# Tutorial Letter 101/0/2021

# Sociology of Education

## SED2601

## Year module

## Department of Educational Foundations

**IMPORTANT INFORMATION**

Please register on myUnisa, activate your myLife email address and make sure that you have regular access to the myUnisa module website, SED2601-2021-Y1, as well as your group website.

Note: This is a blended module and therefore study material is available on myUnisa to support you in your learning process.

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Dear Student

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

# 1 INTRODUCTION

Welcome to the module on the Sociology of Education! We are sure you will find the content interesting and rewarding. We hope that through studying different sociological theories, and their applications, you will be able to develop insight into the complex sociological and educational processes in the South African education system.

Although we shall support you with your studies, the reality remains that to be successful in this module, you will need to take responsibility for your own progress. You will receive a tutorial letter (Tut Letter 101) at the beginning of the year. This tutorial letter will include important information about teaching, learning and assessment. We would like to point out that you must read all the tutorial letters you receive during the year and to keep them at hand when engaging with rest of the study material. Please study the general and administrative information about this module carefully. Complete all the assignments and submit them on time so that you can start studying for the examinations as soon as possible.

Additional instructions on the preparation and submission of the assignments, assessment criteria, information about the prescribed study material, additional e-resources and how and where to find them, are available in this tutorial letter. Please study this information carefully and make sure you purchase the very affordable

prescribed book: *Sociology of Education* (**SoE**) as soon as possible (See details in Section 4.3).

Because this is a blended module, you will use myUnisa to study and complete the learning activities for this module. Visit the website for SED2601 on myUnisa frequently. The website for your module is SED2601-21-Y1.

We trust that you will enjoy this module and we wish you all the best with your studies.

Your lecturer

Mr Letsoalo

### 1.1 Getting started …

Due to the nature of this module, you can read about the module and find your study material online. Go to the website at https://my.unisa.ac.za and log in, using your student number and password. You will see SED2601-1-Y1 module site in the row of modules displayed in the orange blocks at the top of the webpage. Select the **More** tab if you cannot find the module you require in the blocks displayed. Then click on the module you want to open.

You will receive this tutorial letter and a printed copy of the online study material for your module. While the layout of the printed material may appear different from the online study material, the content is the same.

## 2 OVERVIEW OF SED2601

### 2.1 Purpose

The purpose of this module is to provide students with an understanding of schooling as an evolving social construct to maximise opportunities for teaching and learning by means of social interaction. As a framework for the analysis of change in the South African education system, the issues on how social institutions and individual experiences affect educational outcomes will be addressed in this module.

The following themes will be discussed in the Wrap-around Guide, linked to the prescribed textbook.

- The three major theories of sociology of education
- The role of schools in relation to the sociology of education theories
- The ecology of the school
- Citizenship education
- Diversity and culture

## 2.2 Learning outcomes of the module

Students who have completed this module successfully at the end of the year should have achieved the following outcomes:

**Learning outcome 1**

The qualifying student should be able to demonstrate an acquired sound knowledge base of the key theories and perspectives grounded in the Sociology of Education addressing social factors influencing the South African schooling system.

**Learning outcome 2**

The qualifying student should be able to assess the role of social institutions, such as the family and the school, as micro- and meso- concentric social constructs systems of education and to address the macro-societal inequalities in these areas of analysis.

**Learning outcome 3**

The qualifying student should be able to identify and implement a variety of social roles, such as democratic citizenship, to make a positive, solution-based contribution on local, national and global platform.

**Learning outcome 4**

The qualifying student should be able to understand key ideas and debates on a societal level and to develop strategies regarding the transformation of educational institutions and practices.

# 3 LECTURER(S) AND CONTACT DETAILS

## 3.1 Lecturer

The primary lecturer for this module is Mr TV Letsoalo.

Department: Educational Foundations
Telephone number: 012 429 2161
Email: letsotv@unisa.ac.za

## 3.2 Department

You can contact the Department of Educational Foundations as follows:

Mrs D Tjikana
Telephone number: 012 4296009 (Secretary)
Email: ndaladn1@unisa.ac.za

## 3.3 University

To contact the University, follow the instructions in the brochure ***Study @ Unisa***. Remember to have your student number available whenever you contact the University.

Whenever you write to or e-mail a lecturer, please include your student number and the module code to enable the lecturer to help you more effectively.

# 4 MODULE-RELATED RESOURCES

## 4.1 Joining myUnisa

If you have access to the internet, you can access resources and information at the University promptly. The myUnisa learning management system is the University's online campus which will help you to communicate with your lecturers, with other students and with the administrative departments at Unisa.

You can start at the main Unisa website at http://www.unisa.ac.za and then click on the myUnisa orange block. This will take you to the myUnisa website. To go to the myUnisa website directly, go to https://my.unisa.ac.za. Click on the **Claim UNISA Login** on the top of the screen on the myUnisa website. You will then be prompted

to give your student number in order to claim your initial myUnisa details, as well as your myLife email login details.

For more information on myUnisa, consult the brochure ***Study @ Unisa***, which you received with your study material.

### 4.2 Other resources – printed support material

Because we want you to be successful in this blended module, we also provide you with some of the study material in printed format. This will allow you to read the study material even if you are not online.

The printed study material will be sent to you at the beginning of the semester, but you do not have to wait for it before you start studying – you can go online as soon as you have registered and find all your study material there under Official Study Material.

### 4.3 Prescribed textbook

- The only **prescribed textbook** for this module is the following:

| |
|---|
| **Du Plessis, S, et al. 2018. *Sociology of Education*. Cape Town: Oxford University Press.** |

It is essential for you **to purchase your own copy as soon as possible** as you will be required to make an intensive study of the contents.

If you experience difficulty obtaining the prescribed book, please consult the list of official book sellers and their addresses in ***Study @ Unisa*** OR order the textbook by mail OR purchase the textbook directly online from the Oxford University Press website OR the usual online sites. Remember to **contact the bookseller first to ascertain exactly how much you will have to pay** (i.e. the purchase price plus dispatch costs).

### 4.4 Recommended books

There are no recommended books for this module, but only sections of chapters that can be accessed on the E-reserves portal below **free of charge.**

### 4.5 Electronic reserves (E-reserves)

The following is a list of recommended E-reserve journal articles/chapter exerts for SED2601 that are available **free of charge** from the library and on myUnisa: the below should be in alphabetical order – when I tried to do so the formatting went crazy….

| | | | | |
|---|---|---|---|---|
| Bronfenbrenner, U | 2005 | Ecological models of human development / Bronfenbrenner, U | *International Encyclopaedia of Education* vol 3(2) ed Oxford: Elsevier/ Reprinted in Gauvain M Readings on the development of children 2nd ed (37-43) New York: Freeman | 37-43. |
| Woods, P | 2012 | Interactionism and the School | *Sociology and the School: An Interactionist Viewpoint* | 1-17 |
| Feinberg, W | 2009 | Marxist Theory and Education | *Schools and Society* | 41-56 |
| Giddens, A | 2013 | Race, Ethnicity and Migration | *Sociology* | ... |
| Giddens, A | 2013 | Stratification and Class | *Sociology* | ... |
| Ballantine, JH | 2017 | What is Sociology of Education?: Theoretical Perspectives | *Schools and Society: A Sociological Approach to Education* | 1-34 |
| Giddens, A | 2009 | What is Sociology? | *Sociology* | 2-26, |

The articles/chapter extracts can also be downloaded from the Library catalogue. More information is available at: http://libguides.unisa.ac.za/request/request

### 4.6 Library services and resources

**The Unisa Library offers a range of information services and resources:**

- For more detailed Library information go to http://www.unisa.ac.za/sites/corporate/default/Library
- For research support and services (e.g. personal librarians and literature search services) go to http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support

The Library has created numerous Library guides: http://libguides.unisa.ac.za

**Recommended guides:**

- Request and download recommended material: http://libguides.unisa.ac.za/request/request
- Postgraduate information services: http://libguides.unisa.ac.za/request/postgrad
- Finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the Library: http://libguides.unisa.ac.za/ask
- Services to students living with disabilities: http://libguides.unisa.ac.za/disability

## 5 STUDENT SUPPORT SERVICES

The *Study @ Unisa* brochure is available on myUnisa: www.unisa.ac.za/brochures/studies. This brochure has all the tips and information you need to succeed at a distance learning institution and, specifically, at Unisa.

## 6 HOW TO STUDY ONLINE

### 6.1 What does it mean to study a blended module?

Studying a blended module may differ completely from studying some of your other modules at Unisa.

- ***All your study material and learning activities for blended modules are designed to be delivered online on myUnisa.*** Although blended modules include printed material, the module is designed to be delivered online.
- ***All communication between you and the University happens online.*** Lecturers will communicate to you by email and SMS, as well as using the **Announcements,** the **Discussion Forums** and the **Questions and Answers** tools. You can also use all of these channels to ask questions and contact your lecturer.

### 6.2 myUnisa tools

It is very important that you log in to myUnisa regularly. We recommend that you log in at least once a week to do the following:

- ***Check for new announcements*****.** You can also set your myLife email account so that you receive the announcement emails on your cell phone.
- ***Do the Discussion Forum activities*****.** When you do the activities for each learning unit, we want you to share your answers with the other students in your group. You can read the instructions and even prepare your answers offline, but you will need to go online to post your messages. We have also provided a **Social Cafe** where you can socialise with the other students in the module.
- ***Do other online activities*****.** For some of the learning unit activities you might need to post something on the **Blog tool**, take a quiz or complete a survey under the **Self-Assessment** tool. Do not skip these activities because they will help you complete the assignments and the activities for the module.
- ***Access the Lessons tool.*** The content of and assessments for your module will be provided in this tool. At times you will be directed to join discussions with fellow students and complete activities and assessments before you can continue with the module.

We hope that by giving you extra ways to study the material and practise all of the activities, you will succeed in the blended module. To get the most out of the blended module you **MUST** go online regularly to participate and complete the activities/assignments on time.

# 7 ASSESSMENT

## ASSESSMENT IN AN OPEN AND DISTANCE E-LEARNING (ODeL) CONTEXT

### What does the "open" part of ODeL refer to and how does it impact on Unisa students?

Unisa is bound by national legislation to only allow students who have a national senior certificate (Matric) to register with Unisa. *The "openness" does not mean that everyone can study at Unisa.* It means that *the offered qualifications are open to the future for students who qualify and complete their qualifications successfully*. Lecturers strive to teach effectively through well-designed learning material and the effective use of technologies. Unisa also strive to provide student support to take the distance out of open distance education and learning. The needs of our students and the feedback received are taken seriously in order to improve qualifications and the learning experience.

Unisa is an ODeL (Open and Distance e-Learning) Institution. Therefore, the undergraduate BEd Programme is presented by way of ODeL principles and assessment methods. The impact of ODeL on Unisa students is major. Unisa gives opportunities to those students who really want to study further, even if some students need more support than others. This is all part of the "openness". To address all students' needs and aspiration is a welcome challenge to Unisa's academics, administrative and support staff. Unisa really strive to make the "openness" in ODeL create space and openness for students to realise their dreams.

## 7.1 Assessment plan

Assessment is an integral part of the teaching and learning process. The design of the module will ensure that the intended outcomes inform the design of **summative assessment**, that **formative assessment** and feedback prepares students adequately for the summative assessment and that activities in the module provide opportunities to develop and practise all the competences required for a successful outcome. Thus, to realise the ODeL principles, both the formative assignment

system, together with the summative examination system, forms part of the core work modes of assessment. So, follow the instructions provided by the lecturer and take responsibility for your aspirations and dreams. Seek help if you encounter problems and contact your lecturer for support. Your lecturer can only assist you if he/she is aware of your challenges.

### 7.2 Formative assessment

#### 7.2.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. This module consists of THREE COMPULSORY assignments which have to be submitted for the semester. You are compelled to number the assignments as stated in the table below. Incorrect numbering will result in assignments being delayed and maybe lost in the system.

#### 7.2.2 Unique assignment numbers

Unique assignment numbers have to be used for Assignments 01, 02 and 03. Please use the numbers given in the table below.

#### 7.2.3 Due dates of assignments

The following is a breakdown of the formal assessment activities as due during the year:

| YEAR (2021) | DUE DATE | NATURE OF ASSIGNMENT | YEAR MARK (20% OF FINAL MARK) |
|---|---|---|---|
| Assignment 01<br>**Unique number: 806538** | 19 May 2021 | Active student:<br>Exam admission<br>Multiple choice<br>**Compulsory** | 20% |

| | | | |
|---|---|---|---|
| Assignment 02<br>**Unique number: 660850** | 11 June 2021 | Short questions & paragraphs<br>**Compulsory** | 40% |
| | | | |
| Assignment 03<br>**Unique number: 646948** | 27 July 2021 | Short questions & paragraphs<br>**Compulsory** | 40% |

### 7.2.4 Submission of assignments

You will find information in this regard on myUnisa. Start at the main Unisa website, http://www.unisa.ac.za and then click on the 'login to myUnisa link under the myUnisa heading on the screen. This should take you to the myUnisa website where you can submit the assignments online.

Follow the steps below:

- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

Written format assignment should be submitted to the following address:
Assignments
PO Box 392
UNISA
0003

**Assignments may not be submitted by fax or email**. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa,* which you received with your study material.

### 7.2.5 Assignments

Assignments 01, 02 and 03 are COMPULSORY. Please complete them and submit them as required. All the assignment details have been added to the end of this tutorial letter (See Section 7.4).

Please make sure that you **submit your assignments well before the due date.**

You will receive the correct answers automatically for multiple-choice questions. For written assignments, markers will comment constructively on your work. However, feedback on compulsory assignments will be sent to all students registered for this module in a follow-up Tutorial Letter 201, and not only to those students who submitted the assignments.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

**PLEASE NOTE:**

**NB:** Although students may work together when preparing assignments, each student must write and submit his/her own individual assignment. In other words, you must submit your own ideas in your own words. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and **none of these assignments will be marked.**

## 7.3 Summative assessment

Use your *Study @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

### 7.3.1 Examination admission

The Department of Education requires the University to prove that a student was active during the period of tuition before the student will be subsidised by the

Department of Education. Senate has approved that the submission of a compulsory assignment will be used to prove activity and that students will be admitted to the examination by submitting the first assignment, irrespective of the mark you obtain and whether you have passed or failed it. However, if you fail this assignment, it will influence your year mark. Admission to the examination is administered by the Examination Section and not your lecturers. Please study and contact the Examination Section should you have a problem with admission to the examination. Applications for rechecking or remarking should also be submitted to the Examination Section.

### 7.3.2 Year mark

In terms of Unisa's assessment policy, a **sub-minimum of 40%** in the written component(s) of the examination is required. The final mark of a student is a combination of the year mark and the examination mark. In the case where a student does not obtain the required sub-minimum of 40% in the examination, the year mark does not count, and the final mark is the mark obtained in the examination. Should you obtain 40% or more in the examination, the year mark will contribute 20% and the examination mark 80% to your final mark. The year mark is not applicable for the supplementary examination.

### 7.3.3 Examination period

The Examination Section will provide you with information regarding the examination in general, examination venues, dates and times.

You will write the examination in October/November 2021 and the supplementary examination will be written in February 2022.
NB: Unisa sets the Oct/Nov Examination dates, not the lecturers. Please be alert to announcements emanating from the University.

### 7.3.4 Examination paper format and preparation

The ONLINE examination paper will count 100 marks. Your mark will be re-calculated to a percentage out of 80 and the year mark (20 %) will add up to a total of 100.

The duration of the online examination is TWO hours and the examination paper consists of multiple-choice questions. These questions are based on the **content of Assignments 01, 02 and 03.** You must obtain at least 50% to pass.

### 7.3.5 Previous examination papers

This module is new, so only the 2019 and 2020 previous examination papers are available to students. **We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers changes from year to year.** You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the assignments and activities in your Wrap-around guide.

## 7.4 Assignments

## Assignment 01

- **This is a multiple-choice assignment. Compulsory (no extension can be granted).**
- Submission is compulsory (active student assignment).
- Submission date: 19 May 2021
- Unique number: 806538
- Contribution towards year mark: 20%

**SOURCES:**

**First read through the following sources and then answer the questions.**

☛ Prescribed textbook, *Sociology of Education*: Chapters 1 to 4.

☛ Wrap-around Guide for this module.

**Please fill in the unique number on the mark reading sheet before submission.**

☛ **NB: The memorandum will be available on myUnisa after the due date.**

**1. Social institutions include the following:**

a) The family
b) The economy
c) Schools
d) Roles

1. a, b, c and d
2. c and d
3. a, b and c
4. b, c and d

**2. We can argue that the school:**

a) Is a micro unit
b) Is where secondary socialization takes place
c) Has a formal curriculum
d) Plays the same role as the family

1. a
2. d
3. a and d
4. b and c

**3. Which of the following have contributed towards the development of new social patterns in society?**

a) The development of technology.
b) Traditional values.
c) The growth of mass media.
d) Making predictions.

1. a and b
2. c and d
3. a, b and c
4. a and c

**4. Highly complex, industrialised societies tend to …**

a) establish a system of universal, compulsory public education.
b) abolish the family.
c) ensure that role differentiation is achieved.
d) make education non- compulsory.

1. a, b and d
2. b and d
3. a and c
4. b, c and d

**5. Norms can be defined as …**

a) meritocracy.
b) informal rules that govern behaviour in society.
c) the timetable in schools.
d) morals.

1. b
2. c
3. a
4. d

**6. The family plays an important role in society because it …**

a) is a macro institution.
b) provides society with new members.
c) plays an important socialization role.
d) is critical of tradition.

1. b and c
2. c and d
3. a and c
4. a

**7. Functionalists believe that social class inequalities are …**

a) the result of fluid class boundaries.

b) unfair.

c) necessary as they motivate people to take on important positions.

d) disrupt the smooth running of society.

1. a and d
2. c
3. b and d
4. b

**8. Conflict Theory suggests that IQ (Intelligence Quotient) tests:**

a) Favour the working class.

b) Favour the affluent classes.

c) Favour the intelligent.

d) Are culturally biased.

1. b and d
2. c
3. a and c
4. b, c and d

**9. Which of these is not an aspect of symbolic interactionist theory?**

a) Everyday contact.
b) Social interaction.
c) Macro approach.
d) Constructed identity.

1. d
2. c
3. b
4. a

**10. Agency is …**

a) when the environment acts on a person.
b) not important.
c) when a person acts on his/her environment.
d) when people are passive.

1. a
2. a and b
3. c
4. d

**11. From the perspective of symbolic interactionism, gender is constructed and reproduced by:**

a) Fixed differences between men and women
b) Ongoing social interaction
c) Male dominance
d) Social stability

1. c
2. b
3. d
4. a

**12. The ecology of a 'healthy' school should include:**

a) Good leadership.

b) Intense community pressure.

c) A good microclimate.

d) Resources and well-maintained physical facilities.

1. b and c
2. a, b and c
3. b, c and d
4. a and d

**13. A cosmopolitan view of citizenship and citizenship education seeks to prepare South African learners to …**

a) act locally but think globally.

b) become more like America.

c) ignore global issues.

d) focus on local problems.

1. c
2. a, c and d
3. b, c and d
4. a

**14. Which of the following were <u>not</u> components of apartheid 'citizenship' in South Africa?**

a) The classification of South Africans into different race groups.

b) The denial of full civil, social or political rights for black people.

c) Equality for all citizens.

d) The establishment of the 'homeland' system.

1. a
2. c
3. d
4. b

**15. Citizenship education in the new South Africa (after apartheid) is best described as …**

a) promoting participatory democracy.

b) confined to matric students.

c) promoting the necessary skills for active citizenship.

d) a waste of time.

1. b and d
2. b, c and d
3. a and c
4. a, b and d

**16. What is social stratification?**

a) The way of life of a people.
b) A tradition.
c) When an individual in society only acquires a certain part of culture.
d) A process of categorising people according to their ranks within the family and society.

1. a, b and c
2. b, c and d
3. d
4. b

**17. Inequality refers to …**

a) unequal access to resources such as money.
b) equal access to resources.
c) dress codes.
d) unequal power relations in e.g. politics, personal relationships.

1. a and c
2. b
3. a and b
4. a and d

**18. The term 'innate' means …**

a) socialisation.
b) family tradition.
c) from birth.
d) school tradition.

1. a)
2. d)
3. b)
4. c)

**19. Gender roles are …**

a) socially constructed.
b) innate.
c) irrelevant in schools.
d) unchanging.

1. a and b
2. b and d
3. a
4. c

**20. The social construction of race:**

a) Encourages an understanding of race as biological.
b) Entails an understanding of race as being socially constructed.
c) Emphasises historical, cultural and economic factors as well as the physical characteristics of people.
d) Encompasses the idea that people are assigned to different racial categories because of opinion and social experience.

1. b, c and d
2. a, b and c
3. a and b
4. a and d

# Assignment 02 (Paragraph type questions. Compulsory)

- **This assignment is compulsory**.
- Submission date: 11 June 2021
- Unique number: 660850
- Contribution towards the year mark: 40%

**SOURCES:**

**First read through the following sources and then answer the questions.**

☛ Prescribed textbook (**SoE**): Chapters 1 to 4 and recommended readings

☛ Wrap-around Guide for this module.

**Please fill in the unique number on the mark-reading sheet.**

**Assignment 2:**

**All the following questions are taken from Chapters 1 and 2 in your textbook, Sociology of Education (SoE).**

**Question 1**

1.1 Discuss what is meant by education in modern society. (3)

1.2 What is the sociology of education? (3)

1.3 Explain what is meant by the terms:

a) Macrosociological (3)

b) Microsociological (3)

1.4 One of the aims of new social patterns is the formation of citizens who are aware of their social responsibility. (See p 5 of **SoE**). Briefly discuss how this aim could be taught in the classroom. (3)

1.5 Identify the main ideas of functionalist theory in relation to schools in society. (5)

**[20]**

**Question 2**

2.1 According to functionalism, what are manifest and latent functions (define these concepts)? Give examples of a manifest **and** a latent function in schools (apply the concepts and use your own examples). (6)

2.2 According to functionalists, what do schools provide for learners that families cannot provide? (4)

2.3 Discuss, from a functionalist perspective, how schools transmit norms and values to learners. Provide a school -based example of this transmission. (5)

2.4 What criticisms can be directed towards functionalist theory? Give an example of one criticism in relation to South African schools. (5)

**[20]**

**Question 3**

3.1 What does conflict theory argue about the role of schools in capitalist society? Start your answer: Conflict theorists argue that … . (6)

3.2 How does conflict theory differ from functionalism? (See p 17, **SoE)**. (4)

3.3 Discuss the neo-Marxist interpretation of schooling. (See p 45, **SoE**) (4)

3.4 Explain how conflict theorists see the role of the family. (2)

3.5 Discuss TWO criticisms of conflict theory. (4)

**[20]**

**Question 4**

4.1 Identify THREE principles of symbolic interactionism and discuss how you, as a teacher, would apply these principles in the classroom. (6)

4.2 Define the concept **social placement** within the school context. (4)

4.3 What is the hidden curriculum? Provide two examples of the hidden curriculum in the classroom. (6)

4.4 Choose ONE of the three theories covered in Sociology of Education (functionalism, conflict theory, symbolic interactionism), Discuss why your chosen theory provides the best explanation of schools in South Africa. (4)

**[20]**

**Question 5**

5.1 Discuss the role of the family as a social institution. (5)

5.2 Discuss the role of the economy as a social institution. (5)

5.3 According to Bronfenbrenner, what is the micro-system in a society? (3)

5.4 According to Bronfenbrenner what is the chronosystem? (3)

5.5 The ecology of a school can also be termed a 'school climate'. Define what is meant by the school climate. (2)

5.7 Draw on your own school experience and provide an example of a 'school climate'. (2)

**[20]**

**Total: [100]**

# Assignment 03 (Paragraph type questions. Compulsory)

- **This assignment is compulsory**.
- Submission date: 27 July 2021
- Unique number: 646948
- Contribution towards year mark:40%

**NB: The memorandum will be available in TL 201/2021 after the due date.**

**Assignment 3:**

**These questions are taken from Chapters 3 and 4 of your textbook, Sociology of Education**

**Question 1**

1.1 Discuss what is meant by the following:

a) Modern democracy (4)

b) Citizenship education (4)

1.2 What is meant by 'hard' and 'soft' notions (ideas) of the citizen education curriculum? (4)

1.3 What does it mean to use a cosmopolitan approach to citizenship education? (4)

1.4 Explain the main aspects of citizenship education in the United Kingdom. (4)

**[20]**

**Question 2**

2.1 Discuss what is meant by democracy in ancient (Greek) times. (4)

2.2 Discuss TWO of the main features of the apartheid state in South Africa. (4)

2.3 Explain why it is important that learners to understand the notion of democracy in the new South Africa (after apartheid). (6)

2.4 What are the most important features of citizenship education in South Africa? (6)

**[20]**

**Question 3**

3.1 What is identity? (4)

3.2 From a sociological perspective, discuss what is meant by:

i) Race (3)

ii) Diversity (3)

3.3 What is meant by access to schools? Proved an example of why access to South African schools is not always equal. (4)

3.4 Discuss the differences between ascribed and achieved characteristics. (6)

**[20]**

**Question 4**

4.1 Briefly discuss what is meant by **culture** from a sociological perspective. Provide ONE example of how cultural misunderstandings could be a challenge/problem in the classroom. (4)

4.2 Discuss and provide ONE example of the following:

i) Social stratification (4)

ii) Ascribed characteristics (4)

iii) Achieved characteristics (4)

4.3 If you had the power to change race discrimination in schools' what practices would you introduce as a teacher? (4)

**[20]**

**Question 5**

5.1 Discuss how teachers can introduce gender fair teaching practices. (6)

5.2 Provide two South African, classroom--based examples of gender fair teaching. (4)

5.3 Discuss what is meant by social class. (See p 90). (6)

5.4 Which social class do you think teachers are in? Provide a reason for your answer. (4)

**[20]**

**TOTAL: [100]**

**Complete the checklist for Assignment 02 and 03 (NB: This is for your own use. Do not submit the checklist).**

| **Question** | **Yes (√)** | **Not yet (√)** |
|---|---|---|
| Do I understand the content of the prescribed textbook and Wrap-around guide? | | |
| Have I answered all the questions in Assignment 02? | | |
| Have I provided relevant examples (when asked to do so)? | | |
| Have I checked my work for accuracy in terms of spelling and grammatical errors? | | |

# 8 CONCLUSION

We wish you a fascinating and satisfying journey through the learning material and trust that you will complete the module successfully.

Do not hesitate to contact us by email if you are experiencing problems with the content of this tutorial letter or with any academic aspect of the module.

Best of luck with your studies!

**Mr TV Letsoalo – LECTURER FOR SED2601**

**Department of Educational Foundations**

# 9 APPENDIX: GLOSSARY OF TERMS

See **Glossary** at the end of the prescribed textbook, *Sociology of Education.* It will assist you with your understanding of key concepts.