

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
MANAGEMENT**

May, 2018

FINAL EXAMINATION PAPER

COURSE CODE : EFM 510/210

TITLE OF PAPER: School Society: PGC and BED F/T, IDE P/T)

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER any FOUR QUESTIONS

TOTAL MARKS 100

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

Question 1

School textbooks and educational policies are used by different states to create specific kinds of societies (Apple, 1992).

(a) Explain how textbooks and policies are used in Swaziland, USA and South Africa to create their future societies. **(13 marks)**

(b) Explain the differences on the manner these three countries (**Swaziland, South Africa and USA**) uses their school textbooks and policies to create their future societies. **(12 marks)**

Question 2

Exclusion in schools through professionals' practices is the first step towards exclusion in society (Florian, 1998).

(a) Explain how exclusionary practices of professionals such as teachers have affected students' learning in schools and the achievement of an inclusive society. **(12 marks)**

(b) Explain how these common features of an inclusive school could be used in practice in a school setup. **(13 marks)**

(i) Collaborative team work;

(ii) Family involvement;

(iii) Effective use of professionals or other resources in educational organizations.

Question 3

Schools are sites for promoting equality and quality teaching in schools and society (Kozol, 2005 and Anyon, 1980).

(a) Explain how school processes need to be understood for effective management and effective quality teaching and learning and equality in schools and society **(12 marks)**.

(b) Explain how teachers' misconceptions, conceptions and beliefs work against the Swazi government's effort of achieving equality in schools and society. **(13 marks)**.

Question 4

Socio-cultural institutions shape and frame education systems and society (Cole, 1996).

- (a) Explain how governments as social institutions directly or indirectly promote exclusion in schools and society. **(12 marks)**
- (b) Explain how social exclusion in our societies depends on professionals who possess or are in command of the 21st century competencies. **(13 marks)**

Question 5

Religion and society are extricably linked by the state's interest of achieving a certain society (Berger, 1999).

- (a) Explain the existing relationship between education, religion and state/societies. **(13 Marks)**
- (b) Give local oriented examples of the link between state religion and education in Swaziland. **(12 Marks)**

Question 6

Students' engagement in schools and society is influenced by broader layers of contexts (Parson, 1999).

- (a) Describe the broader layers of contexts which affect students' engagement in schools and in their future professional work or society.
- (b) Explain how students' engagement could be improved in schools.

END OF PAPER