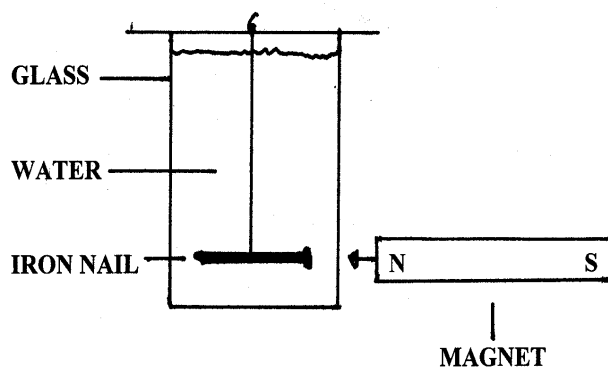


other, impressed by their worldly awareness, street wisdom and resilience.

Cognitive questioning which forced the learners to apply what they had learnt also formed the basis of the questions asked in the written test at the end of the cycle. Here is an example taken from the achievement test written on 26 July 2002.

Question 14:

Here is an iron nail hanging in the middle of a glass of water.



- A. If I bring a strong bar magnet close to the side of the glass what do you think will happen?
- B. Why do you think this will happen?

Cooperative learning

In observing this aspect of the lesson both the triangulator scored it highly. i.e. 100% and 87,5% The average of the two being 93,7%. Both of us therefore had this facet of the lesson very close to that of the model.

On reflection this aspect of the methodology had a mixed level of success in terms of the reasons for including it. One of the chief causes of it not achieving completely what it was designed to do was not inherent in the technique but in the practicalities of implementing it. First, it was during this time that absenteeism started to increase. This had the effect of destabilising the groups each week both in terms of numbers and members. It was therefore very difficult to keep the groups the same and to rotate the roles within them effectively. Second, it soon became