



University of Fort Hare

Together in Excellence

BACHELOR OF EDUCATION

SUBJECT: SCHOOLING, SOCIETY & INCLUSIVE EDUCATION

COURSE CODE: EDU 311E

JUNE EXAMINATION: MAIN PAPER

TOTAL : 100

TIME: 3HRS

INTERNAL EXAMINER

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INTERNAL MODERATOR

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INSTRUCTIONS:

This paper has FOUR questions.

- Read questions carefully before answering them.
- ALL questions are compulsory
- Number all your answers exactly as the question paper
- Write neatly and legibly
- Answer all sub-sections of a question together.

QUESTION 1

1.1 Are the following statements TRUE or FALSE

- i) Macro Level theories examine small groups and social units in a system.
- ii) Special needs refer to the mentally and physically handicapped only.
- iii) Sociologists study the impact of the broader social context on the individual.
- iv) Poverty is not regarded as a barrier to learning.
- v) Everyone has experienced a barrier to learning at some point in his or her life.

(2 x 5 = 10)

1.2 Match the items in Column 1 with the explanation in Column 2.

Column 1 - Terms	Column 2 - Explanation
i) Segregation	A. A pre-formed opinion, usually an unfavorable one, based on insufficient knowledge, irrational feelings, or inaccurate stereotypes.
ii) Stereotype	B. A learner with disability is placed in a regular classroom with little or no change to the classroom or curriculum. The learner is able to cope in this environment because he or she has achieved to a high enough level in spite of the disability.
iii) Mainstreaming	C. The rights that are considered by most societies to belong automatically to everyone, e.g. the rights to freedom, justice, and equality.
iv) Human Right	D. Unfair treatment of one person or group, usually because of prejudice about race, ethnicity, age, religion, or gender
v) Prejudice	E. An oversimplified standardized image of a person or group.

(2X5=10)

QUESTION 2

- 2.1 Discuss bullying and clearly indicate its impacts on the teaching and learning environment. (10)
- 2.2 Critically reflect on why corporal punishment is still being practiced in South African classrooms despite the legal consequences of it for teachers (10)
- 2.3 List five issues related to circumstances faced by children which results in discipline problems in the classroom. (10)

Question 3

Define the following terms. For each term provide a short example which illustrate your definition.

- 1.1 Sociology
- 1.2 Society
- 1.3 Socialization
- 1.4 Culture

(5x4)=20

Question 4 (based on the attached reading)

Case Study: Thandi

Thandi is a fourteen-year old girl who is one of 48 other students in grade 6 in a primary school in the rural part of Mpumalanga. She started school eight years ago, and had to repeat both of the first two years, she was then promoted on age through to grade 6.

Her teacher reports that, despite her age and the fact that she is repeating, she is not sure that Thandi can pass this year. Although she can read slowly in Ndebele (her first language) her understanding of what she is reading is not very good. Her writing is neat and she can copy accurately but she finds it very difficult to make up her own sentences. If she has learned something over and over, she remembers it reasonably well.

However, she struggles with any kind of problem-solving, or to answer questions that requires more than rote memory. Although the teacher is aware of these difficulties, she does not

know what to do to help her. With 48 other students in the class, Thandi just has to keep up as best as she can. Support services are difficult to access and there is no-one in the school to help or give advice on difficulties such as this. Anyway, neither the teacher nor the school as a whole see students like Thandi as 'problems'. There are many others like her. The 'real' problems are seen to be the disruptive students. Although there are some other older students in the class whom she finds more difficult to handle, the teacher says that she likes having Thandi in her class. She is obedient and wants to be helpful. She is often given things to do like 'taking messages to the principal or sweeping the classroom'. Although she can be quite 'bossy' with the younger students, they accept her almost like an older sister so that she has her place in the social life of the class. Thandi is also physically strong. Although she has never won a race, she enjoys school athletics.

At home, Thandi is the eldest of four children. Her mother is a single parent who works long hours so that she has to leave the house early and gets home late. Her mother's younger sister, who runs a sewing trade from home, lives with the family together with her two children. Under these circumstances, a general community expectation is that the eldest daughter should take on much of the child-minding and housework chores when she is not at school. According to her mother, Thandi does this willingly and well, as she is patient and methodical. However, she thinks it is time for Thandi to leave school. Her aunt would like her to help with the sewing, and her mother agrees. This would help pay for the younger children's schooling – especially the boys, as she wants to see them get their senior certificates. Although the family is poor, the mother is a strong figure who takes pride in her family. She is an active member of a church group in the local community and Thandi has recently joined the church choir along with her mother and aunt.

From:

Donald, D., Lazarus S, & Lolwana P. (2002). *Educational Psychology in Social Context*. Cape Town: Oxford University Press.

- 2.1 Discuss Bronfenbrenner's ecological systems theory. (20)
- 2.2 Use the theory to analyze how the values held by people in Thandi's social context (classroom, school, family and community) impact either negatively or positively on her development.

(10)

TOTAL: [100] MARKS