



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2014**

**PROGRAMME:** B Ed (Hons)  
**MODULE:** UNDERSTANDING CURRICULUM POLICY AND PRACTICE  
**CODE:** UCP0017  
**TIME:** 3 hours  
**MARKS:** 100  
**EXAMINER:** Prof D Naidoo  
**MODERATOR:** Dr T Msibi (UKZN)

(This paper consists of 2 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions:

1. Answer **two** of the three questions.

**QUESTION 1**

Gale (2001) argues that critical approaches to policy studies have been criticized on methodological grounds. The main weakness being few clear accounts of the connection between analyses and the data. Critically analyse the 3 approaches to policy studies that Gale (2001) suggests that will contribute to resolving the problem.

**(50)**

**QUESTION 2**

Ball (1994) notes the complexity of policy analysis – from macro state level to the micro practice level. He says that a single theory is unable to explain policy and that ‘a toolbox of diverse concepts and theories’ are necessary. How does Ball (1994) explain what policy is?

**(50)**

**QUESTION 3**

Jansen (2002) argues that South African educational policy immediately after 1994 served a politically symbolic purpose of legitimating the new government – of giving it credibility that it was indeed making changes as a democratic government.

Jansen is proposing a theory of political symbolism – that the policies were not intended to change practice – and not intended to transform realities of teaching and learning in classrooms. Critically analyse Jansen’s claim that South African educational policy immediately after 1994 were not intended to change practice but to legitimate the new government. What evidence does he provide for his theory? Which conception/s of policy is Jansen working with? Why? **(50)**

**TOTAL: 100**

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