skills and expertise to volunteer them to the school
c) Create platforms where parents will adopt poor and parentless learners as mentors and guide parents
d) Create interactive and motivational engagements between the learners and parents
e) Create a maintain a Learner Buddy Programme where parents will act as buddies to the learners
f) Involve parents and the School Governing Body in the fundraising and marketing efforts to solicit additional resources to enhance the quality of education at the school
g) Encourage the parents to donate books and equipment to the school
h) Ask parents to take learners to their places of work during the school holidays to familiarise them with the world of work
i) Create and maintain a high performance learner achievement awards programme to be jointly managed with by the leaners, the parents and the educators
j) To invite the parents to partake in all important school events, like school opening, school closing, arts and cultural activities, exam monitoring, results announcement, etc

Question 3 A

Name: Londiwe

1. **Give two reasons why is it essential for a researcher to formulate and explicitly state a research problem(2)** Pg 18-19

- It helps the researcher to focus the study and direction the researcher will take
- To prepare a list of aims and objectives towards which to work

2. **When reading text and documents with the intention of assessing logic and credibility of the content, there are certain obstacles that could hamper clear thinking and reasoning. One such obstacle is assumption. What does the concept "assumption mean? (1)** Pg 26

- An assumption is the statement that is believed to be true without proof

3. **Name two types of criticism which a historian of education usually uses to authenticate his/her sources** Pg 21-22

- Internal criticism
- External criticism

4. **An important ethical principle that applies when one conducts research among people, is that informed consent should be obtained. Briefly explain the meaning of this principle (2)** Pg 34-35

- An individual must agree in writing to participate in an interview or to supply information after being informed of and understanding the risk that could be involved.

5. **Provide THREE reasons why oral history should be collected (6)** Pg 27

- To obtain information where little documentary evidence exists or where documentation is doubtful
- To supplement other types of data, including where records are erratic or information from underrepresented or marginalised groups is fragmented or inadequate
- to revise history where its conclusions are questioned

Question 3 A Name: Samira

1. **Give two reasons why is it essential for a researcher to formulate and explicitly state a research problem(2)** (pg 19)

- By reviewing literature on the topic, the researcher is able to determine the current standing and opinions regarding the issues.
- To determine the nature, breadth and depth of the data that is needed to collect from the past.

2. **When reading text and documents with the intention of assessing logic and credibility of the content, there are certain obstacles that could hamper clear thinking and reasoning. One such obstacle is assumption. What does the concept "assumption mean? (1)** Pg 26

- Something that is accepted as true or as certain to happen or has happened without proof.

3. **Name two types of criticism which a historian of education usually uses to authenticate his/her sources** Pg 21-22

External and internal criticism

4. **An important ethical principle that applies when one conducts research among people, is that informed consent should be obtained. Briefly explain the meaning of this principle (2)** Pg 34

An individual must agree in writing to participate in an interview or to supply information after being informed off and understanding the risks that could be involved.

5. **Provide THREE reasons why oral history should be collected (6)** Pg 27

- To obtain information where little documentary evidence exists or where documentation is doubtful.
- To revise history where its conclusions are tested.
- To provide information from loss or oblivion.

6. **.Carefully study the cartoon and answer the questions.**

6.1 Who is the driver of this delivery truck?
An employee of the department of education.
6.2 What makes one think that this particular person is the driver?
The vehicle registration plate reads 'DEPT OF ED'.
6.3 Why do the children that are running towards the delivery truck appear to be extremely happy?
They assume their textbooks have arrived.
6.4 The happiness of the children stands in contrast to the emotions of the older lady in the picture. Ehat effect does this contrast have on the cartoon as a whole?
The lady is extremely disappointed. Dept of education does not proof to be efficient and excuses and lies is proclaimed.
6.5 What is the central message the cartoonist appears to convey with this cartoon?
The department of education is not playing their part in providing the school with the resources necessary in order to teach.

Question 3 B Name:

1. **Give a brief overview of the Education in the Natal colony - pg**118-119

- Education in Natal was first the responsibility of the Volksraad under the establishment of the Boer republic of Natal, but later under toe colony of Natal itself. The Cape Synod disapproved of the trek. Clergymen and teachers were against joining the trekkers, but many Boer families left in order to find a homeland of their own. During the migratory years Boer education was primarily by parents and elders.
- The British government was not indifferent to the needs of Natal colonists and attempts were made to procure Dutch schoolmasters from the Netherlands to teach Dutch settlers.
- Many local schools were opened by individuals. The curricula offered was diverse: C.E.Boniface advertised tuition in languages and Ms Catharina Muller, a Spanish Guitar taught spelling, reading, writing and arithmetic in English and Dutch. Mrs Lundie opened a sewing school, miss Sarah Crowder offered to teach French, drawing, painting and music.
- The granting of a representative government implied that Natal was no longer annexed by the Cape. Schools were established in Greytown, Hermannsburg, Ladysmith and other places. Boers were interested in educating their children and English was compulsory. Dr. Robert Russel became superintendent in 1879 and granted the school in New Germany permission to teach in German provided fair knowledge of English remained. He also instructed the headmaster of Greytown to instruct a Dutch class. Tuition in Zulu was conducted three times a week in Pietermaritzburg and Durban. Dutch was included in the curriculum of all government schools in 1888.
- Natal received responsible government in 1893 and entered the new era as a self-governing era. Territorial expansion occurred in 1897 with the incorporation of Zululand and by 1899 Natal and the British entered into war with the Boer Republics. Education in Natal

was well provided for and monitored by superintendents of education who ensured that schooling was of a high standard. The first education law was established in 1877.

- In 1737 the Moravian brothers commenced their work among the Khoikhoi to provide school education to seventy children, seventy women and thirty men. Another very successful station for the Khoikhoi was established at Griqualand. The schools provided religious instruction, instruction in reading, writing, and arithmetic and the rudiments of agriculture while the Bethalsdorp school taught knitting.
- By 1840 the number of mission schools providing education for black children outnumbered the schools established for white children in the Cape. Mission education in Natal was the terrain of the American mission who played a role in education of the Zulus. By 1850 twelve station schools were established and it was the first body to introduce literature.
- The first English medium Indian school was established in 1869 in Natal. With the enactment of law 20 of 1879(coolie law), three schools were established in Durban, Tongaat and Umgeni and the languages taught were English, Tamil and Hindustani. In 1886 English was the only language taught.
- Many people who arrived in Natal from 1870 were Muslims. It was decided that Islamic schooling be coordinated and brought under the control of a single superintendent in education. Ebrahim Soofie was responsible for building thirteen masajids (prayer areas) and madaris in the surroundings of Durban.
- By the end of the 19th century, the organization of madrasah education was left to the mosques from where the schools operated.

2. **Express a substantiated opinion on the successes and failures of the various mission societies to provide education in the Cape Colony and Natal between 1807 and 1899.** Pg 92-94

- Mission societies in the Cape
- Missionaries inculcated Christian virtues among Black, coloured and slave people. Basic reading and writing were taught. Missionaries battled against the lacal witchdoctors, to introduce Christian values, health, lifestyle and morality. Despite this they introduced formal education amongst black people which lasted through the volatile years of apartheid. Through their efforts Ordinance 50 was passed in 1828 which granted the khoi khoi equal status to white people. They also played an important role in bringing about the abolition of slavery in all British colonies in 1830.
- Mission societies in Natal
- In 1737 the Moravian brothers commenced their work among the Khoikhoi to provide school education to seventy children, seventy women and thirty men. Another very

successful station for the Khoikhoi was established at Griqualand. The schools provided religious instruction, instruction in reading, writing, and arithmetic and the rudiments of agriculture while the Bethalsdorp school taught knitting.

- By 1840 the number of mission schools providing education for black children outnumbered the schools established for white children in the Cape. Mission education in Natal was the terrain of the American mission who played a role in education of the Zulus. By 1850 twelve station schools were established and it was the first body to introduce literature.

Question 3 C	Name:

ECS: LEARNING AREAS MEMO

DISCLAIMER: THIS MEMO HAS BEEN A TEAM EFFORT WITH VARIOUS PARTICIPANTS. WE CANNOT ENSURE THAT ALL THE ANSWERS PROVIDED ARE TRUE AND CORRECT. PLEASE CHECK YOUR ANSWERS IN THE PRESCRIPED TEXTBOOKS, IF IN DOUBT.

KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Nadia	Q 1 no. 1 - 20
Boniswa	Q 1 no. 21 - 40
Hannelie	Question 2 A
Cyprian	Question 2 A
Cynthia	Question 2 B
Limpho	Question 2 C
Sthe	Question 3 A
Nomusa	Question 3 B
Sameera	Question 3 C

Paper Name: **May 2016 ; 1 - 20** Your name: **Nadia:**

Paper Name: **May 2016 ; 21 - 40** Your name: **Boniswa:**

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5	1	8	25	3	200-203
6	5	12	26	4	202-203
7	1	16	27	1	210
8	5	22	28	1	204
9	3	22	29	4	187
10	4	24	30	4	189
11	5	33	31	4	186
12	1	34	32	3	248
13	2	37	33	4	228
14	4	118	34	3	244
15	5	122-124	35	1	235
16	3	129	36	2	
17	4	133	37	2/4	234
18	2	133	38	3	257
19	1	131	39	1	260
20	5	122	40	4	263

Question 2 A Name: **Cyprian/ Hannelie**

1. Explain what Comparative Education is all about(5) Pg 01

- it is all about comparisons.
- comparisons of different practices in education in different countries, regions and periods of history.
- significant part of these comparisons has been to describe, define, analyse, interpret and compare education system as they have developed in the modern world.
- as a result education system, national education policy and schooling have become powerful and dominant concept.

2. Give Five (5)reasons (benefits from doing CE) why teachers or policy makers could benefit from doing Comparative Education(5)Pg 06 -07

Comparative Education:

1. describe what might be the consequences of certain courses of action, by looking at experience in various countries;

2. provides a body of descriptive and explanatory data which allows us to see various practices and procedures in a very wide context that helps to throw light upon them;

3. contribute to the development of an increasingly sophisticated theoretical framework in which to describe and analyse educational phenomena;

4. helps to foster co-operation and mutual understanding among nations by discussing cultural differences and similarities and offering explanations for them;

5. shows what is possible by examining alternatives to provision at home.

3 Outline Five (5) of the most policies directions of the new education dispensation of SA since 1994

1. Transform the legacy of the past

Since 1994, the development of a just and equitable system that provides good quality education and training countrywide to learners old and young has been an objective of the paramount importance in the new. Such developments are aimed at redressing gross inequalities of the past system in terms of educational attainment, skills, employment opportunity, productivity and income and separate systems of education.

2. Curriculum

Still and remains an ultimate objective of the new dispensation of SA education policy is the design and development of curriculum that is appropriate for circumstances of the country, the values and principles, global economic development and advance technology

3. Teacher education

Teachers are the essential drivers of good quality education. Ever since, the fight against the shortage of qualified teachers is on-going.

4. Early Childhood Education

High rate of young children that grow up in conditions of abject poverty and neglect in SA led to prioritisation of Early Childhood Education. That was because the ministry recognised that children raised in such poor circumstances are most at risk of infant death, poor adjustment in school, increase repetition of school years and school dropout.

5. Adult Basic Education and Training

This is considered as an essential objective to be realised by means of a national ABET programme, focused on particular target groups who have historically missed out on education.

Answers can be compared to:

1. **Explain what Comparative Education is all about(5)**
   Comparative education is the comparisons of different system of education in different countries looking at similarities and difference among them.
   By comparing, it will help other countries whose educational system is very low to improve.
   In comparative education two or more educational operations are inspected in order to discover how they alike and how they are different, this includes the learning and teaching process (Thomas1990:1).

2. **Give Five (5)reasons (benefits from doing CE) why teachers or policy makers could benefit from doing Comparative Education(5)**
   Policymakers and teachers will benefits from doing comparative education firstly because it offers yardsticks by which they judge the performance of education system.

   Also it contributes to the development of an increasingly sophisticated theoretical framework in which to describe and analyzes educational phenomena.

   More so, it helps to foster cooperation and mutual understanding among nations by discussing cultural differences and similarities and offering explanations for them.

   It is also used to show what is possible by examining alternatives to provision at home.

   Lastly, it describes what might be the consequences of certain courses of actions by looking at experience in various countries(Philip2000:298).

3. **Outline Five (5) of the most policies directions of the new education dispensation of SA since 1994**
   Education authorities since 1994 have tackled the legacy of a racially and culturally, segregation and differentiated system by establishing a new policy and legal framework.
   The policy directions of the new education dispensation of South Africa since 1994 are seen as follows; :
   An integrated approached to education and training.
   This has been identified in White Paper One as one of the vital objectives that would lead and direct educational provision in a new education dispensation.
   It would be adopted with a view to providing qualifications in both education and training, which can be consolidated in a single national qualification framework.

   Secondly, the development of a just and equitable system that provides good quality education and training country wide to learners young and old.

   Also, because basic education is guaranteed or all by the constitution, authorities have identified Adult Basic Education and Training as essential objectives to be realized by

means of a national ABET programmed.

Again, the design and development of a curriculum that is appropriate for the circumstance of the country will be put in place.

And lastly ,the improvement of the quality of education and training has been an Essential policy priority since1994.A national qualification framework (SAQA) South African Qualifications Authority will be to provide for the development and maintenance of such a framework

Question 2 B

Name: **Cynthia**

1. Explain the functions of values in our lives (Themes pg. 64)

- **Values are directional and motivational**
  Children look at the examples set by others and imitate their behaviour. People learn certain rules and portray correct behaviour in an attempt to avoid punishment or get approval from adults in their lives. As people mature they begin to impart unique personal meaning to values and principles that underpins the rules that they have learnt to obey. As the process continues of imparting meaning to different things, people organizse values into "a specific abstract internalised structure called our values system. Internalised values are powerful in directing our behaviour, usually on a subconscious level".
- **Values give meaning to life**
  Values become part of our identity and provide fundamental principles by which we live
- **Values as a form of spirituality**
  The inner person constantly seeks self-understanding and the differentiation between the self as a product of the environment and the creative self. A person end up knowing the difference between acting in a way that others wants us to behave and being true to ourselves.
- **Values in society**
  Within a modern-day society, a common set of core values should be agreed upon and the challenges is for the community to live and promote these values in all spheres of communal life.

2. List the purpose of schooling (Theme pg. 67)

- It prepares people for the world of work (economic value for the state)
- It enhances nation-building and citizenship (political goals)
- It teaches democratic values to children and young adults (public education is a political vehicle)
- It provides an environment where teaching and learning can take place (educational goal)
- Education is about the development of an individual (education goal)

Question 2 C

Name: **Limpho**

1. BRIEFLY OUTLINE BENEFITS OF PARENTAL INVOLVEMETN FOR LEARNERS

Parents' involvement at school has proven to be beneficial for learners as learners whose parents

are active at school tend to:

- succeed not just in school but also in life
- have improved attitude towards school and their studies
- Decrease level of absenteeism and drop outs
- Have a more Improved behaviour as they are more self-disciplined

2. EXPLAIN HOW THE THEORY OF OVERLAPPING SPHERES OF INFLUENCE CAN BENEFIT PARENTAL INVOLVEMENT IN SCHOOL. ELABORATE HOW THIS THEORY CAN BE APPLIED TO ENHANCE PARENTAL INVOLVEMENT IN YOUR OWN SCHOOL

THE EPSTEIN TYPOLOGY OF PARENT INVOLVEMENT

The theory of Epstein of overlapping spheres of parent involvement pertains to the six domains of parent involvement which can be used to assist in developing schools and parents' engagement programs and they are as follows:

- **Type 1 - Parenting**

This is where the school helps families to provide a supportive caring and learning environment at home and parents in turn help by providing information to school to better understand families' background, cultures and educational goals. Schools can provide families with guidelines on how to develop home conditions so that they support school teaching and learning. Schools can also arrange home visits and provide families with information on learner development while also educating parents about issues that affect their learners at school. In my school each phase have to hold term parents meeting where we discuss different learning area curriculum, assessment and how parents can help. This domain can be used to influence parental involvement as parents are free to voice their issues and ideas and we work together with the common goal of providing learners with the best education possible. Parents can also be awarded one-on-one meetings with their children's teachers if the parent can call for appointment. At the end of the term parents are also given the opportunity to individually talk about their children's academic work with teachers when they collect students report. They can ask the teacher where they think their children need more work and what the parents together with teachers can do to improve the learners' overall performance. School also hold annual parents meeting to discuss different issues affecting the school like budget planning, general learner behaviour and trends around the community which might affect learners at school. Parents in my school earlier this year organised an autism spectrum workshop for teachers and parents with autistic learners. Here they we were all trained on how to teach, handle and interact with these learners.

- **Type 2 - Communicating**

This is a case where the school design an effective form of two-way communication between parents and the school about school programmes and learners' progress or behaviour. This method of communication is vital as it shows the children that their parents and teachers are interested in their success. In my school, we use communication books for learners to communicate with parents. Messages in the books are two-way in that they can be messages from the school to the parents or from parents to the teacher. Messages in the books are not always the same; they differ from child to child depending on what each learner has to deal with. Newsletters, memos, parents meetings as well as quarterly parents' conference are some of the efficient communication method which can be used at school. Parents in different classes have also been advised to create whatzup group where parents together with their children's class teacher are able to communicate about issues pertaining to education of their children. Some parents even use this site to advise each other about how to handle learner behaviour, how to help children with homework or how to engage children in different community projects.

- **Type 3 - Volunteering**

Parents volunteering at school can benefit the school immensely as parents have different talents and skills which can be utilised in the teaching process. Schools may solicit parents to volunteer in extracurricular programme such as school excursions where they help with monitoring, supervision and discipline of learners or fundraising where they help to seek funds for the school

from different sponsors around the community or school projects where they can establish a vegetable garden which provides needy children with healthy vegetables. Parents can also be audiences at school sports activities where they cheer on their children and give support to school programmes. In my school we recently hosted athletics day where we hosted different schools around the district and parents were invited so as they can be cheerleaders of their children. Parents were asked to volunteer to sell food in different stalls as a fundraising initiative for the school. Most parents even ended up bring own food to sell for the school and the day was a great success.

- **Type 4 - Learning at home**

Here schools provide learners with homework and gives them a chance to interact with families. While parents are given the opportunity to learn how to help their children with their homework, they are also being enlightened on the academic work that learners do in class and they are empowered as educators of their children at home to fulfil their responsibilities sufficiently. By assisting learners with learning, parents may end up understanding how students are assessed for tests and may gain knowledge of how to help students improve academically. Helping learners at home not only improves learners' academic skills but also improves social interaction amongst families.

- **Type 5 - Decision making**

At schools, parents contribute in decisions making on learners' holistic well-being by participating in class committee settings and ultimately through involvement in the school governing body. South African School Act 84 (1996) recommended that school elect a school governing body which consists of the principal, teachers, not-teaching staff, parents and learners for secondary schools. Through school governing body parents gets involved in the governance and decision making process of the school. Parents' involvement in schools decisions can play a vital role in achieving commendable educational goals for learners.

- **Type 6 - Collaborating with the community**

Working together in partnership with the community gives the school the opportunity to use well skilled people who are equipped to offer different services. Through liaison with the community last year, Nedbank, through the initiatives taken by different parents at school, donated 20 000 library books to my school so that learners can improve their reading. Each class was awarded a reading corner desk with several books so that children can have easy access to books whenever they feel like reading. Parents' components in the school governing body also took the initiative to include in the timetable a reading period each morning where learners read few pages with the help of the teacher. They even hosted a reading competition at school whereby children won books. This way the community is helping to encourage children in their reading. My school also has a resource centre where learners do carpentry, beadwork, flower arrangements and fabric painting and it is run by parents volunteers. When we host a market day exhibition, parents are always given the responsibility to handle marketing initiatives around the community. They always have to go to different local churches and businesses as representatives for the school.

Question 3 A

Name: **Sthe**

1. **Give two reasons why it is essential for a researcher in the field of History of Education to thoroughly investigate the research problem as it exist in the present as soon as he/she has identified the research problem (2)**
   - To be able to determine the current standing and opinions regarding the issues.
   - The process serves to motivate and justify why the topic warrants further research

2. **When reading text and documents with the intention of assessing logic and credibility of the content, there are certain obstacles that could hamper clear thinking**

and reasoning. One such obstacle is Fallacy. What does the concept "Fallacy" mean? (1)

- Fallacy is a deceptive argument that tries to persuade one to accept the claim that is being advanced but the reasons to support the claim are irrelevant.

3. **What is the difference between a research finding and a research conclusion? (2)**
   - Research findings are the collected data during the research process and
   - research conclusion is where data collected is consolidated in such a way that the research question is answered.

4. **An important ethical principle that applies when the historian of education works with text is that data should not be misinterpreted. Briefly explain the meaning of this principle. (2)**
   - Misrepresentation of data is when findings are selectively and other data is omitted.

5. **Name three attributes required of a researcher who undertakes oral biographical interviews (3)**
   - (a) build a rapport
   - (b) converse intelligently about the period and events in question
   - (c) listen intensively to what is said and to what is not said
   - (d) accurately interpret nonverbal communication

6. **Carefully study the following cartoon and the answer the questions that follows:**

   6.1. Who is the lady sitting behind the desk? Provide a reason for your answer(2)

   It is the minister of Basic education Angie Motshekga. The desk where she is seated at is written Basic education and there are resemblances of Angie in the character.

   6.2. How do you interpret he words " guys are we there yet?"(1)

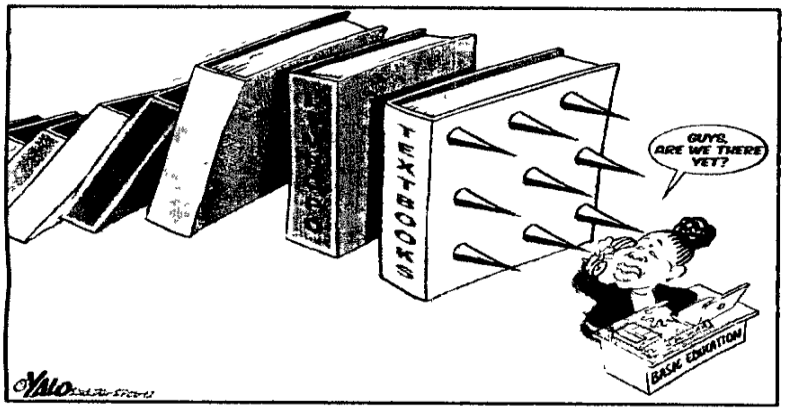
   She is under pressure due to the textbook saga, and wanted to know from the responsible people if the textbooks where delivered yet.

   6.3. Is there anything in the picture that makes you think that she feels threatened?(1)

   The textbooks are creating a domino effect and can collapse on her at any time… the last book has nails/ thorns on it that can hurt her.

   6.4. What is the central message the cartoonist appears to convey with the cartoon? (1)

   That the textbook saga put a lot of pressure on the Minister of basic education and that her posts as minister was threatened.



Question 3 B Name: **Nomusa**

1. **Who was John Brebner and what role did he play in the development of the Free State education system of the 19th century? (10)** Pg 140 - 141

- 1874 Mr John Brebner was appointed as inspector of education according to Ordinance 5 of 1872
- He was an ordained Presbyterian minister of Scottish decent
- May 1874 during the annual Volksraad session Brebner submitted a report on the shortcomings in both private and government education. Emphasizing on the:
  - Problems regarding medium of instruction
  - Irregular school attendance
  - Deplorable state of classrooms
- His four recommendations were:
  - Judicious use(good stewardship) of extremely limited funds
  - Provision of more aids promoting education
  - Review and improvement of system according to Free state training its own teachers
  - Efficient teaching of children, especially in rural areas
- Brebner's report played a cardinal role in the Volskraad's decision to amend Ordinance 5 of 1872
- Brebner himself played a cardinal role in providing stability to Free State education System
- Volksraad therefore vested great powers and duties in a single person = Free State education System was product of one man (the inspector)
- Brebner was responsible for, among other things,:
  - the establishment of schools,
  - the appointment of teachers,
  - the administration of examinations and
  - overall of quality of instruction.
  - He was also charged with drafting ordinances for government,
  - settings of papers for prospective teachers ' examinations,
  - keeping a depot of schools requisites,
  - scrutinising schools at least once per annum.
  - He also initially performed all professional and clerical duties associated with his post himself.
  - He also contributed significantly to general public life.

2. **Name FIVE principles for the provision of education which De Chavonnes advocated (5)** Pg 68-69

- Prospective teachers to be examined by governor, and council of policy to determine if teacher is capable of teaching and if the subscribed to reform faith
- All teachers had to sign the Ordinance as declaration of their commitment to it regulations before they would be autherised to teach.
- The content of education was to be almost entirely religious and taught according to tenants of the Reformed Church.
- Children were to be taught respect for each other and to be courteous at all times.
- Final authority in education was to rest with the state.
- All though boys and girls were to attend the same school they were to be seated separately, in and out school
- Only those books used in Netherlands were to be used in schools
- A register was to be kept an in the event of truancy, parents were to complain the absence of their children.
- Contravention of these regulations was to result in corrective measures being taken against the recalcitrant.

Question 3 C Name: **Sameera**

Question: write a short essay in which you defend the statement "indigenous people in South Africa educated their children in an informal manner. In this education practice imitation played an important role. (15)

Education in its true essence entails the passing on of information to people so that they may ultimately adapt in society by solving everyday problems, satisfying cultural needs, establishing self-regulatory behaviour to become advancing, forward thinking citizens of a country with an aim to advance the country and human race in totality. Thus we teach and learn to solve, adapt and in so doing advance. This is the aim of current education and as never changed over the centuries, pre-colonial, colonial and modern education still have the same aims. It's is only the method and process of education that had changed over the centuries.

In pre-colonial times the indigenous people of south Africa had the same educational aims, they educated their youth with an aim to adapt to society and solve everyday problems and learn cultural norms.

For the Khoi, San and Bantu-speaking people education occurred predominantly informally as they were nomadic and thus could not set up formal education stations, the nature of their education also did not facilitate formal learning as we have today under brick and mortar environments governed by formalised policies.

The nature of their formal education was initiation ceremonies which children learnt through observation and imitation. All of their education was taught and learnt through listening, observations and imitation and role-playing through a socialisation process

Boys observed their elder males to hunt, craft utensils, herd, farm and build houses. Girls observed their elder females and learnt how to cook, weave, clean, pottery and rear the young. Thus roles were clearly defined for each gender.

Thought the socialisation process children acquired cultural norms, religious beliefs, language learning, practical skills and societal values. The process of socialisation was mostly informal and facilitated language learning, skills acquisition. Through observing and imitating their elders, the youth learnt singing dancing chanting and trance dances and the skills to make musical instruments. Through singing and dancing the youth learnt cultural and religious beliefs as music explained the relationship between ancestors and gods and the origins of the universe.

It was through observations and imitation that the youth of the San learnt hunting skills, rock painting and trance dances. It was through observations and imitation that youth of the Khoi learnt pastoralist skills, pottery making and it was through the observations and imitation bantu speaking youth learnt fishing and farming.

Thus We can conclude that indigenous education occurred informally through observation and imitation via a socialisation process not formally behind a desk using book and pen and therefore imitation played a vital role in the education of indigenous children.

ECS: LEARNING AREAS MEMO

DISCLAIMER: THIS MEMO HAS BEEN A TEAM EFFORT WITH VARIOUS PARTICIPANTS. WE CANNOT ENSURE THAT ALL THE ANSWERS PROVIDED ARE TRUE AND CORRECT. PLEASE CHECK YOUR ANSWERS IN THE PRESCRIPED TEXTBOOKS, IF IN DOUBT.

KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Ernest	Q 1 no. 1 - 20
Mbali	Q 1 no. 21 - 40
Lubanzi	Question 2 A No 1&2
Mpho -	Question 2 B No 1&2
Tshepiso	Question 2 B No 1&2
Silondiwe	Question 2 C
Sesi	Question 3 A
	Question 3 B
Riaan	Question 3 C

Paper Name: **Jan 2017 ; 1 - 20** Your name: **Ernest**

Paper Name: **Jan 2017 ; 21 - 40** Your name: **Mbali**

Question number	Answer	Pg. number	Question number	Answer	Pg. number
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7	3	6-7	27	2	181
8	2	TUT 103 pg8	28	1	200
9	5	12-13	29	4	203
10	4	15-16	30	4	186-187
11	5	23-31	31	4	225-128
12	4	33	32	2	187
13	2	34	33	3	128
14	5	122-124	34	1	229
15	3	129	35	3	232
16	4	133	36	4	169-170
17	2	133	37	4	
18	1	131	38	4	203-206
19	5	122	39	3	263-264
20	2	127	40		

MCQ – Answer and reason – Many Thanks MBALI!!!

21. During the first three-and a -half decades of the 20th century a noticeable degree of uniformity had grown among the provinces in the way provided education for black people in all the provinces PG203
(2) The curriculum followed in the black secondary schools was identical to that in white schools

22. Before the merging of the four colonies of the country into the union of South Africa, the education system of Natal had already.... PG 225-226
(1) developed into the most decentralised of all education systems in South Africa

23. Language in education has been and remains a contentious issue within the South African context. Who controversially (and directly) declared that he intended to destroy Afrikaner supremacy and to make the English language indispensable? PG 172
(4) lord Milner

24. The second South African War (Anglo-Boer War)...PG189
(1) led to a replacement of the family tradition of black people with more modern ways of thought

25. Which of the following statements are Correct? The CNE schools which came into existence shortly after the second South African war (Anglo- Boer War) ....PG 174
(3) statements |, || and |v are correct

26. In 1907 General JBH Hertzog become minister of education in the Orange River Colony .He incorporated his ideas concerning education in an education act. One of the man features of this act was a clause which provided for the ... PG 180
(1) equal treatment of the Dutch and English languages as mediums of instruction

27. After the British annexation of Natal in 1834, this colony ... PG181
(2) acquired the most English character of the various political segments of South Africa

28. A milestone event in the early history of coloured education was the.... PG 200
(1) opening of Trafalgar High School in Cape Town

29. Identify the INCORRECT answer. One of the reasons why the governments of the free state and Transvaal paid little , if any attention to the education of black children prior to union , was that ... PG 203
(4) the medium of instruction created a formidable obstacle because few black parents could understand English

30.Identify the Incorrect statement : World War || effected considerable changes in people's attitudes the provision of education .Among other things ....PG 186- 187
(4) the new culture of civil rights which became dominant in the world led to the introduction of the Bantu Education Act in South Africa

31. Which of the following statements are CORRECT? PG 225-228
(4) Statements |, |||, |v are correct

32. Which post - world War || circumstances made drastic changes in the provision of formal , public school education imperative ?PG 187
(2) The fact that black political ideologies and aspirations found expression in various structures

33. Which of the following options concerning the National Policy Act of 1967 is False? PG228
(3) gave rise to renewed public debate over the nature of national education

34. Which of the recommendations of the De Lange (HSRC) Report was rejected by the government of the time? The recommendation that.... PG229
(1) the private sector also makes a significant contribution to the provision of education in the country

35. During the early 1990s a general debate on the requirements and nature of a new education system took place in South Africa. This debate PG232
(3) Followed the publication of documents such as the government's Education renewal strategy and the ANC's Discussion paper for the ANC on the education policy

36. Towards the middle of the 20th century the system of mission education appeared to be disintegrating .A strong symptom of this disintegration was ... PG 169- 170
(4) the influence of war- time inflation on the general political changes of the period

37. The Bantu Education Act of 1953
(4) led to a reorganisation of education which ensured that, in the short term, most of the requirements of industry were met effectively

38. Which of the following was Not one of the countermeasures that supporters of peoples education developed to propagate their own position when, in 1988, it became clear that the government was determined to allow only its own version of Peoples Education? They ....PG 203 - 206
(4) established two formal subject committees (one for history and one for English) and an independent research unit

39. Identify the Incorrect answer: After Mr de Klerk's announcement in 1990 concerning the release of Mr Mandela:
(3) Pressure group applied their own methods to attain their unique ideals and demands 263 - 264

40. Identify the correct statement:

Question 2 A — Name: Lubanzi

1. **Discuss uses and abuses of comparative education (10) (TUT 103: 16-19).**

- The uses of comparative education.
  - Accurate description is a kind of "mapping" of what other countries are doing or not doing, planning, abandoning, or changing in their educational enterprises.
  - Help in policy and decision taking.
  - There is Direct contribution to economic growth.
  - It put more emphasis to differences and similarities of formal education across countries
- Abuses of comparative education
  - Adopting systems from other countries without checking on contextual factors, like historical, demographic, political and economic forces.
  - What might succeed in one country may fail in another one

2. **Describe the main goals of comparative education research . keep in mind the specific kind of research that teachers or policy makers would conduct (5)**

- Comparative education makes use of a wide range of research approaches, methods and techniques which originate from a variety of disciplines:
  - sociology,
  - anthropology,
  - economic sciences and
  - education.
- Most research in the field of comparative education has asked 'big picture' or macro-historical questions about the relationship between education and political, economic, and social changes.
- On the other hand, research in comparative education can be Instrumental, that is, research for pedagogical reasons.
- The goal of improving teaching and learning.
- Research in comparative education can inform, shape and change educational policies and educational practice
- Helps policy makers to check how their policies are doing in the field:
  - example in the schools and in the classrooms.
- An important aspect of comparative education is the reflective practice where teachers and other 4 practitioners investigate their own practice to make improvements where necessary.
- The main goal of comparative education is to compare.
- Research in this field takes place at the micro, meso and macro levels of an education system.
- One of the main purposes of comparative education at the time which remains true today is the learning from other situation which lead to borrowing of ideas that might assist reform

Question 2 B — Name: Mpho/Tshepiso

1. **Define the concept of an ideology by briefly indicating its main characteristics (5)**

An ideology is a set of beliefs which coheres in a systematic way and is held by a group of people for whom they explain the nature of the reality they experience and have the power to commit the action. Examples of ideologies can easily be identify by suffix "ism" such as nationalism, socialism, capitalism, racism, and populism

Education ideologies are systems of beliefs and value about the purpose of education held by policymakers and communities and which result in education practice as manifested in the school curriculum and other policies guiding the direction education.
Characteristics:

1. Ideologies have a powerful emotional components which compels followers to act
2. Ideologies operate to sustain asymmetrical relations of power and domination
3. Ideologies usually serve a specific group's interest, pretending to be representative of an entire nation.
4. Ideologies fixations (dogmas) often involve ways in which meaning (signification) serve to sustain relations of domination and criteria for inclusion.

2. **Discuss the ideology of unionism and utopianism with reference to the current South African schooling system (10)**

In an attempt to transform all aspect of apartheid education and get rid of the legacy of the past, the Department of education has since 1994 changed the face of education by introducing continual and sudden changes to all spheres of education by implementing strategies and policies denoting utopian ideals of what worked best in other education systems. For example the introduction of curriculum 2005, an outcomes- based approach to education which was "copied" from various other first - world education practices, without adequate support to communities, threw the whole system of education and its office bearers off balance. This led to further ongoing unilateral changes even before the earlier policies have been successfully implemented

1. **Unionism -** Teachers such as the SOUTH AFRICAN DEMOCRATIC TEACHER'S UNION (SADTU) played a significant role during the liberation struggle. SADTU could not transform themselves to adopt to a new dispensation in education and that they are now obstructing the overall cause of education in S A.
2. An Education specialist at the Development Bank of SOUTHERN AFRICA, refers to the poor quality of teaching in many South African township schools and the resultant 50 percent failure rate in matriculation among African students
3. Due to lack of a work ethic among teachers, accountability amongst provincial governments, district and teacher unions, very little has been achieved in schools.
4. One of the major reasons is poor conduct amongst teachers and principals which cannot be addressed adequately because SADTU obstructs the disciplinary process. In Soweto schools visited by Jasen considerable numbers of teachers and principals were absent or were not in their classrooms.
5. SADTU was blamed because of failure to reprimand members for poor conduct or act constructively when changes to the teaching culture were suggested.
6. In terms of the latter, it was proposed that each teacher be tested with regard to their capacity to teach a specific subject at a specific level.7

Answers can be Compared to:

1.Define the concept of an ideology by briefly indicating its characteristics.

Ideology :((page 78: theme in South African Education).

- Have powerful emotional component which compels followers to act.
- Operate to sustain asymmetrical relationships of power and nominations.
- Serves a specific group’s interest, pretending to be representative of an entire nation.
- Fixations (dogmas) often involve ways in which meaning serves to sustain relations of domination and criteria for inclusion and exclusion.

- Domination within an ideology may be concealed, disguised or denied.

2. Discuss the ideology of unionism and utopianism with reference to the current South African schooling system.

Unionism refers to the policies and practices of trade unions, particularly those concerned with protecting and furthering the rights of the workers. The theory of unionism plays a good role on SA education system however it has positive and bad outcomes. The positive impact about this ideology is that, it protect and priorities the rights of the workers. Since this ideology was introduced, many things changed. E.g. Teachers' salaries have risen dramatically and workers are treated equal at work.

Currently, there are more Negative outcomes about this ideology in SA .Unions block lot of good educators from doing the right thing for students. Contracts has become more detailed that a good idea that would benefit student must be ignored because parts of the teachers' contract do not allow certain aspect of initiative. E.g. After school tutoring. This hinder teachers to go extra miles for their student, because they are too intimidated by their union to try. Unions protect the bad with the good. It can protect a very poor teacher that give our profession bad reputation. Unions can demand so much which makes things hard for the government. Many schools are dysfunctional because of poor conduct amongst teachers and principals which cannot be addressed because SADTU obstructs the disciplinary process. Teachers are no longer doing their jobs because they take advantage of being a union member. It is a union duty to encourage its members to be punctual, accountable and to respect their work. When teachers fails to conduct themselves in a good manner, Union is to be blamed.

Utopianism

At present, Department of education in SA introduce policies and change them after few years. The main aim is to develop and strengthen our education system. However, Department of education continue to change many aspect of education system without offering teachers and learners adequate support. It introduce new policies before the earlier policies have been successfully implemented. Our education system do not consider the fact that proper planning and long term goals bears more fruit that sudden, ill-advised and short term changes. Schools encounter problems pertaining shortage of resources. Our government fails to do appropriate inspection.

Currently, the ideology of utopianism affect teachers, learners and our education system. This caused by changing of curricula without proper communication and training which lead to massive demoralization and disillusionment among teachers and negative and worsening perception of the teaching profession. All of this affect academic results and SA education system.

Question 2 C

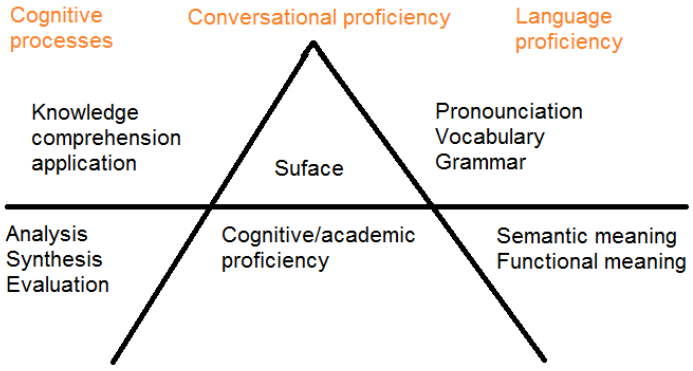
Name: Silondiwe

Cummins theory of second language acquisition: key linguistic realities in South African schools where English is the dominant choice for the language of learning.(15)

- The informal and formal use of English second language (ESL) by learners may have an effect on their overall academic achievement.
- This is because the informal use of the language as such chatting with a friend and other everyday situations and the formal use of the language in academic situations such as writing a school report or reading a textbook, make quite different demands on the learner.
- According to Cummins, learners require both the basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) to achieve optimally in school situations.

  BICS supports and encourages natural communication in social situations. This form of language is practiced outside the classroom and it can take place during break or other extracurricular activities.

  CALP puts a greater focus on the learner's ability to demonstrate proficiency in the academic sense. It extends to how learners use language to comprehend learning, compare, contrast, evaluate, and classify their lesson in the classroom.
- When learners lack in the area of CALP, they have a deficiency in language proficiency to master academic content.
- Unfortunately the lack in the academic dimension of language proficiency often goes unnoticed in second language (L2) learners and usually because they have already acquired the informal language or BICS.
- In order for learners to grasp concepts; establish relationships between concepts or information; and even articulate information processed in oral and written forms, learners should be able to use language.
- Learners who speak English as their second language (ESL) may demonstrate higher order thinking (generalising, hypothesising, arguing, etc.) in their first language (L1), yet they lack the CALP required to do the same in English.
- ESL learners have difficulty with understanding academic concepts and terminology because these terms are based on general ideas and not on concrete things.



- The iceberg model links the language skills and the cognitive processing. Chamot (1981) related the Bool's taxonomy to the BICS/CALP educational objectives.
- The piece of the iceberg represents the language skills of pronunciation and vocabulary (BICS). BICS would therefore be sufficient for the learner to recall, comprehend and apply in terms of cognitive processing.
- The deeper end of the iceberg represents cognitive processing that is linked to the CALP. This includes analysis synthesis and evaluation.

Question 3 A Name: Sesi Dlamini

1. **The research process in the field of history of education generally encompasses eight stages. What do the first three stages of the process comprise? (3)**

- The field of research in history of education focuses on two aspects of reality – the educational and historical.
- Historical research is a process of discovery and reconstitution, the past provides the material for its reconstitution, Page 19 Line1-4.
- What do the first three stages of the process comprises?
- this material has to be sought, selected and differentiated to separate the important from unrelated. And finally the results of this process are recorded in paper or report.Peag19Line4-5.
- When a sounder footing for the research has been established, they are sometimes able to formulate a hypothesis regarding the possible outcome of the research.Page19Line20-21.
- During the course of the research process, researchers will attempt to find data that will either support or refuse hypothesis. Page20Line2-4.

Or other answer is

1. **The eight stages of the research process of education are:** pg 20
   1. Choosing a research topic and delimiting or stating the research theme or problem
   2. Formulating either an hypothesis or research aims and objectives
   3. Gathering, classifying and evaluating **The rest of the answer is additional info**
   4. Critically evaluating analyzing and interpreting the data in order to test the hypothesis or meet the research aims and objectives
   5. Synthesizing and presenting the research findings
   6. Drawing conclusions based on the result findings
   7. Making recommendations based on the findings and conclutions
   8. Compiling a structured research report in which allof the above are lucidly and comprehensively outlined

2. **Why is it necessary for historical educational researcher to conduct a literature review? (2)** Page 23Line5-7

   The review of the current literature on the topic enriches ones understanding of the topic and enables one to identify gaps or discrepancies in the existing literature..

3. **"Presentism" is an important obstacle that could hamper clear thinking and reasoning in the execution of historical educational research. Explain the meaning of this concept amd provide one example (3)** Page26.
   - Presentism: Occurs when one interprets or judges the past according to current opinion or standards.
   - Example: The use of corporal punishments in South African schools as a means of discipline was accepted in preparation 1994 years but viewed from a current perspective, it is intolerable and illegal.

4. **When interpreting visual images such as illustrations. Of which visual clues should a researcher take notice? (2)** Page30Line10
   - Woodcuts, painting, photographs and cartoons..

5. **Provide three good reasons for collecting oral histories (3)** Page22
    - To obtain information where little documentary evidence exist or where documentation is doubtful.
    - To revise history where it's conclusion are questioned.
    - To protect information from loss or oblivion.

6. **Name two ethical principles that apply when a researcher works with text (2)** Page 34

    - Plagiarism: It means using someone's ideas or words without appropriately acknowledging the source.
    - Falsification and Fabrication of data: Data falsification is the distortion of data while data fabrication is the act of creating data that never exist..

Question 3 B Name:

Question 3 C Name: Riaan

1. **Informal education during the precolonial period was provided through language learning , art education, as well as music and dance education. Briefly explain what music and dance education comprised**

- During pre-colonial times, adult members of the San and Khoi ensured that their religious beliefs were passed on to their children through language learning, art education, as well as music and dance education.
- Younger generations were taught through song and dance how to participate in community life.
- Singing and dancing were also used during initiation ceremonies.
- Different songs marked different stages of the initiation.
- Moral lessons and desirable social skills were taught and reinforced this way.
- Social norms and beliefs of communities were passed on to the youth through music and dance.
- They were taught to express joy and sadness through music and dance.
- Song and dance were regarded as living records of past and present events and traditions.
- It was through these that the social norms and beliefs of a community were passed on to their youth. Music and dance played a role in marriages, funerals, initiation ceremonies, religious practices and rituals.
- Religion centred on this trance dance. Men and older shaman woman danced while young women sat, clapped and sang traditional songs.
- This sent dancers into an altered state of consciousness. Link of trance dance activities with education had to do with San spirituality.
- Young San males who wished to become a shaman had to dance with and imitate an experienced shaman [become his apprentice] until he had learned to master altered consciousness and control the level of his trance state.
- Through instrumental music and dance the young were taught how to participate in one of the predominant cultural and traditional dances.

- Of prime importance in all San groups is a ritual dance that serves to heal the group.
- The great 'medicine or healing dance' and the rain dance were rituals in which everyone participated.
- During these dances, the women usually sat around a central fire as they sang and clapped their hands.
- The men then first danced around the women in a clockwise direction and then vice versa.
- As the dance increased in intensity, the dancers reached trance-like, altered, states of consciousness and were transported into the spirit realm where they could plead for the souls of the sick.

2. <u>What did Smuts Act (Education Act 25 of 1907 in the Transvaal) prescribed in relation to teachers?</u>

<u>Act 25 of 1907 SMUTS: PG. 177, 178</u>

- was calculated to effect reconciliation between Boer and Briton. It had a profound effect on education in the Transvaal for many years, as well as on other provinces
- was structured so as to control education in the whole of the Transvaal
- included representation in favour of the tax-paying public (and parents)
- was centrally funded
- made education compulsory for children between 7 and 14
- promoted mother-tongue instruction up to Standard 3
- made English the compulsory teaching medium for most subjects
- banned religious denominational dogma / doctrine, although prayer / bible reading was allowed
- regulated the status of teachers . In more than one respect teachers were to be considered as civil servants. Every teacher had to have a certificate or licence issued by the department. After a satisfactory trial period a teacher could be appointed to the permanent staff of a school subject to the completion of a service contract between the two parties. Vacancies in schools – advertised in the government gazette, school sgb to make appointments

ECS: LEARNING AREAS MEMO

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KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Nadia	Question 1 no. 1 - 20
Modelee	Question 1 no. 21 - 40
Chrizelle	Question 2 A
Sibusiso	Question 2 B
Londiwe Ngwenya	Question 2 C
Soso	Question 3 A
Mildred	Question 3 B
	Question 3 C

Paper Name: **May P1 2017 ; 1 - 20** Your name: **Nadia**
Paper Name: **May P1 2017 ; 21 - 40** Your name: **Modelee**

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4	2	7	24	3	pg 174,
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6	5	23	26	1	pg 197
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14	3	125	34	4	pg 223
15	2	127 & 128	35	1	pg28 essays
16	5	126	36	2	pg234
17	2	133	37	1	pg 237
18	2	132	38	2	pg259
19	3	129	39	1	pg 262
20	1	133	40	2	pg 264

Question 2 A Name: **Sibusiso**

1. **Give five reasons why any teacher or policymaker could benefit from doing Comparative Education. Discuss each reason briefly.** Chapter 1 : page 6 – 7

1.1 Shows what is possible by examining alternatives to provision "at home"
- By learning what others are doing in other parts of the world which might be useful to their own environment

1.2 Offers yardsticks by which to judge the performance of education systems
- To compare how other education systems are performing in comparison to their own systems and how to improve them

1.3 describes what might be the consequences of certain courses of action, by looking at experience in various countries
- by attempting to predict the outcomes it can serve both to support and warn against potential policy decisions

1.4 provides a body of descriptive and explanatory data which allows us to see various practices and procedures in a very wide context that helps to throw light upon them
- the body of data that CE provides describes and explains the context to better understand how certain situations were arrived at

1.5 Contributes to the development of an increasingly sophisticated theoretical framework in which to describe and analyse educational phenomena
- CE provides the basi for the theorisation critical to the analyses of educational phenomena

1.6 Serves to provide authoritative objectives data which can be used to put the less objective data of others (politicians and administrators, principally) who use comparisons for a variety of political and other reasons, to the test
- The level of objectivity of data provided by CE curb the biases of other decision-makers

1.7 Has an important supportive and instructional role to play in the development of any plans for educational reform, when there must be concern to examine experience elsewhere
- Through understanding CE, teachers and policymakers can be supported in their efforts

1.8 helps to foster co-operation and mutual understanding among nations by discussing cultural differences and similarities and offering explanations for them
- Cultural co-operation and mutual understanding among nations is fostered

1.9 is of intrinsic intellectual interest as a scholarly activity, in much the same way as the comparative study of religion, or literature, or government, is
- CE is an intellectual study like any other in terms of value and contribution to the development of society

2. **List five of the most important South African Education Acts promulgated since 1994.** Chapter 6, pages 125 – 127

2.1 The South African Qualifications Authority (SAQA) Act (Act 58 of 1995)

2.2 The National Education Policy Act (Act 27 of 1996)
Has been instituted to identify the policy and legislative powers and the monitoring responsibilities of the Minister of Education, and to formulise relations between national and provincial authorities. The Act established the council of Education Ministers (CEM) and the

Heads of Education Department Committee (HEDCOM) as inter – governmental forums to collaborate in developing the education system. It also provides for the determination of national policies for General and Further Education, including curriculum assessment, language policy and quality assurance

2.3 The South African Schools Act (Act 84 of 1996)
Forms the legal foundation for schools in the country. The Act is based on the principles laid down in the White Papers One and Two and promotes access, quality and democratic governance in the schooling system. It aims to ensure that all learners have access to quality education without discrimination.

2.4 The Higher Education Act (Act 101 of 1997)

2.5 The Abolition of Corporal Punishment Act)Act 33 of 1997)
provides for the abolishment of such punishment authorised in legislation and for matters connected therewith

2.6 The Employment of Educators Act (Act 76 of 1998)
Regulates the professional, occupational, moral and ethical responsibilities and competencies of the educators. An amendment to the Act enables a provincial department of education to control the placements of new recruits and applicants returning from break of service, without requiring a recommendation of from the governing body. It also aims at achieving a fair distribution of qualified educators by allowing provinces to relocate and distribute such educators, especially to schools in rural areas.

2.7 The further Education and Training Act (Act 98 of 1998)

2.8 The South African Council of Educators (SACE) Act (Act 31 of 2000)
provides for the establishment of a council to undertake the registration of educators, promote their professional development, and set maintain and protect ethical and professional standards

2.9 The Adult Basic Education and Training (ABET) Act (Act 52 of 2000)

2.10 The Education Laws Amendment Act (Act 50 of 2002)

2.11 The Higher Education Act: The Higher Education Qualifications Framework (2007) (in terms of Act 101 of 1997)

2.12 The National Qualifications Framework Act (Act 67 of 2008)

Question 2 A Name: **Chrizelle**

1. **Give five reasons why any teacher or policymaker could benefit from doing Comparative Education. Discuss each reason briefly.** Chapter 2 Section 2.1 and Ass 3 Question

1.1 Use of a various research approaches, methods and techniques

1.2 Asks 'big picture' or macro-historical questions about the relationship between education and political, economic, and social changes

1.3 Instrumental, that is, pedagogical reasons, i.e. Improve teaching and learning

1.4 Educationist can make informed decision about educational practice

1.5 Research can inform, shape and change educational policies and educational practice

1.6 Help policy makers to check how their policies are doing in the field, e.g. schools and in the classrooms

1.7 Teachers and other practitioners investigate their own practice in order to make improvements where necessary

1.8 Main goal is to compare

1.9 To research at micro, meso and macro levels of an education system

1.10 Learning from other situation – lead to borrowing of ideas that might assist reform

As comparative education is an interdisciplinary field researches make use of a wide variety of approaches, methods and techniques such as: sociology anthropology, economic sciences and education.

One distinctive goal is that it asks for the 'big picture' as well as macro-historical questions about the relationship between education and political, economic, and social change. This can be done using cross-national or comparative evidence.
The other distinctive goal is that it can be instrumental, which is when they would do research for a pedagogical reason. This would be to improve the teaching and learning at different levels and contexts so that educationists could make informed decisions.
Research in comparative education can therefore inform, shape and change both educational policies and educational practice. Because of this the policies need to be analysed and evaluated in the conceptual phase as well as the implementation phase.
The administrators and policy makers would like to stay informed about how their policies are doing in the specific fields. Where needed teachers are also able to investigate their own practices to see where improvements are necessary.
In conclusion comparative studies' main goal is to compare and this could happen at micro, meso and macro levels of the educational system. With this comparison it enables us to learn from other situations which might lead to borrowing ideas or adapting systems.

2. **List five of the most important South African Education Acts promulgated since 1994.** Chapter 6, pages 125 – 127 Assignment 3, Question 3

2.1 The The South African Qualification Authority (SAQA) Act (Act 58 of 1995)
2.2 The South African Schools Act (Act 84 of 1996)
2.3 The Further Education and Training Act (Act 98 of 1998) and White Paper 4
2.4 The South African Council for Educators (SACE) Act (Act 31 of 2000)
2.5 The Higher Education Act: The Higher Education Qualification Framework (2007) (in terms of Act 101 of 1997)

2.6 The National Education Policy Act (Act 27 of 1996)
2.7 The Higher Education Act (Act 101 of 1997)
2.8 The Abolition of Corporal Punishment Act (Act 33 of 1997)
2.9 The Employment of Educators Act (Act 76 of 1998)
2.10 The Adult Basic Education and Training (ABET) Act (Act 52 of 2000)
2.11 The education laws Amendment Act (Act 50 of 2002)
2.12 The National Qualifications Framework Act (Act 67 of 2008)

Question 2 B

Name: **Sibusiso**

1. **Explain the functions of values in our lives.** Chapter 4, pages 65 – 66

1.1 Values are directional and motivational
- Internalised values are powerful in directing our behaviour, though usually on a subconscious level

1.2 Values give meaning to life
- Values become part of our identity and provide fundamental principles by which we live

1.3 Values as a form of spirituality
- spirituality is crucial when considering the meaning of life

1.4 Values in society
- Communities tacitly agree on a set of core values from which they derive certain principles that will direct decisions and a desired way of living

Question 2 C

Name:

Not submitted

Question 3 A

Name: **Soso**

1. **What contributions can research in History of Education make to a historian research for truth? (3)**
   It provides a sound basis for establishing a perspective on and an understanding of the past which in turn provides a context for understanding why things are as they are. It gives insight into tends in various aspects of education and offers a storehouse of ideas and knowledge. (page 18) 8

2. **.Which two essential skills does a researcher require when a literature review is undertaken? (2)**
   To be able to know where to access the information and being able to critically appraise and report on the literature that was accessed. (history of schooling. Page 23. under point 2.5.1)

3. **Ambiguity is an important obstacle that could hamper thinking and reasoning in the execution of historical education research. Explain the meaning of this concept and provide one example of ambiguity. (3**)
   It is when a particular word in the statement can have more than one meaning or the statement can be interpreted in more than one way or in contradictory terms.e.g. Students dislike annoying lecturers. This could mean that students not to provoke their lecturer or it could mean that lecturers who are annoying or irritating are disliked by their students. (page 25-26)

4. **What purpose do a preliminary interview serve when one is engaged in oral history research. (2)**
   It is to help people to provide rich information on the topic that needs to be identified and located. It helps to see that the focus is not lost. (page 28)

5. **Name 3 important aspects which an interpreter of visual images should take note of when (s)he looks at for an example illustration.** (3)
   • Identify the focus, the foreground and background elements and the context of the image. (pg21)

6. **Name two ethical principles that apply when a researcher works with people, for example, when oral histories are collected. (2**)
   - Informed consent,
   - Voluntary involvement or participation
   - Confidentiality and anonymity
   - Avoidance of physical or psychological distress
   - Respect for the individual and the views espoused.
   - Avoidance of misinterpretation of the collected data. (any 2 from page 34)

Question 3 B

Name: **Mildred**

1. **In the prescribed book Booyse(2o11;204) alleges that "during the first three and a half decades of the 20th century, a noticeable degree of uniformity had grown among the provinces in the way they provided education to black people'' Write down ten characteristics of the provision of education to black people during the period mentioned that led Booyse to come to the conclusion. (10)**

Ten characteristics

1. In all the provinces, separate branches of the various education departments were responsible for the administration of black education.
2. An advisory board maintained liaison between the schools and the head of the Education Department.
3. The vast majority of black schools were state-aided mission schools.
4. In some of the schools, the principals were mostly managed by white missionaries.
5. While in some other schools, the principals were assisted by local school committee with exclusively advisory function.
6. The management of the schools, whether by the clergymen, missionaries or the circuit inspector, took full responsibility for every aspect, including supervision of instruction, maintenance of the building, arrangements for the provision of teachers and record keeping.
7. In all the provinces the primary school course included six standards and two sub-standards with a minimum duration of eight years.
8. In all the provinces black secondary schools prepared pupils for the junior certificate examination.
9. Black teachers enjoyed more or less benefits and received the same salaries as their colleagues in white schools.
10. A number of senior supervisors of schools were also appointed in all the provinces.

2. **What did the Smuts Act (Education Act 25 of 1907 in the Transvaal) prescribe in relation to teachers? (5)**

- Every teacher had to have a certificate or licence issued by the department.
- After a satisfying trial period a teacher could be appointed to the permanent staff of a school subject to the completion of a service contract between the two parties.
- Vacancies in schools had to be advertised in the Government Gazette.
- In more than one respect teachers were to be considered as civil servants.
- In consultation with the school committee or governing body and as far as possible in accordance with the latter's recommendation, the school board had to recommend to the director one or more applicants for each vacancy, for appointment.

Question 3 C

Name:

Not submitted

ECS: LEARNING AREAS MEMO

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KIND REGARDS
Hannelie and Nadia

Name of Participants	Allocation
Nothando	Q 1 no. 1 - 20
	Q 1 no. 21 - 40
Connie	Question 2 A
	Question 2 B
Rosette	Question 2 C
Greg	Question 3 A
Motheo	Question 3 A
Greg	Question 3 B
Victor	Question 3 B
Greg	Question 3 C

Paper Name: **May P2 2017 ; 1 - 20** Name: **Nothando**

Paper Name: **May P2 2017; 21 - 40** Name: **Nothando**

Q. #	Answer	Pg. number	Q. #	Answer	Pg. number
1	1	pg 1	21	1	pg 175 3rd Par
2	3	tut 103 pg 4	22	4	pg 176 7.2.3
3	3	pg 4: 6.4.2	23	4	
4	2	pg 2	24	3	pg 185 line 4-6 below picture
5	3	pg 9	25	4	pg 200 7.5.2 line 9
6	5	tut 103 pg 16- 17	26	1	tut 103
7	4	pg 8	27	2	pg 205 3rd line
8	4	pg 23	28	1	pg 189. 7.4.2 second sentence
9	4	pg 26-27	29	3	pg 189 7.4.2 2nd sentence
10	5	pg 34	30	1	pg 187 2nd sentence
11	5	pg 117	31	1	tut 105
12	2	pg 126	32	1	pg 241
13	3	pg 125	33	1	pg 288 5th line
14	4	pg 127-128	34	4	pg 240 line 8-9
15	2	pg 133	35	4	pg 235 line 7 from bottom
16	1	pg 132	36	2.	pg 247 8.4.5
17	2	pg 138	37	1	pg 234
18	5	pg 132. 6.6.4	38	2	pg 257
19	3	pg 133	39	4	pg 260
20	1	pg 33	40	4	pg 263

Question 2 A Name: Connie

1) **Taylor and Berkhout listed a variety of aspects that can be compared when studying a particular education system or systems. Discuss any 7 facets of comparison.(page 4-6/Themes)**
(Any seven of these):

- **Governace and control structures.** (examples)
  E.g > how does power work?
  > where does power lie?
  > who decides?
  > how is the system controlled?
  > how centralised or decentralised is control?
  > how democratic or participative are the control structures and process.
- **Legislative frameworks**. (examples)

  > a country's constitution,
  > the national and regional laws,
  > policies and official regulations (including the rights of citizens e.g (to free education and whether schooling is compulsory)
- **Administrative and management aspects** . (examples)
  - how the laws and policies are implemented regulated (who carries out policy? Who ensures the maintenance of education? How is the job of running a country's education system divided up?).
- **Financing of education** .(examples)
  - The degree of responsibility of the state to provide education, compared with the amount of privatisation.
- **Education structures**. (examples)
  - How many years of formal education are provided?
  - How the progression is structured from primary levels to secondary and tertiary levels? (e.g the divisions into pre-basic, basic, general and further education phases.
- **Learners**. (examples)
  - The quantity of learners in the system,
  - Learner distribution through the system,
  - Teacher-pupil ratios,
  - Learners diversity in terms of language, culture, ethnicity, race, class, nutrition, school level, family support, economic advantage, etc.
- **Teachers** . (Examples)
  - The availability of educators,
  - The quantity and quality (qualifications) of educators,
  - Level of training and experience,
  - Remuneration
  - Motivation
  - Career prospects,
  - Health and wellbeing, etc.
- **Curriculum aspects**. (examples)
  - How learning is divided into learning areas and levels of difficulty,
  - Provision for differentiation/choice according to interest, ability or the needs of the economy.
- **Language aspects.** (examples)

- Medium of instruction,
- Role of mother tongue,
- Home language of learners and teachers,
- Diversity and multilingualism,
- Economic advantages of different languages,
- Availability of resource materials in suitable languages.

- **Religion and culture.** (examples)
  - How these are recognised or not recognised in the education system,
  - How diversity is dealt with,
  - Whether there are areas of conflict (e.g. historical rivalries or tension),
  - Degree of secularisation and / modernisation versus traditional culture,
  - Assimilation/ promotion of diversity.

2. Name the 3 sides of the cube of Bray and Thomas' diagrammatical representation of the units of analysis in comparative Education. (Page 23-24 /Themes)

a) Seven geographical locational levels. (Continents, countries, provinces, districts etc)
b) Seven aspects of education and of society. (Curriculum, teaching methods etc.)
c) Non-locational demographic groups. (ethnicity, age, gender etc.)

Question 2 B Name:

- **Discuss five possible purposes of schooling as highlighted by Christie.(Pg 67-70)**
  - **School prepares people for the world of work (Economic value for the state)**.
    》 school teaches children how to think and thus make them more employable.
    》 the education system, however, does not create jobs, but economic activities do that.
    》 schools cannot solve economic or social problems of poverty and inequality -but schools can achieve positive results alongside other institutions.
    》 according to a study conducted by Simkins and Patternson (2005:34) , education is dependent upon societal context, and schooling involves more than just classroom teaching, such as inter alia active support from parents and community in order to improve individual lives meaningfully.
  - **Schooling enhances nation-building and citizenship (political goals).**
    》 modern states and governments set up education systems, finance them, monitor them and expects them to solve all kinds of problems in order to achieve social cohesion and to prevent the nation from splintering.
  - **Schooling also teaches democratic values to children and young adults (public education is a political vehicle).**
    》 Values usually underpin all educational policies of all countries ranging from the national department of education, provincial departments of education to local school authorities and policies.
  - **It provides an environment where teaching and learning can take place (educational goals).**
  - **Education is about the development of the individual (educational goal).**
    》 the function of the school to provide the individual with opportunities for development is acknowledged by different intellectual discourses.
    》 if learners are exposed to schooling and become authentically literate, they will be able to discern the underpinning values of a discourse and of a variety of cultural

contexts within schooling.

》 these skills would equip them to exercise particular choices and change behaviour and culture when necessary.

- **Relate the purpose of schooling with Christie's Framework of Ethics.** (Pg 86-87)

Purposes of schooling	Framework of ethics
1.It prepares people for world of work-schools teach children how to think and thus making them employable.	1.**Ethics of commitment to intellectual rigour** ->schools should teach students to use their minds well.
2.It enhances nation-building and citizenship.	**2. Ethics of civility** -> education should prepare young people to participate in public life.(e.g communication is key)
3.Individual development does not happen only inside the individual, but is linked with others.	3.**Ethics of care** -> this is about considering the individual human being and living with others in a shared world. It raises questions such as what it means to be human in the midst of others.

Question 2 C

Name: Rosettar Mziyako

1. **Outline the linguistic realistic prevalent in South African schooling [5] (Page Number 233-235)**
   - Language introduction at grade 4 or 5 as to ensure a smooth command of language but problems arise due to lack of competent teachers or aids to offer quality education.
   - There is a discrepancy when transition is to be made from first language (L1) to second language (L2)-English as the proficiency and adaptability may take forever provided English is widely extensive.
   - Forty (40) countries matched where RSA became the least to obtain minimum figures in reading, analytical and writing texts, especially formal conceptual English.
   - The black community offers the least improved as English is a foreign medium of communication and is rather capped as an exclusive language with its experience limited to TV or Radio.
   - Bilingual teaching in class is subject to incompetency in L2 and assessment of relevant class to L1 as compared to L2.

2. **Discuss the dilemma of English as medium of instruction in the majority as South African schools. Refer to the theory of Cummins, indicate the difference between BICS and CALP and the implication for subtractive and additive bilingualism (10) Page Number 240 – 242**)

   a) There are active and passive methods of learning encountered in classrooms and in interactive conversations or daily communication this lies in BICS and CALP.
   b) Difficulty in the learning area (L2) comes in CALP which requires analysis and evaluation/synthesis of vocabulary and grammatical contents.
   c) There is always less ease in the overlap of BICS and CALP, language whether acquired through BICS/CALP must be used to receive, decode and give feedback on information.

d) There is underuse and misunderstanding of concepts which arises due to stronger overlap towards BICS than CALP.
e) BICS is mostly used in situation where memory plays a vital role.
f) Reproductive learning and CALP is encountered of applied learning which demands analysis, synthesis and application of language, comprehension and reasoning tend to compete on these grounds.
g) Context embedded language where the mode of communication may integrate gestures/non-verbal forms that may be less challenging.
h) Reduced-context is concept based and strictly verbal thus employs more of CALP than BICS.
i) With continuous assessment on BICS/CALP test to determine understanding.
j) The support media must be explored and be continuously developed

Question 3 A Name: **Motheo**

1. **Give two reasons why it is essential for reserchers to formulate and explicitly state a research problem at the start of his or her research. (2)**
   - By reviewing literature on the topic, the researcher is able to determine the current standing and opinions regarding the issues. The process serves to motivate and justify why the topic warrants further research. Page 19

2. **Name two types of criticism which a historian of education usually uses to authenticate his or her sources (2)**
   - External criticism and internal criticism. Page 21

3. **Differentiate between a primary and a secondary source and give and example of each**
   - Secondary source are derived sources written by people who did not experience the event first hand. Example research articles in journal, abstracts, research reports, research books and textbooks. Page 21
   - Primary source consists of original, firsthand accounts or records of events and experiences as seen through the eyes of an individual and as interpreted by him. Example: testimony from living witness, journals, diaries and financial records. Page 21

4. **Provide two reasons why oral history should be collected. (2)**
   - To obtain information where little documentary evidence exist or where documentation is doubtful.
   - To revise history where conclusions are questioned.
   - To protect information from loss or oblivion.
   - To gather phenomenological data, where most appropriate, to illuminate the holistic nature of the subject's bio-psychosocial functioning.
   - To supplement other types of data, including where records are erratic or information from underrepresented or marginalised groups is fragmented or inadequate. Page 27

5. **How does oral history differ from oral narrative? (2)**
   - Oral history differs in that it is people's personal experiences of events, rather than merely transferring facts or stories/narrations. Page 26

6. **Fit Column B To the statements in Column A**
   - 6.1. An original, first-hand account or record of an event - **Primary source**
   - 6.2. An examination of the research that has been conducted in a particular field of study - **Literature review**

6.3. To identify and secure elements needed to draw reasonable conclusions - **Inference**

6.4. A deceptive argument that tries to persuade one to accept the claim being advanced – **Fallacy**

6.5. Judging the past according to the current opinions - **Presentism**

Question 3 A Name: **Greg**

1. **Give two reasons why it is essential for reserchers to formulate and explicitly state a research problem at the start of his or her research. (2)**
   a) The research problem (hypothesis) is a tentative/possible answer to the research problem
   b) It helps to focus the study and direction the research will take.
   c) During the course of the study the researcher will attempt to find data that will either support or refute the hypothesis.(Ch 2- P19)

2. **Name two types of criticism which a historian of education usually uses to authenticate his or her sources (2)**

   a) External criticism- is a process that seeks to determine the genuineness of sources
   b) Internal criticism- involves an analysis of the meaning of statements within the documents which have already have been established as genuine.(Ch 2-P21-22)

3. **Differentiate between a primary and a secondary source and give and example of each**

   Primary source – This consists of first-hand, original accounts or records of events and experiences as seen by eyewitnesses e.g.. Living witnesses, memoirs, journals, diaries, letters etc.

   Secondary source – These are derived sources written by people who did not experience the event first hand. It is normally documents like research articles in journals, abstracts, research reports, research books and textbooks. (Ch 2 – P 21)

4. **Provide two reasons why oral history should be collected. (2)**
   a) To obtain information where little documentary evidence exists or where documentation is doubtful
   b) To supplement other types of data especially where records are erratic
   c) To revise history where its conclusions are questioned
   d) To protect information loss of oblivion.

5. **How does oral history differ from oral narrative? (2)**
   - Oral history differs in that it is people's personal experiences of events, rather than merely transferring facts or stories/narrations. Page 26

6. **Fit Column B To the statements in Column A**

Column A	Column B
6.1 An Original first-hand account or record of an event	Primary source
6.2 An examination of the research that has been conducted in a particular field of study	Literature review
6.3 To identify and secure elements	Inference

needed to draw reasonable conclusions		
6.4 A deceptive argument that tries to persuade one to accept the claim being advanced	Fallacy	
6.5 Judging the past according to current opinions	Presentism	

Question 3 B

Name: Victor Kalp

1. **In the prescribed book Booyse (2001 204) alleges that "during the first three and a half decades of the 20th century, a noticeable degree of uniformity had grown among provinces in the way they provided education to black people" write down ten characteristics of the provision of education to black people during the period mentioned that led Booyse to come to this conclusion (10)** Page 204 – 205

   - In all the provinces, separate branches of the various education departments were responsible for the mission of black education.
   - An advisory board maintained liaison between the schools and the head of the education department. The vast majority of black schools were state-aided mission schools. With the exception of the Cape Province, where black clergymen often took place.
   - In the Transvaal there were missionary schools, tribal or community schools. They were under the control of the local circuit inspector.
   - In the Cape Province the circuit inspector was responsible to inspect and supervise all schools in their areas, irrespective of their racial composition.
   - In the other three provinces special inspectors for black schools were appointed.
   - In the Cape and Natal, special instructors were also employed to assist in the teaching of more practical subjects like needlework, woodwork and music.
   - From 1924 a number of senior supervisors were appointed to schools. they acted as itinerant headmasters.
   - In all provinces black secondary schools prepared pupils for the junior certificate examination.
   - According to the report of the interdepartmental committee approximately one third of black teachers did not possess of any professional qualification at the time of the investigation.
   - Black teachers enjoyed more less the same benefits and received the same salaries as their colleagues in white schools.
   - The interdepartmental committee emphasised that many of the black schools were overcrowded and understaffed.

2. **What did Smuts Act (Education Act 25 of 1907 in the transvaal) prescribe in relation to teachers? (5)** Page 178
   - Teachers were to be considered as civil servants.
   - Teachers had to have a certificate or license issued by the department.
   - After a trial period teachers could be appointed to the permanent staff of a school subject.
   - Vacancies had to be advertised in the government Gazette

Question 3 B Name: GREG

1. In the prescribed book Booyse (2001 204) alleges that "during the first three and a half decades of the 20th century, a noticeable degree of uniformity had grown among provinces in the way they provided education to black people" write down ten characteristics of the provision of education to black people during the period mentioned that led Booyse to come to this conclusion (10) (Ch 7- P202-206)

a) Schools for white and non-white children were officially separated by the School Board
b) The education Act 25 of 1907 – which entrenched the principle of separate schools for the various races , empowered the government to establish schools for black people. The first school to be established was Klipspruit, near Johannesburg.
c) In all the provinces, separate branches of the various education departments were responsible for the administration of black education. An advisory board maintained liaison between the schools and the head of the Education Department.
d) The vast majority of schools were missionary schools and were mostly managed by white missionaries. The exception was Cape province where black clergymen ran the school. In the Transvaal there was another type of school which was the tribal or community schools.
e) In the Cape Province (and OFS) the circuit inspectors of schools supervised and inspected the running of schools, irrespective of race. The main task of the headmasters were to improve the teaching methods in the schools.
f) In all the provinces the primary school course included six standards and two sub standards with a minimum duration of eight years. The curriculum included a bantu language and English/Afrikaans as medium of instruction. In the OFS and Transvaal both official languages were compulsory, and the curriculum was the same as white schools.
g) In all the provinces black secondary schools prepared pupils for the junior certificate examination.
h) About a third of black teachers did not possess any professional qualification and nearly half of them were male. They all however enjoyed more or less the same salaries and benefits as their white counterparts.
i) The interdepartmental committee emphasised that many black schools were overcrowded and understaffed. More than 70% of black children of school-going age were not attending school. The committee therefore came to the conclusion that reforms in in the system for education for black people were essential.
j) The committee suggested that provincial control of black education be terminated, and that the control of black education be transferred to the central government and that the State take full responsibility for black education.
k) Because of problems with the rivalry of religious denominations, the language of instruction and finances , the committee recommended that State-aided schools should be classified on the basis of a language, not on denomination. This implied the setting up of separate schools for pupils speaking each of the main Bantu languages.
l) In 1948 the National Party came to power and appointed the Eiselen Commission to investigate the situation with black education. The Eiselen Report appeared in 1951 and formed the basis for a new education system for black people and that black education be centralised and the status of black people enhanced, not by replacing black culture with a western culture but by allowing black communities to flourish in their own way, with its own culture.

2. <u>What did Smuts Act (Education Act 25 of 1907 in the transvaal) prescribe in relation to teachers? (5)</u> (Ch – 176-178)

a) A Council of education, could advise the minister of education on the appointment and dismissal of teachers and on the drafting of regulations for the control of public education.

b) The act contained well-defined premises with regard to religious instruction and the medium of instruction.

c) The Smuts act also defined the status of teachers. Teachers were to be considered as civil servants.

d) Each teacher to meet had to have a certificate or licence issued by the department.

e) Two teacher training colleges were opened to meet the growing demand for trained teachers.

Question 3 C Name:Greg

<u>1 Briefly describe the emergence of a separate system of education for coloured people in the Cape Colony between 1918 and 1930</u>. (Ch 7 – P 199- 200) (10)

a) During the 19th and early 20th century the coloured population of South Africa was concentrated in the western districts of the Cape Colony.
b) Government subsidies covered the salaries of teachers, but missionary societies had to take responsibility for physical facilities and other resources.
c) Over the years a tradition has been established according to which the church, not the State, was responsible for the education of coloured people. However, from 1918, as a result of various legislative enactments adopted by the Cape provincial council, a separate system of education for the coloured people emerged.
d) Ordinance 12 of 1918 made provision for an increase in the salaries of teachers in coloured schools. In 1920 the Cape Provincial administration agreed to pay the full salaries of all coloured teachers.
e) A special curriculum for coloured schools was drawn up and in 1923 the Union government made an additional amount of R24000 available for the development of this type of curriculum e.g. industrial work, nature study etc.
f) Following the Baxter Commission of Enquiry into the finances of schools, coloured teachers were given a raise in salary and the subsidy paid to coloured schools was also increased.
g) A milestone was the opening of the first secondary school for coloured pupils i.e. Trafalgar High school in in Cape Town in 1925.
h) In 1928 , the central government also accepted the responsibility for all expenditure in respect of coloured education, except the capital cost of buildings.
i) In 1930 the Education department decided to provide free education and to institute a system of boarding and transport grants for both white and coloured children.