UNIVERSITY EXAMINATIONS

OCT/NOV 2020

HED2601

HISTORY OF EDUCATION

100 Marks

Duration 6 Hours

This paper consists of 10 pages.

Instructions

Question 1: 10 marks

Question 2: 10 marks
Question 3: 10 marks
Question 4: 15 marks
Question 5: 20 marks
Question 6: 15 marks
Question 7: 20 marks
Total: 100 marks

- **You must answer all the questions; and must be in English.**
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SECTION A

QUESTION 1

MULTIPLE CHOICE QUESTIONS (10)

In each instance, select the most appropriate answer from the options provided.

For example: 1.1 E; 1.12 F.

1.1 The history of ECE has been influenced by aspects such as ……

A. Tribalism.
B. Democracy.
C. Western perspectives.
D. Autocracy.

1.2 Which of these concepts does not describe the dominance of Europeans approaches on indigenous education?

A. Eurocentric education
B. Westernised education
C. Transformed education
D. Colonial education

1.3 A significant characteristic of Euro-centric/Westernised approach is its emphasis on ……

A. cultural Sensitivity and the reversal of past wrongs.
B. Ubuntu.
C. a personal discovery of truth.
D. entre based approach to learning.

1.4 …… believed that in order for anyone to be good at anything, they must have the opportunity to practice through play.

A. John Locke
B. Plato
C. Jacques Rousseau
D. Robert Owen

1.5 Prior to the Industrial revolution, the care and education of young children happened ……

A. in formal schools that were sponsored by the government.
B. in the nuclear family, the extended family and the community
C. in community-based playgroups managed by trained adults.
D. in informal child care and education centres.

1.6 "When working within a child's ZPD, the teacher or more capable person sets a goal, such as the child writing his name," this extract is quoted from …...

A. Lev Vygotsky.
B. Maria Montessori.
C. Jean Piaget.
D. Robert Owen.

1.7 This element that has been identified and globally accepted as representative of quality ECE.

A. Alignment with community values
B. Marginalised teaching and learning
C. Inclusive and forward-thinking curricula
D. Academic performance and developmental outcomes

1.8 Which of the following initiatives was introduced by the government to the well-being of the child?

A. Introduction of inclusive education
B. Free medical care services for pregnant women
C. The discovering of the meaningful of truth for the child
D. Exclusion of parents to their children's education

1.9 Why is the curriculum important in our teaching?

A. It allows teachers to see how one grade might build on another
B. Because it dictates what needs to be done daily
C. Because it determines who the relevant teacher is.
D. Because it regulates the academic performance and developmental outcomes of teachers

1.10 Despite the many changes to the curriculum, government remains committed to certain core values being the foundation for education: which one is not regarded as a core value …...

A. a child who is a critical lifelong learner.
B. a- child as central to the curriculum.
C. that learning should be experiential.
D. that learning should only be teacher centred.

(10)

QUESTION 2

Match the concept/phrases in column A with the correct statements in Column B. Provide only the correct letter. For example: 2.11. K; 2.12. L (10)

COLUMN A		COLUMN B	
2.1	ECD	A.	Young children and their families should participate actively in the utilisation of facilities
2.2	Benefit to ECE	B.	Social, emotional, intellectual and physical development are equally valued
2.3	Element of quality ECE	C.	The aim of NIP was to articulate a plan of implementation for ECD from 2005 to 2010
2.4	Industrial Revolution	D.	Programme delivery must strengthen families
2.5	Holism	E.	Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential.
2.6	Empowerment	F.	Collaborative effort
2.7	Participation	G.	Provides readiness for formal schooling
2.8	National Integrated Plan	H.	Provided most of the needed teacher training for ECE Sector
2.9	Family-centred	I.	Created a major demand for labour
2.10	NPO	J.	The resourcefulness of each young child and his or her family should be promoted

QUESTION 3

Write one word or a phrase for the following statements. **(10)**

3.1 The factor that influenced the growth of ECE internationally.

3.2 The policy or practice of a wealthy or powerful nation's maintaining or extending its control over other countries.

3.3 Theories emphasising that children learn best when exposed to relevant material and in a playful manner.

3.4 The process that we use to absorb information during learning.

3.5 The difference between what a child currently knows and what he is able to know with some help from a more capable person.

3.6 The current curriculum guiding the teaching, learning and assessment in ECE.

3.7 The theorist who believed that for a child to learn one should start with educating the senses.

3.8 The theorist who is best known for having come up with the concept of school readiness' where children develop skills and acquire knowledge in their own time when ready to do so.

3.9 Ideas that parents have about what they consider to be important in the development of young children.

3.10 When ECE stakeholders work together and developing a deeper understanding of one another's needs and final solutions.

TOTAL SECTION A: [30]

SECTION B

QUESTION 4 (15)

The beginning of ECE has a history of being influenced by many factors, which included social and economic factors in terms of contexts and events as well as the role that certain prominent individuals played in their quest to better understand childhood.

4.1 Briefly discuss how Industrial Revolution has contributed to the growth of ECE in the history of education. (5)

During the apartheid era, the government actively made laws that forced different racial groups to live separately, did not allow for inter-racial relations and prevented the development of any group other than the Afrikaner. Laws were cruelly enforced, people were deprived of quality education and job opportunities, and families were divided.

4.2 Critically analyse challenges that were experienced during apartheid and how they have impacted on the history of ECE. (5)

4.3 Discuss shortcomings experienced by ECD teachers from disadvantaged communities. (5)

QUESTION 5

Theorists who contributed in the history of ECE (20)

There are certain individuals who contributed to creating this history in their quest for understanding young children, how they grow and develop into adulthood. This enabled them to draw certain conclusions about how children develop grow and most importantly learn.

5.1 Compare the following theorists' views on children's education. Conclude your comparison by outlining their similarities. (5)

a. John Amos Comenius
b. Friedrich Wilhelm Frobel

5.2 The Montessori Method today. Read the abstract below:

Montessori method has survived the passage of time. It's still used in different schools. Montessori instructors believe children learn better if something awakens this natural curiosity, so they want to learn more and make their own discoveries. It favours games and the independence and autonomy of children, as well as interaction with diverse elements to awaken curiosity. In short, it reaps children's natural inclination towards games and fun, turning it into the main educational engine. However, as we immerse ourselves in conventional primary education, the panorama changes. Children spend hours paying attention to their teachers, being rewarded for not talking (or punished for doing so), unable to talk, and having to pay attention for long periods of time.

From the above abstract, evaluate and apply your understanding on why Montessori's method is still practiced in ECE teaching in most of South African schools. (10)

5.3 The works of Maria Montessori, Reggio Emilia, Piaget and Vygotsky have a profound impact on the way in which we view the young child and approach our pedagogy in the Foundation Phase. Briefly discuss contributions that the fabulous 4 made in the history of ECE? (5)

TOTAL SECTION B: [35]

SECTION C

QUESTION 6

Case Study

Mrs Tau is a 60-year-old Grade R teacher at Boiketlo Primary School in Bochum, Limpopo. She has a great passion for ECD and her educational qualifications include an equivalent of a Grade 12 certificate and a certificate in Early Childhood Care and Education Services (ECCES), which she obtained from a non-profit training institution in 1990. Due to a shortage of classrooms at Boiketlo Primary, she teaches fifty learners in a shack built by parents on the school premises. Inside the shack it is very hot in summer and very cold in winter. There are not enough learning resources in her class and learners have to share almost everything. She improvises by experimenting with different teaching methods and by making her own learning resources, but she continues to wonder whether her learners are receiving good quality education.

Considering these findings and the scenario presented in Case Study above, answer the following questions: **(15)**

6.1 Critically analyse and evaluate FOUR (4) elements of quality ECE that are lacking in Mrs Tau's classroom and how that may impact on children she is teaching. (10)

6.2 Discuss Mrs Tau's classroom environment and identify ways in which the learners' general wellbeing is suppressed. (3)

6.3 Explain two quality concerns we should take into considerations about Mrs Tau's ECCES certificates. (2)

QUESTION 7

A policy is a document and strategy that result from a core principle or value that is considered by an organisation or government to be a priority. The UN Convention on the Rights of the Child Policy placed the child at the centre of transformation. **[20]**

7.1 Draw the table below in your examination script. Interpret the table provided and complete your answers by indicating how the history of ECE has shaped contemporary thinking.

Historical event	Policy	Curriculum	Core Principle
Colonialism			
Apartheid			
Post-apartheid 1994-2001			

(8)

7.2 A curriculum is viewed as a guideline or roadmap for teaching and assessing particular content. Suggest with valid reasons why the curriculum will always be needed in the history of ECE. (12)

TOTAL SECTION C: [35]

TOTAL: [100]

EXAMINERS

FIRST: MP MALOKA
SECOND: MM MANYAKA

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