

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & MANAGEMENT

NOVEMBER/DECEMBER, 2011

MAIN EXAMINATION PAPER

PROGRAMME: B.ED III, PGCE, IDE-B.ED III & IDE-PGCE

COURSE CODE: EDF 310

TITLE OF PAPER: SCHOOL & SOCIETY

TIME ALLOWED: 3 HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS

MARKS: EACH QUESTION HAS 25 MARKS

TOTAL MARKS: 100 MARKS

INTERNAL EXAMINER: DR. C. I. O. OKEKE

EXTERNAL EXAMINER: PROFESSOR J. PERUMAL

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QUESTION ONE

- A) Explain vividly using specific examples what Sociologists of Education do when analysing social relations within the society (5 marks).
- B) Give FIVE reasons, which support the importance of the study of Sociology of Education to the Swazi teacher (20 marks).

QUESTION TWO

- A) What is Symbolic Interactionism? (5 marks).
- B) The Actor, Orientations, Situation, Normative and Evaluative standards are necessary principles of Symbolic interaction. With concrete examples explain how these principles affect your reactions in interactions with each other persons (20 marks).

QUESTION THREE

- A) Distinguish between the manifest and latent functions of education (5 marks).
- B) With some examples show how various education systems in the Kingdom of Swaziland perform their latent functions (20 marks).

QUESTION FOUR

Discuss five reasons why the (Swazi) family is considered the most important and influential agent in the socialisation of the Swazi child (25 marks).

QUESTION FIVE

As a classroom teacher, show how you would perform your professional duties through the following:

- a) Role model (5 marks)
- b) Resource developer (5 marks)
- c) Planner (5 marks)
- d) Assessor (5 marks)
- e) Guidance Counsellor (5 marks)

QUESTION SIX

The society of the Kingdom of Swaziland can not be said to be mono-cultural.

- A) Explain the above statement in the context of multi-culturalism. (4 marks).
- B) Discuss three (3) reasons why the adoption of a multicultural curriculum is currently being promoted within contemporary African societies. (21 marks)