

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
MANAGEMENT**

October/November, 2021

FINAL EXAMINATION PAPER

COURSE CODE : EFM: 632

TITLE OF PAPER: Gender Theory in Education: MA Course

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER 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

Gender is not simply a category of analysis, an independent variable that can be conveniently removed from context, but rather an inescapable social condition, which could be understood through different perspectives (Maslak, 2004)

Explain how the Macro and micro perspectives help professionals to unpack /explain gender related matters in educational institutions. **25 marks**

Question 2

Social reproduction theory claims that education perpetuates inequality in Education.

Explain how education systems perpetuate inequality in schools and society. **25 marks**

Question 3

Explain how policies on choice in education could promote inequality in schools and society. **25 marks**

Question 4

Privatization of public education has significantly impact on equality of educational access, experiences and outcomes.

Explain how privatization of public education could exacerbate gender inequality in schools and society. **25 marks**

Question 5

Gender theories help professionals to understand how systems of knowing can marginalize and objectify students and increase gender inequality (Tillman, 2002)

Explain how systems of knowing can marginalize students and increase inequality in schools and society. **25 marks**

Question 6

The adoption of certain ideologies positions and practices can make it difficult-if not impossible for professionals to recognize broader systemic disparities in educational policies and practices which perpetuate gender inequalities in schools and society (Irvine, 2003).

Explain how the ideologies of colour blindness, cultural conflicts, myth of meritocracy, low expectations and deficit of mindsets, contextual-neutral mindsets exacerbate inequality in education and society.

25 marks

END OF PAPER