



University of Fort Hare
Together in Excellence

FACULTY OF EDUCATION

Department of Foundations and Pedagogical Studies

BACHELOR OF EDUCATION

COURSE	:	SOCIOLOGY OF EDUCATION
COURSE CODE	:	SOE 411
INTERNAL EXAMINER	:	<u>MR R. KARIMA</u>
EXTERNAL EXAMINER	:	<u>DR. M. BUKA</u>
MAIN EXAMINATION	:	(FINAL)
MARKS	:	100
TIME	:	<u>3 Hours</u>

This examination consists of 4 pages including this cover page

INSTRUCTIONS TO CANDIDATES

1. Answer question one choosing (a) or (b) and any other two questions choosing (a) or (b)
2. Start each question on a new page.
3. Number your answers correctly

Question 1 (Sociological Theories)

(a)

Critically discuss how symbolic interactionist theories explain the formation of educational identities. Show how these identities influence student experiences and outcomes in the education system in South Africa.

[34]

or

(b)

Evaluate the usefulness of the functionalist perspective for understanding the modern education system of South African high schools.

[34]

Question 2 (Schools as Organisations)

(a)

Analyze giving practical examples the view that schools in South Africa can be regarded as organizations.

[33]

or

(b)

Schools in South Africa face a unique set of **organizational challenges** that reflect both historical legacies and contemporary social, economic, and political realities. From the above statement discuss any **five** challenges high schools in South Africa face as organizations

[33]

Question 3 Language and Gender

(a)

(i) How does the language policy in education reflect broader social and political inequalities in post-apartheid South Africa?

(20 marks)

(ii) In conclusion, state how you think this matter can best be resolved from an educational point of view.

(13 marks)

[33]

Or

(b)

Examine the steps taken by the government of South Africa to address gender inequality in the education sector. And show the challenges that are encountered by the high schools in implementing the steps.

[33]

Question 4 Culture and Educational Inequality

(a)

James Banks argues that there are five aspects that need to be addressed if multicultural education is to be implemented effectively in schools:

State and explain giving examples of each of these dimensions, showing why each one may be necessary for promoting multicultural education in schools.

[33]

or

(b)

Critically examine any five factors that shape differential educational outcomes in South Africa when looking at social inequalities in the country.

[33]

Total marks 100