

UNIVERSITY OF SWAZILAND
SUPPLEMENTARY EXAMINATION 2005

TITLE OF PAPER : SCHOOL AND SOCIETY

COURSE NUMBER : EDF 310

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS : 1. THIS PAPER CONTAINS THREE (3) SECTIONS: A , B AND C
2. **NOTE:** ALL ANSWERS MUST BE WRITTEN IN THE ANSWER FOLDER PROVIDED
 3. ANSWER ALL QUESTIONS IN SECTION A AND B
 4. ANSWER ONLY TWO (2) QUESTION IN SECTION C

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY
THE INVIGILATOR

SECTION A

(14 marks)

Put "TRUE" (T) or "FALSE" (F) against each of the following statements.

-1. Non-formal education is considered a deliberate plan to bring about general social change.
-2. The following is an example of an innovative function of education:
"...a process by which individuals gain awareness of how power is generated, distributed and exercised in society".
-3. "Polygyny" is an example of a polygamous family.
-4. The following is an example of a selective and allocative function of education:
"To develop the individual as a person and prepare him/her to function effectively in society and for its improvement".
-5. The following is an example of an political function of education:
"...a process by which society deliberately transmits its cultural heritage to future generations".
-6. Deviancy refers to the violation of the norms of a society.
-7. Structural socialization is not practised in present day Swaziland because the Swazi society has industrialized
-8. Most educational systems in African societies offer more educational opportunities at the lower levels of education than at the higher levels.
-9. Peer youth associations are good examples of primary groups.
-10. The Marxian perspective holds the view that high educational attainment is a consequence of the child's family background and not his/her intelligent quotient.
-11. The economic function of education has to do with selecting and allocating people into various position of occupation and specialization.
-12. It is not possible for teachers to emit value-free cues in order that pupils can formulate their own independent opinions because teachers are human beings too.
-13. Formal education was only introduced in Africa when missions and colonial government built schools.
-14. A professional organization is characterized by a code of conduct prescribed by members for themselves.

-15 Society is determined solely by the number of its participants or the physical size of the territory it occupies.
-16. A child brought up in a nuclear family is socialized faster than a child brought up in an extended family.
-17. It is possible to control TV programmes in order to overcome the complaint that current programmes foster violence, bad language and crime.
-18. Where a child is born is probably less important than where the child grows from the point of view of educational opportunities.
-19. A position occupied by an individual based on his/her competence and performance of given tasks is called achieved status.
-20. Informal education does occur in a formal institution such as a school or college.
-21. A gang differs from a peer group in that the former is often associated with delinquent behaviour.
-22. Self-reliance in education popularly expounded by Julius Nyerere of Tanzania means the same as "Harambee".
-23. Emile Durkheim was the first sociologist to elucidate on the correlational approach toward the understanding of social phenomena.
-24. It is always wise to define "society" in the same way you define a "community".
-25. Socialization is a process by which persons acquire knowledge, skills and dispositions that make them more or less integrated members of their society.
-26. Deductive reasoning is a process of thinking that leads from particular cases to a general statement.
-27. Family planning means terminating life at its formation.
-28. The aesthetic aspect of culture consists of all those things or actions that exercise control over the behaviour and morals of children.

SECTION B

(28 Marks)

Match statement under "I" with word/expression under "II" below. Do not re-write the words/expressions but simply write the letter of the word or expression against the correct statement.

I

- _____ 1. Social norms and practices that are accepted but not necessarily enforced.
- _____ 2. Parten's description peer group's activity where members participate independently of others but display identical activities.
- _____ 3. Social structures established to perform specific functions in society.
- _____ 4. An individual's conception of his/her own distinct identity is described by this.
- _____ 5. The pattern of inter-group relations that permit minority groups with distinct cultural background to retain differences in customs and tradition.
- _____ 6. This defines the sum total of talents, intellectual qualities and other abilities of people in a particular society.
- _____ 7. This describes the aim of the school in its relation to the outside world as shown in its performance in examinations and academic work.
- _____ 8. Parten's description of peer group activity where borrowing and lending of materials is involved.
- _____ 9. This refers to the preparation of persons for roles that are yet to be assumed.
- _____ 10. A form of marriage in which the female partner is allowed to take more than one husband.
- _____ 11. A teacher has a lot to do with the child's environment but has very little to do change this aspect of the child.
- _____ 12. This approach attempts to explain social phenomena in terms of their contribution to the overall maintenance of the existence of society.
- _____ 13. Socio-economic status affects children's school performance and achievement more significantly in this kind of social environment.
- _____ 14. The people with whom an individual interacts intimately and emotionally and who are, as a consequence, in the best position to guide his/her behaviour are described by this term.
- _____ 15. This is a measure which helps indicate the relative chance of choosing members of a particular social group or category for certain organization of activity.
- _____ 16. This school goal is shown in the aspiration of teachers to instil beliefs and standards of behaviour in the students.
- _____ 17. Anti-social conduct with the generally accepted norms, values and rules of conduct recognized by and adhered to in a society is described by this expression.
- _____ 18. The situation in which certain elements of a group's way of life do not evolve or change at the same rate of speed is explained by this clause.

- _____ 19. These are identified as the untouchable practices of a culture and their observance is obligatory.
- _____ 20. An endogamous social group to which an individual belongs ascriptively by birth and which largely determines his/her social occupation, social prestige and ritual status.
- _____ 21. People's identities in a formal organization is called by this term.
- _____ 22. The theory that developing states can benefit by following the same road of developed nations in their economic development is described by this author.
- _____ 23. The approach toward the explanation of social phenomena that compares two variables is described by this term.
- _____ 24. This is the theory that sees school as institutions perpetuating inequality and convincing lower social groups to be content with their statuses.
25. This social process where the individual discards existing and fixed behaviour patterns and replaces them with new ones in order to adapt to changed social conditions.
26. These are three constituencies of any given culture as described by Ralph Linton.

II

Words or Expressions

- | | |
|-------------------------------|------------------------------|
| a. hereditary factors | r. alternatives |
| b. historical approach | s. normative |
| c. cultural lag | t. expressive |
| d. selectivity index | u. pool of capability |
| e. moral behaviour | v. categorical |
| f. W. Rostow | w. re-socialization |
| g. parallel play | x. association play |
| h. polyandry | y. specialties |
| i. R. Linton | z. mores |
| j. conflict paradigm | aa. industrialized societies |
| k. deviant behaviour | bb. functionalist |
| l. anticipatory socialization | cc. universals |
| m. pluralism | dd. correlations |
| n. traditional societies | ee. self |
| o. significant others | ff. institutions |
| p. folkways | gg. instrumental |
| q. caste | hh. Max Weber |
| | ii. formal education |

SECTION C

Choose any two questions from this section and answer in essay form.

1. Describe the "selective and allocative" function of education. Critically assess the extent to which the Swazi system of education succeeds or fails to succeed in performing this function. In your discussion include the issues of early versus late selection.
[29 marks]
2. Explain clearly why you would consider it essential for a teacher to understand the kind of value orientation of his/her pupils. What are the sources of such orientations and how should a teacher use these in his/her teaching?
[29 marks]
3. What are the most important characteristics of a profession? What do you consider to be the obstacles that the Swaziland National Association of Teachers (SNAT) in becoming a truly professional organization?
[29 marks]
4. "The only thing the British left out of their model was themselves", (Abernethy, 1969). How would you relate this statement to the success or failure of curriculum reform during the British colonial period in African states?
[29 marks]