

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT
2007/2008**

FINAL EXAMINATION PAPER

- COURSE CODE** : EDF 310
- TITLE OF PAPER** : SCHOOL AND SOCIETY
- 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) QUESTIONS IN SECTION C

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE CHIEF INVIGILATOR.

SECTION A (14 marks)

Write "True" (T) or "False" (F) for each of the following statements.

1. Children are often not considered members of society because they are unaware of the mode of life in their society.
2. Manifest consequences comprise those objective outcomes which contribute to the adaptation of a system which are recognised and consequently intended by planners.
3. Latent functions are those negative results which were neither intended nor recognised.
4. Since the conservative function of education has also to be performed by the school, teachers are the best executors of this function.
5. The generation of new ideas and new knowledge is related to the economic function of education because society must improve its economy through these.
6. The prefect system in school is not a form of self government or an expression of pupil power but a training for leadership.
7. The literacy rate of a society does influence the incomes per head.
8. Bowman and Anderson (1960)'s research concluded that literacy does always cure poverty.
9. The socio-economic factors of children's backgrounds do influence their school (children's) performance.
10. The selectivity index is calculated by dividing the percentage of pupils whose fathers possess a particular characteristic by the percentage of the adult men in society.
11. The weakening of parental control on educated children is an example of a latent consequence of mass education.
12. Structural socialization is typical of traditional societies.
13. A trait required of all members of society is called an "alternative" since social change demand total compliance according to Ralph Linton.
14. A peer group is an example of a primary group.

15. "Buntfu" or "ubuntu" is an attribute practised by African societies in their traditional settings and is of little no reference to modern living.
16. Teachers in Swaziland have limitations is practising their profession as freely as one would expect.
17. The code of conduct (ethics) developed by the Swaziland National Association of teachers is being practised in full force.
18. The major roles of teachers are the teaching and guiding roles; the administrative role is of less importance.
19. Deviant behaviour implies non-conformity to the standards of behaviour set by society or group.
20. The following statement is related to the expressive goal of the school: "to impart and disseminate knowledge to be used by pupils in their living."
21. Cultural practices always refer to social ceremonies such as Umhlanga, Lusekwane and Lutsango in Swaziland.
22. Functionalism in African pre-colonial education meant that education was utilitarian and linked to the production of immediately usable good.
23. The communalism of African Colonial education meant that children were brought up to be social atoms that would strengthen the organic unit of the clan.
24. Traditional education offered no scope for constructive and critical thinking and only tolerated initiative and judgement.
25. The emabutfo system introduced at the Swazi National School – Matsapha – did not succeed because the school administrators provided little support for the experiment.
26. Self-reliance is a deliberate attempt to change social values and replace them with traditional values and that people should use less of foreign ideas.
27. In some aspects "identical" education means the same as "equality" of education.
28. The idea promoted in the theory of Walter Rostow – The five stages of social growth explains the dependence of less developed societies on those that are advanced.

SECTION B (52 marks)

Instruction:

Match the following statements in "I" with words/expressions in "II". Do not re-write the word/expression but simply put the letter of the corresponding word/expression against the number of the statement in your answer script.

"I"

1. This refers to the sum total of society's intellectual qualities, talents and various abilities.
2. This is that characteristic of culture as described by J. Woodard that included the knowledge of all that has been derived or invented, tested and practised.
3. This is the method social scientists use to explain social phenomenon which uses 3 levels of process, structure and usefulness.
4. The people with whom an individual interacts intimately and emotionally and who are as a consequence, in the best position to guide that person's behaviour.
5. A form of marriage in which the female partner is allowed to take more than one husband called this.
6. Late attendance at school is characteristic of children from this social class.
7. This sociologist rejects the concept of a universal or general culture but advocates for a discrete culture in which individual societies have their customs, beliefs and social institutions.
8. These identities are found in formal organisations such as schools and hospitals.
9. This theorist said that the education of the child should be conducted through nature because the latter is not polluted by human beings.
10. These kind of people organizations are characterised by impersonal behaviour of members even though the spirit of collective behaviour exists among them.
11. This kind of socialization is based on what one learns through interacting with others.
12. These are three characteristics of casual or everyday knowing.

13. The preparation and up-bringing for specific positions and roles to be occupied and played in the future, is described by this.
14. This attitude is held by traditionalists and holds that man is a victim of chance.
15. This expression describes the arrangement and ranking of social groups in terms of superiority and inferiority.
16. The concepts that explain that individuals belong to a family biologically and socially are these.
17. M. Parten describes the behaviour of the peer group member who spends most of the time watching others play as this.
18. M. Perten also describes the peer group member who contributes nothing to group but amuses himself occasionally with anything that interests him, by this expression.
19. Talcott Parsons talked about the values the child learns at home and those the child learns outside the home and called these by these expressions.
20. An endogamous social group to which an individual belongs ascriptively by birth and which largely determines his/her occupation social prestige and ritual status is this.
21. A teacher who, without ceasing to guide the activities of the pupils, involves them in the process of arriving at decisions affecting the organization of the classroom activities is using this teaching strategy.
22. The standards of behaviour which guide the ordinary affairs of everyday life and the deviation of which is not subject to harsh sanctions are called this.

“II”

Words/Expressions

A	sub-culture	T	particularistic
B	interpersonal	U	procreation
C	interaction	V	Categorical
D	Franz Boas	W	low socio-economic status
E	fatalistic	X	gets researcher personally involved
F	Jean Rousseau	Y	democratic method
G	overgeneralizes	Z	unoccupied behaviour
H	secondary groups	aa	orientation
I	inductive aspect	bb	universalistic
J	pool of capability	cc	population
K	significant others	dd	heredity
L	functionalist approach	ee.	monandrous
M	closes door to further inquiry	ff.	bureaucracy
N	anticipatory socialization	gg.	Flat structure
O	social stratification	hh.	conformity
P	polyandrous	ii.	environment
Q	folkways	jj.	mobility
R	caste		
S	on looker behaviour		

SECTION C (34 marks)

Answer any two questions.

Answer in essay form any two questions from this section.

1. What do you understand the following concepts to mean:
 - (i) “deliberate” social change and “not deliberate” social change.
 - (ii) What do you consider to be the function of education under each of these?

(17 marks)

2. Describe the major differences between the education perspective of the “Marxists” and that of “Functionalists”. Which perspective do you consider suitable for your system of education?

(17 marks)

3. Explain how the “peer group” can help in their process of socialization. What are the ways in which a teacher can use the idea of peer group to enhance learning in the classroom situation?

(17 marks)

4. The “conservative function” of education appears to be somewhat neglected in the educational policies of African countries. What do you consider to be the possible reasons for this neglect?

(17 marks)