

**SECTION A: MULTIPLE-CHOICE ITEMS**

**Please attempt all the questions in this section**

**(1x20=20 marks)**

1. Which of the following is not an applied Sociology?
  - (a) Industrial/Organisational Sociology
  - (b) Basic sociology
  - (c) Medical sociology
  - (d) Sociology of Education
  
2. Three students frequently studying together, and engaging in other forms of social interaction among themselves, may be termed as a.....
  - (a) gang as well as clique
  - (b) primary group
  - (c) group of deviants
  - (d) secondary group
  
3. A/an.....group is the one people use for assessing their own group's reputation.
  - (a) secondary
  - (b) in-group
  - (c) reference
  - (d) primary
  
- 4.....is a critical personal factor which can facilitate one's chances in education:
  - (a) supportive kin
  - (b) residence close to the institution
  - (c) abundant wealth owned by the family
  - (d) a learner's excellence in sports activities
  
5. An institution such as TVTC has a feature of bureaucratic organizations, e.g.....
  - (a) its positioning in the community
  - (b) the academic credentials of its staff
  - (c) its healthy association with the University of Zambia
  - (d) recruiting personnel on merit
  
6. Which of the following best describes the teacher's tendency to reward a student perceived as intelligent, yet performance on a particular task is not impressive?
  - (a) Looking-glass self-theory
  - (b) Ethnography
  - (c) Self-fulfilling prophecy
  - (d) Teacher-expectancy effect
  
7. The sociological perspective which supports the argument that within school also, there is much tension, is associated with.....
  - (a) Talcott Parsons
  - (b) Karl Marx
  - (c) George H Mead
  - (d) Robert K Merton

**8.** The..... perspective insists that the mutual interactions between the education system and other structures in society are what bring about social stability.....

- (a) Symbolic-interactionist
- (b) Functionalist
- (c) Feminist
- (d) Radical

**9.** A key ideal of the 'new' sociology of education movement was advocacy for.....

- (a) Political arithmetic
- (b) Functionalist dominance
- (c) Content of curricular
- (d) The controversies generated by Marxists

**10.** School rules to regulate pupils' behaviours mean that the school is playing the function of.....

- (a) Social control
- (b) Self-control
- (c) Social concept
- (d) Self-consciousness

**11.** The case of a fully-qualified teacher of Religious Education, who upon converting to Islam goes to pursue training in Islamic Studies, is a good example of.....

- (a) Reverse socialization
- (b) Anticipatory socialization
- (c) Organizational socialization
- (d) Primary socialization

**12.** A student who assisted a classmate on an assignment task, may seek favour from the latter, such as an invitation to a meal – a scenario synonymous with.....

- (a) Teacher-expectancy effect
- (b) Looking-glass self
- (c) Exchange theory
- (d) Perception

**13.** Choose the most plausible reason for inclusion of the education system among key socialization agents.....

- (a) It imparts knowledge, skills and values
- (b) It is closely allied to the State
- (c) It provides much fun for the learners
- (d) It promotes controversial debates

**14.** Which of these below best describes anticipatory socialization?

- (a) A peer moderating a tutorial presentation by trainee teachers
- (b) An HOD whose social skills often raise controversies
- (c) Two veteran teachers disputing over their school's recent history
- (d) An expatriate doctor from Canada being taught our traditional method of embalming

**15.** Identify one key similarity of importance, between education and stratification:

- (a) Absolutely nothing between them
- (b) They both teach skills, especially those in the psychomotor domain
- (c) Higher stratum leads to increased access to education
- (d) Belonging to lower strata is a definite sign of less intelligence

**16.** Learners who are more inclined to positively participating in group tasks are considered to be strong in the social process known as.....

- (a) Co-operation
- (b) Conflict
- (c) Competition
- (d) Student sub-culture

**17.** Select the concept often defined as “the way society is organized into predictable relationships”

- (a) Social structure
- (b) Functionalism
- (c) Interactionism
- (d) Social situation

**18.** When the Government raises teachers’ salaries in the whole country by 300%, it will definitely present a good example of.....

- (a) Horizontal mobility
- (b) Intragenerational mobility
- (c) Lateral mobility
- (d) Stratum mobility

**19.** What is the phenomenon of shifting or transiting in the social scale (societal stratification) commonly called?

- (a) Social structure
- (b) Social mobility
- (c) Social control
- (d) Social stratification

**20.** A function of institutions such as CBU inclined to equipping learners with skills in engineering, business studies and construction technology are all examples of.....

- (a) Dysfunction
- (b) Latent function
- (c) Cardinal function
- (d) Manifest function

**SECTION B Part 1: TRUE OR FALSE**

**Indicate using a T or an F to show what you think of each question** (16 marks)

- 21.** Among the elements of culture, the medium of communication based on spoken words as used by the teacher during a verbal exposition, constitutes the non-verbal language.
- 22.** An ambitious member of faculty may keep studying for higher credentials until he achieves a doctorate. This is an example of achieved status.
- 23.** Goffman is associated with the dramaturgical approach while Cooley, with the looking-glass self concept.
- 24.** Peer groups are an insignificant socialization agency.
- 25.** In Ogburn's classification, computers are an example of non-material culture, while knowledge is material culture.
- 26.** As a family ascends up society's assumed structure of statuses and roles due to their expanding business fortunes, that experience is called horizontal mobility.
- 27.** The State is a social institution and a prominent socialization agency.
- 28.** Having the latest e-learning transmission equipment at TVTC while the academic staff are not knowledgeable in operating it is called culture lag.
- 29.** While structural-functionalists emphasize the inequalities in society, their radical colleagues often insist on the characteristic stability in most societies.
- 30.** When an expatriate lecturer gets bewildered to find that what is forbidden in his culture is food here – the phenomenon is called culture shock.
- 31.** For a trainee on teaching practice attachment, being called a teacher is actually not a role but status.
- 32.** Preparing lesson plans and delivering lessons are typical statuses of the teacher.
- 33.** Formal education is a major part of the socialization process.
- 34.** Where a student drastically changes her eating habits due to the academic workload, that is an indicator of a manifest function of education.
- 35.** One point of significance of Sociology of Education is that it helps to understand the interdependence between school and the family.
- 36.** In the typical evolution of social movements, institutionalization comes before legitimation of the emerging entity.

SECTION B Part 2: **COMPLETION/FILLING-IN TYPE**

(24 marks)

**Respond only in one to six words to a question segment, without the need for explanations:**

- 37.** Mention the four most frequently-cited student subcultures.
- 38.** What are the four common elements of social structure?
- 39.** Apart from the State, name the four other major agencies of socialization that impinge significantly upon a student's personality development.
- 40.** Cite four clear examples of collective behaviours found in Zambia's tertiary education sector, which often involve strife or violence.
- 41.** List down any four demographic variables that do impact on school enrolment levels in our (Zambian) education system.
- 42.** State the concepts being referred to in the following common definitions:
  - i) the basic and far-reaching alterations in the culture and structure of society
  - ii) the process of learning and internalizing one's society's culture throughout one's lifespan.
  - iii) the total process of human learning in which knowledge is imparted, skills developed and faculties trained.
  - iv. the way people respond to each other.

**SECTION C: Essay-type** (40 marks)

The first question, number 43, is compulsory and carries 20 marks.

- 43.** Write an exposition of 250-300 words, citing and explaining three objections to despising people from certain tribes in Zambian educational institutions.  
Make three good recommendations to help eradicate this rampant and divisive scourge.

For questions 44-47 you have to **select two**, and write coherent expositions of between 140-160 words in each case (10 marks each).  
Particular emphasis needs to be placed on the respective scholar, essential features, and how the concept may manifest in school:

- 44.** Ethnomethodology
- 45.** Material and non-material culture
- 46.** Role-taking theory
- 47.** Teacher-Expectancy Effect

**END OF THE EXAMINATION AND BEST WISHES TO YOU ALL**

## MARKING KEY and MODEL ANSWERS for DIPDEC 2 16

### Section A: MULTIPLE-CHOICE (20 marks)

1. B	8. B	15. C
2. B	9. C	16. A
3. C	10. A	17. A
4. D	11. C	18. D
5. D	12. C	19. B
6. D	13. A	20. D
7. B	14. A	

### Section B

#### PART 1: TRUE OR FALSE (16 marks)

21. F	26. F	32. F
22. T	27. T	33. T
23. T	28. T	34. F
24. F	29. F	35. T
25. F	30. T	36. F
	31. T	

#### PART 2: COMPLETION/FILLING-IN TYPE (24 marks)

<b>37.</b> (1x4=4 marks) i. Academic ii. Collegiate iii. Vocational iv. Non-conformist	<b>40.</b> (1x4=4 marks) i. Mobs ii. Riots iii. Mass demonstration iv. Mass protest
<b>38.</b> (1x4=4 marks) i. Status ii. Roles iii. Groups or social networks iv. Social institutions	<b>41.</b> (1x4=4 marks) i. Fertility rates ii. Birth rates iii. Infant-mortality rates iv. Sex ratios v. Migration patterns
<b>39.</b> (1x4=4 marks) i. Family ii. Church iii. Mass media iv. Peers	<b>42.</b> (1x4=4 marks) i. Social change ii. Socialisation iii. Education iv. Social interaction

## **Section C: ESSAY-TYPE (40 marks)**

### **43. INTER-ETHNIC RELATIONS WITHIN SCHOOL (20 marks)**

The scope of Sociology of Education is on one, to explore inter-personal relations within educational institutions and in a multi-ethnic country like Zambia, these superficial differences may impact on the quality and frequency with which any two people may enjoy social interaction.

Despising people from particular ethnic groups is not new in Zambia's educational institutions, and it arises from several factors such as tribal cousinship, some known historical facts, or simply a deception that a particular tribe is superior to the others. Whatever the reasons, it is inappropriate for anyone – whether staff or learner to despise people on the basis of their ethnicity especially tribe due to these reasons:

- i. Tribal affiliation is ascribed status over which individuals had no choice
- ii. There is no tribe that is superior or inferior, in the absence of truly objective criteria upon which to base such judgments
- iii. The practice of despising others, e.g. Lamba people on the Copperbelt despising their Tonga peers over the familiar allegations of frugality, does not add value to improved interpersonal relations
- iv. Despising people on the basis of their tribe damages meaningful co-operation which is an essential social process especially among students in their study groups
- v. The attitude and practice of despising others over their tribe runs contrary to the ideal of One Zambia, One Nation
- vi. Attitudes of this kind only fuel many undesirable consequences including the emergence of factions comprising tribe-mates or with their tribal cousins. These are among pre-conditions for fully-blown tribalism.

### **RECOMMENDATIONS TO HELP ERADICATE THE NEGATIVE EFFECTS**

- i. Regardless of the institution's standing, there is need for active advocacy for mutual respect for other people especially those from somewhat different cultures
- ii. People ought to be reminded that no tribe is superior over another
- iii. Initially, institutions of learning should consider declaring it an offence for anyone to despise another, on tribal/racial lines. There should be clear sanctions.
- iv. Since there is a close relation with indigenous languages actors within school use, active efforts made to declare a neutral language especially English (Zambia's official language) as exclusive for communication within school.
- v. School authorities should make it clear that victims of even verbal tribalistic attacks have the liberty to launch legal action because being harassed over tribe defies their human rights.
- vi. Encourage the school community to begin willingly learning at least basics in other people's languages – something that has great utility value in the event of being posted/deployed in an area far from one's own tribal area.

3 marks for the introductory section = 03  
2 marks for each reason not to despise = 06  
2 marks for each recommendation = 06  
2 marks for the quality of the English = 02  
3 marks for the conclusion = 03

**Total = 20 marks**

