



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2015**

**PROGRAMME:** BEd Foundation Phase  
**MODULE:** Culture and the Natural Environment  
**CODE:** CNE20B2/LSP2B10  
**TIME:** 2hours  
**MARKS:** 100  
**EXAMINER:** M. Vaz  
**MODERATOR:** K. Fonseca

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. This question paper one
2. Read the questions carefully.
3. This paper consists of two (4) pages.
4. Answer all the questions in the answer book provided.
5. Please write in black pen.
6. Please write your name, surname AND student number on the answer book.
7. Please complete and submit the attendance slips before submitting your answer book.

**QUESTION 1**

Read the extract below and answer the questions that follow

**SA still experiences human rights violations – Bantu Holomisa**

2014-03-21 16:05

**City Press**

Despite the promise of a new democratic country, people of South Africa still experience human rights violations, United Democratic Movement leader Bantu Holomisa said today.

“In recent times, we find ourselves on a slippery slope of human rights abuses that we had hoped to never see again.”

Holomisa was speaking to a crowd of people at a Human Rights Day commemoration event in Gxwalibomvu in the Eastern Cape.

Human Rights Day commemorates the Sharpeville massacre in 1960 when police shot dead 69 anti-apartheid protesters.

Holomisa said that the police’s current violent approach to people was similar to the approach taken during apartheid.

“Instead of a government listening to the complaints of the people, it sends the police, who have adopted a doctrine of ‘shoot first, ask questions later’.”

He referred to cases such as that of Andries Tatane, who was allegedly killed by police during a service delivery protest in Ficksburg in the Free State in April 2011.

He also referred to the Marikana shooting, where 44 people were killed during wage-related protests in the North West in August 2012.

- 1.1 Define what you understand by human rights violations.(2)
- 1.2 Mention two human rights violations that were committed in the extract above and two others that you know of.(4)

- 1.3 Service delivery protests are sparked by dissatisfaction with inadequate distribution of some services that are listed in the Bill of Rights as important basic needs. Name these rights.  
(5)
- 1.4 Discuss how culture can be in conflict with human rights. Give two examples.  
(4)
- 1.5 Why is the Bill of Rights important?  
(2)
- 1.6 Name three of the seven Chapter 9 institutions supporting Constitutional Democracy in South Africa.  
(3)

**[20]****QUESTION 2**

- 2.1 Explain the significance of the different colors of the South African national flag  
(6)
- 2.2 Briefly explain how rights and responsibilities may be infused into the mission, values of a school  
(4)
- 2.3 Which teaching methods or materials would you use to teach the topic of rights and responsibilities?  
(4)
- 2.4 Explain Biggs (2003) model of an aligned curriculum  
(6)
- [20]**

**QUESTION 3**

- 3.1 Aims and objectives are essential for successful teaching for learning. When planning lessons teachers are required to specify why they are teaching certain topics and how they going to teach them.

The following topics constitute the CAPS Foundation Phase Life skills curriculum.

According to the Curriculum and Assessment Policy Statement (CAPS), the topics below should be taught as part of Life Skills in the foundation Phase.

- a) "National symbols."

- 3.1.1 Formulate an aim for the topic above. (2)
- 3.1.2 Formulate three objectives for the same topic. (6)
- 3.1.3 Briefly discuss how you would teach the topic you have formulated aims and objectives for. (10)
- 3.1.4 Formulate three questions which you will ask learners to **assess** their understanding. Your questions should be formulated according to the first three cognitive levels in Bloom's Taxonomy. (6)
- 3.1.5 Name two methods that you could use to teach rights and responsibilities (2)
- 3.1.6 Mention two of the ten facts about the South African constitution. (2)

**[28]**

#### **QUESTION 4**

- 4.1 Define what communication is.

(2)

4.2 Explain the importance of effective communication in education.

(2)

4.3 There are various models of communication. In this module we discussed three models. Look at the picture below and explain it in terms of Laswell, Shannon and Weavers model of communication



(5)

4.4 Name three behavior traits that dyssemic people might display

(3)

[12]

## QUESTION 5

Read the report below and answer the following questions.

Based on the statistics in the report below, I have come to the conclusion that the future of more than half of South Africa's children are doomed and that they will not make it into adulthood.

## **More than half of South Africa's children live in poverty**

**By Aislinn Laing, Johannesburg**

**5:59 PM BST 12 May 2012**

More than half of South Africa's children live in poverty, a damning report by the United Nations children's agency has revealed.

Eighteen years after the end of apartheid, South Africa is now judged to be one of the most unequal societies in the world and its 19 million children bear the brunt of the disconnect.

The Unicef report found that 1.4 million children live in homes that rely on often dirty streams for drinking water, 1.5 million have no flushing lavatories and 1.7 live in shacks, with no proper bedding, cooking or washing facilities.

Four in ten live in homes where no one is employed and, in cases of dire poverty, the figure rises to seven in 10.

A total of 330 000 children and five million adults are currently infected with HIV, and 40 per cent die from the pandemic annually.

Child support grants, introduced in 1997, now reach 10.3m children but another million who are eligible do not yet receive them.

The figures were contained in a leaked report detailing Unicef's joint plans with government to tackle the problems.

Aida Girma, Unicef's South African representative, said that two thirds of child deaths were preventable with simple improvements in primary care for children

She added that if drastic changes were not made immediately, South Africa would fail to achieve the 2015 Millennium Development Goals of eradicating child and maternal mortality and malnutrition.

“Because of inequality in South Africa, national statistics tend to mask some of the worst cases,” she said. “The government has a strong legal framework and a lot of pro poor policies and has made significant investment in these but some children are still left behind. We need to look at why all this investment is not translating into results for these children.”

- 5.1 Do you agree or disagree with this statement? Explain why you agree/disagree by discussing in an essay Maslows - Hierarchy of needs. Use examples from the report to explain the levels in Maslow’s model. NB! Ensure that you discuss all levels.

(10)

- 5.2 Mention the four components of Life skills and mention the importance of each for the development of the child in Foundation Phase.

(8)

- 5.3 Mention two themes in which a child’s physiological, safety, social, belonging, esteem and status and self-actualization needs are addressed in the Foundation phase.

(2)

**[20]****TOTAL: 100-**

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**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER SUPPLEMENTARY**  
**EXAMINATION 2015**

**PROGRAMME:** B.Ed. Intermediate Phase, 1<sup>st</sup> year  
**MODULE:** Culture and the Natural Environment (supplementary Exam)  
**CODE:** CNEINB1  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Dr. A.D. Nkosi  
**MODERATOR:** Dr. E. Van Vuuren  
(This paper consists of 7 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. Answer all questions on the provided answer sheet.
2. Detach the final page of this question paper and insert it into the back of your answer book.
3. Ensure that the detached sheet contains your student number.

**QUESTION 1: Music**

- 1.1 Why is it necessary to do a cool down after a drama lesson? (1)
- 1.2 Explain briefly how you would guide and do "I am a puppet" as a cooling down exercise. (9)
- 1.3 Draw and label a diagram in which you indicate all the different divisions and sub divisions of the Arts in the subject Life Skills. (6)
- 1.4 Name the specific goals for the Arts as mentioned in the National Development Plan Vision 2030. (6)

**[22]**



## QUESTION 2: Dance

2.1 **Name** and **explain** 5 of the aspects of **TIME** in dance. (10)

2.2 Give **two** examples of how **contrast** is shown in a dance. (2)

[12]

## QUESTION 3: Drama

3.1 **Name** and briefly explain the 6 elements of drama as described by Aristotle. (12)

3.2 Match the items in column A with the most correct description in column B, by just writing the Roman numeral and matching letter, e.g. i) f. (10)

	Column A		Column B
i)	Opera	a	A play portraying sorrowful happenings
ii)	Pantomime	b	A poem said by a single person
iii)	Tragedy	c	Performing a piece of life on stage
iv)	Mime	d	A play that is entirely sung and has dancing
v)	Drama	e	A play that is humorous
vi)	Choral verse	f	A play performed at Christmas - contains cross-dressing
vii)	Musical	g	A poem said by a group of people
viii)	Tableau	h	A play that has singing, dancing and dialogue
ix)	Poetry recitation	i	A "frozen picture" where actors portray a scene
x)	Comedy	j	Performing without the use of spoken words and props

[22]

## QUESTION 4: Score Analysis

Study the score of the following song and then answer the questions:

Moderato

# Hickory Dickory Dock

Hick - o - ry, dick - o - ry, dock. The mouse ran up the clock. The clock struck one, the mouse ran down. Hick - o - ry, dick - o - ry, dock.

Complete the gaps with suitable answers:

4.1 This song consists of \_\_\_(a)\_\_\_ bars. There are \_\_\_(b)\_\_\_ beats in a bar. The first bar of this song has three notes and their letternames are \_\_\_(c)\_\_\_, \_\_\_(d)\_\_\_ and \_\_\_(e)\_\_\_ . The value of the last note of the song is \_\_\_(f)\_\_\_ . The tempo at which this song must be sung is \_\_\_(g)\_\_\_ . At the end of the song there is an abbreviation (rit.) that means \_\_\_(h)\_\_\_ . The rest signs used in bar four are \_\_\_(i)\_\_\_ rests. (9)

4.2 Group the instruments in the box below according to the Hornbostel-Sachs method. (4)

Viola, Trumpet, Clarinet, Cymbal

- a) Brass:
- b) Strings:
- c) Woodwind:
- d) Percussion:

4.3 Give an example of each of the following African instruments:

- a) Membranophone –
- b) Idiophone –
- c) Aerophone –
- d) Chordophone –

(4)

4.4 Explain the following song styles and then also give an **example** of a song in this style:

- a) Call and response: (2)
  - b) Round: (2)
- [21]

### QUESTION 5: Visual Arts

5.1 Study the drawing below and then answer the questions that follow:



- a) Discuss **proportion** as used in the above picture. (2)
- b) Discuss the use of **space** in the above picture. (2)

5.2 Identify the genres that were used in the following drawings. (4)



a)



b)



5.3 Explain the difference between **shape** and **form** in art. (2)

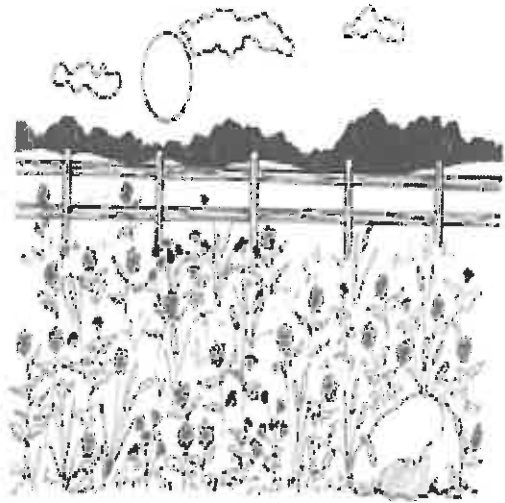
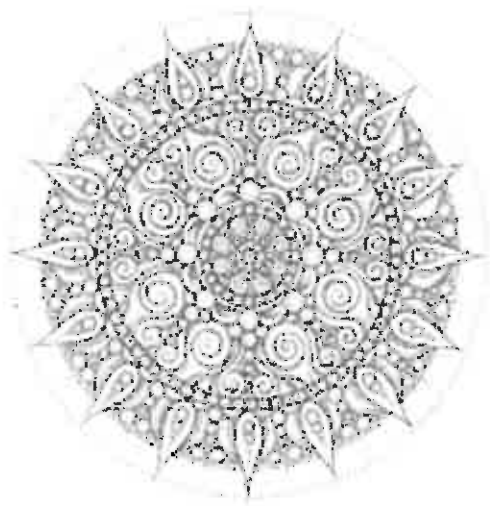
5.4 When you mix two primary colours, you get a new colour. Say what colour will be obtained when you mix the following colours:

- a) Blue and red –
  - b) Yellow and blue -
  - c) Red and yellow -
- (3)

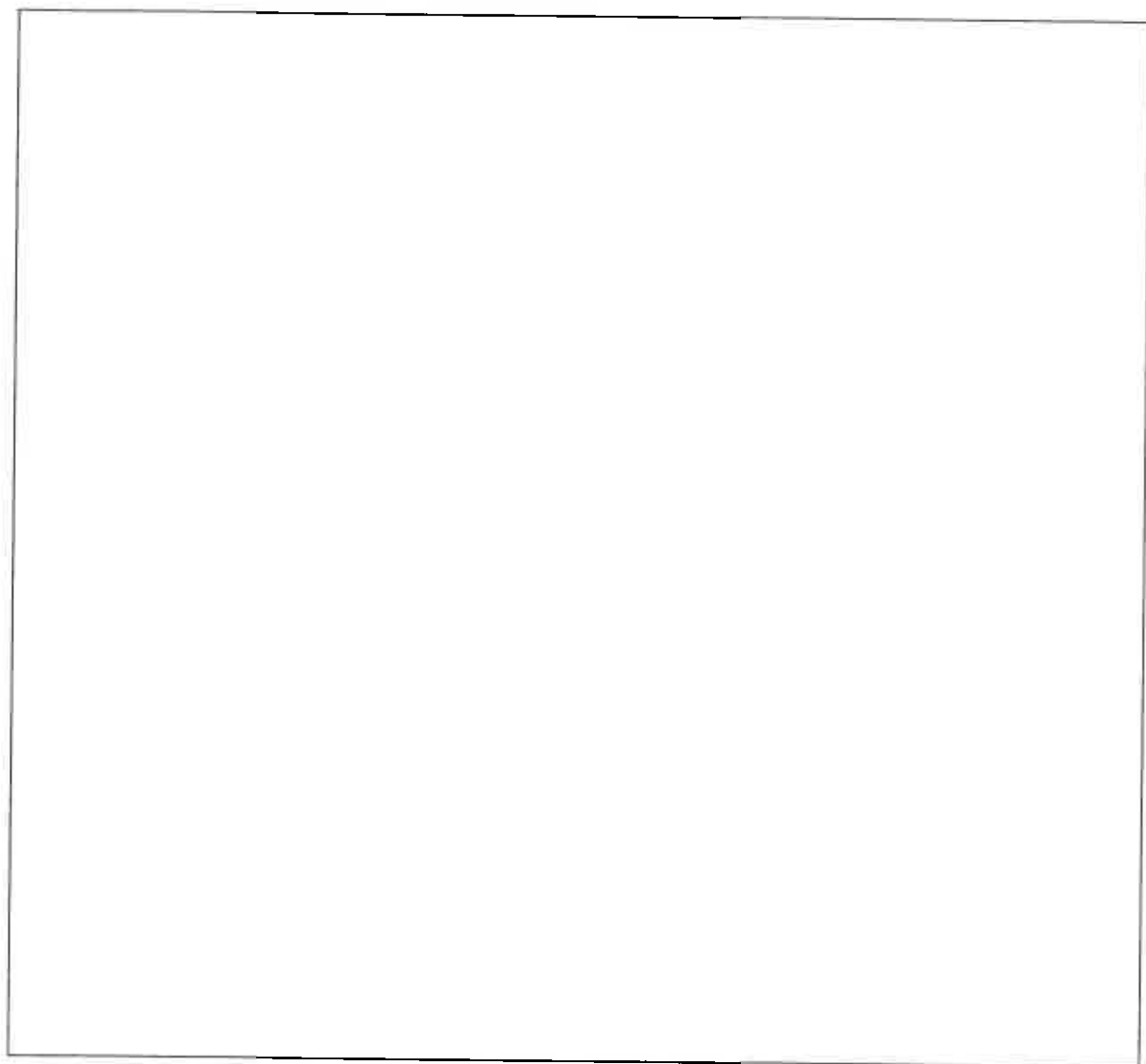
5.5 Choose one of the pictures provided below as **inspiration** to do your own drawing. Use a pencil and use at least **five** different shading techniques (hatching, cross-hatching, pointillism, contour lines, side shading, smudging, scribbles and circles). Your drawing will be assessed using the attached rubric:

Marks	10 - 9	8 - 7	6 - 5	4 - 3	2 - 0	Marks
<b>Successful use of shading techniques</b>	Five shading techniques were used successfully	Four shading techniques were used successfully	Three shading techniques were used successfully	Two shading techniques were used successfully	One or no shading techniques were used successfully	
<b>Appropriate utilization of background space</b>	The entire background space was utilized appropriately	Most of the background space was utilized appropriately	At least half of the background space was utilized appropriately	Less than half of the background space was utilized appropriately	Very little/none of the background space was utilized appropriately	
<b>Proportion</b>	Excellent proportion	Very good proportion	Good proportion	Acceptable proportion	Below expectation	
<b>Aesthetic value</b>	Excellent picture to look at	Very good picture to look at	Good picture to look at	Acceptable picture to look at	Below expectation	
<b>TOTAL</b>					<b>40 ÷ 4= 10</b>	

(10)  
[23]



Student number: \_\_\_\_\_

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a student to draw or write within it.