

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
MANAGEMENT**

**May, 2016**

**FINAL EXAMINATION PAPER**

**COURSE CODE: EMF: 510**

**TITLE OF PAPER: School and Society: PGC (Full Time)**

**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION TWO questions from  
each section**

**TOTAL MARKS 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO  
SO HAS BEEN GRANTED BY THE INVIGILATOR.**

ANSWER TWO FROM THIS SECTION

### Section A

#### Question 1

Use example to explain how the open system theory could help teachers to promote teaching and learning in the classroom

25 marks

#### Question 2

Explain how the education system in Swaziland has been transformed between 1970-2016, in terms of management, teaching and learning in schools.

25 marks

#### Question 3

The Economic Crisis in Swaziland affected the operations of schools in Swaziland. Explain how the crisis affected the process of teaching and learning in schools.

25 Marks

### Section B

Answer Two questions from this section

#### Question 4

In Swaziland the operations of schools and the processes of learning are affected by different societal practices such as the seasonal emaganu fruit brew particularly in rural areas. As a teacher, explain how can your school address this problem.

**Question 5**

The Conflict Theory has been used in the past to initiate change in Europe and elsewhere. Explain how this theory could be used to initiate educational changes within the educational system in Swaziland.

**25 Marks**

**Question 6**

The philosophy and objectives of the Imbokodvo National Movement of the 1970's are still relevant to current educational practices. Explain their relevance.

**25 Marks**

**END OF EXAM PAPER**