

# UNIVERSITY OF FORT HARE

## EAST LONDON CAMPUS

**LXE 313E**

**Life Skills Education**

**BACHELOR OF EDUCATION**

**Year 3**

**SUPPLEMENTARY PAPER: Life skills 2**

**JULY 2023**

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**Time: 3 Hours**

**Subject: Life Skills Education 2 (English – isiXhosa)**

**Marks: 100**

**This paper consists of 10 pages including the cover page.**

**Examiner**  
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**Instructions:**

- Answer all questions. /Phendula yonke imibuzo
- Read all the instructions carefully before attempting to answer. /Funda yonke imiyalelo ngocoselelo phambi kokuba uphendule imibuzo
- Number as indicated. /fake inombolo njengoko kwenziwe
- Consider mark allocation for each question. /Qaphele ukwabelwa lwamanqaku kumbuzo ngamnye
- Write neatly and legible. Bhala ngococeko nacoselelo.

## SECTION A

### Question 1

**Multiple-choice questions: CHOOSE the correct answer and write ONLY the correct LETTER next to the corresponding NUMBER. / KHETHA impendulo efanelekileyo, ngokuthi ubhale UNOBUMBA oyimpendulo efanelekileyo ecaleni KWENOMBOLO leyo.**

#### 1.1 Self-esteem is .....

- (a) the way you behave. / Indlela owenza ngayo izinto, nokuziphatha.
- (b) your body language. / Izimbo zokusebenzisa umzimba ukunxibelelana.
- (c) who you are. / Lo mntu unguye. **(2)**
- (d) what you can do. / Into onokuyenza ngokwakho.
- (e) the pride that you feel within yourself. / Ukuzingca ngendlela oyiyo.

## 4. W

#### 1.2 Which of the following alternatives show that we respect our body....

/ Kula mabakala alandelayo khetha elibonakalisa ukubaluleka kokuxabisa imizimba .....

- a) Respecting your body helps you to look after it correctly.  
/ Ukuhlonipha umzimba kukuwugcina ngendlela eyiyo
- b) Everyone should respect their body.  
/ Wonke umntu makawuhlonele umzimba wakhe.
- c) Don't be friends with people who do not respect your body. **(2)**  
/ Ungahlobani nabantu abangakuxabisanga nabangakuhlonelanga.
- d) Exercise regularly to keep our body in good shape  
/ Ukwenza umthambo nokulolonga umzimba rhoqo.
- e) All of the above / Zonke ezingentla.

#### 1.5 Which of the following is not a form of Art?

/ Kula magama alandelayo, angabonisi indlela yobuchule?

- (a) Space/ indawo

(b) Harmony / umanyano

**(c) Colour / umbala**

**(2)**

(d) Line / umgca

(e) None of the above / ayikho kwezingentla

**1.4** During a cool down session or feedback session in drama lesson, learners are led to .....

/ Kwixesha lokuphozisa, okanye ixesha lokulandelela isifundo somdlalo weqonga, abafundi ba .....

(a) imagining and dramatization

/ Ukucinga nokukuba nemibono kunye nokubonakalisa ngezenzo.

(b) singing and relaxation

/ ukucula nokuphozisa

(c) discussion and activities

/ ukuxoxa nokwenza imisetyenzana

(d) reflection and discussion

/ ukuzihlola nokuxoxa

(e) All the above / konke okungasentla

**(2)**

**1.5** The forms of creative arts include .....

/ Indlela yobuchule nobugcisa zibonakalisa oku.....

(a) Visual arts, melodic arts, dance and drama

/ ubuchule bomsebenzi wezandla, ubungcwane bomsebenzi wezandla, umdaniso nomsebenzi weqonga

(b) Visual arts, aesthetic arts, music and drama

/ ubuchule bomsebenzi wezandla, enye yentlobo zobuchule/umculo nomdlalo weqonga.

(c) Visual arts, dance, music and drama

**(2)**

/ ubuchule bomsebenzi wezandla, umdaniso, umculo, nomdlalo weqonga

(d) Visual arts, design, dance and music

/ ubuchule bomsebenzi wezandla, umsebenzi wokuqulunqa, umdaniso, nomculo

(e) None of the above / ayikho Kwezi zingentla

**Question 2: Define the following concepts:**

**/ Chaza laa magama alandelayo**

- Perceptual motor skills (3)  
/izakhono zemizwa
- Sequence of development (3)  
/landelalinisa indlela zokukhula
- Sensory – motor skills (3)  
/ imidlalo esbenzisa imizwa yezakhono
- Perception (3)  
/ingqiqo
- Cognitive functions (3)  
/ ukukhula kwengqondo nokuyisebenzisa

**[15 marks]**

**Question 3**

**WRITE A SHORT DEFINITION FOR EACH SKILL:**

**BHALA NGOKUFUTSHANE OKUCHAZWA SISAKHONO NGASINYE:**

PERCEPTUAL SKILL	DEFINITION
a. Visual perception / iindlela zokubona izinto ezibonakalayo	<b>The hands and eyes working together when performing a movement, e.g., throwing or catching a ball.</b> (3)
b. Auditory memory /ukukwazi ukutolika okuviwayo	<b>A complete awareness of one's own body, i.e., how it moves and how it functions.</b> (3)
c. Hand-eye coordination /ukunxibelelana kwesandla neliso	<b>Acquiring and interpreting information through the eyes - accurate visual perception enables the learner to read, write and do mathematics.</b> (3)
d. Body image / umfanekiso womzimba	<b>Being able to focus attention on a specific object or aspect while ignoring all other stimuli, the object of the attention is therefore in the foreground of the perceptual field while all the</b>

	rest is in the background e.g., being able to read one word in a sentence: (3)
e. Figure ground perception / ukubona okuthile	The ability to remember what the ears have heard and the correct sequence in which sounds have been perceived. (3)

[15 marks]

## SECTION B

### Question 4: Case study

**Read the following case study and answer the following questions in full sentences:**

On Monday, Nadine's teacher, Mrs Nene, divided the class into groups of four. She told the learners to go outside with a piece of paper and a crayon, find a leaf on a tree and make a tracing of the leaf on the paper. Nadine was unhappy, as her best friends, Sheila and Samuel, were not in her group. She lost interest in the group activity and did not listen to her teacher's instructions. She took a book and pen outside, and walked slowly behind her group. Nadine did not know what to do and she could not help her group. The learners in Nadine's group were irritated with her and they began calling her names.

- 4.1 What were Mrs. Nene's instructions to the group? (2)  
/ Ithini imiqathango Ka Mam' uNene kweli qela?
- 4.2 Why did Nadine lose interest in the activity? (2)  
/ Kutheni uNadine aphelelwe ngumda kulo msebenzi?
- 4.3 Nadine's group called her names. Why did they do this? (2)  
/ Iqela akulo uNadine umbize ngamagama athile. Kutheni benze lento?
- 4.4 Do you think they have the right to call her names? (2)  
/ Ucinga ukuba bekulungile ukuba bambize ngala magama?

4.5 In your opinion, do you think it is a good idea to allow learners to work only with their friends in group tasks (YES/NO. Support your choice, with a valid reason? (4)

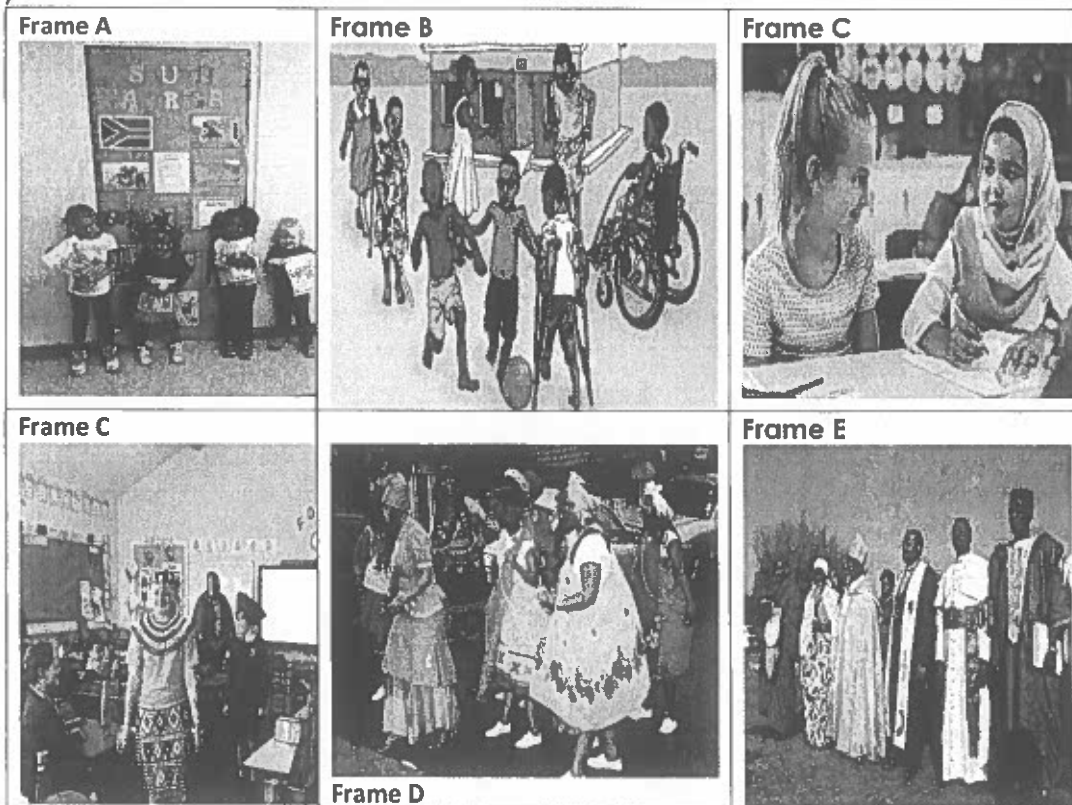
/ Ngezakho iimbono, ucinga ukuba kulungile ukuba abafundi basebenze kulo msetyenzana bezikhethe ngobuhlobo.

[12 marks]

### Question 5: Culture and Diversity in South Africa

The pictures below demonstrate different cultures and diversity in South Africa. Answer the questions based on the below frames

/ Imifanekiso engezantsi abonisa iindidi zenkcubeko nokunaba kokwahlukana eMzantsi Afrika. Phendula imibuzo elandela emva kwefanekiso engezantsi.



- 5.1 How many official languages do we have in South Africa? (1)  
/ Zingaphi iilwimi ezisesikweni apha eMzantsi Afrika?
- 5.2 Mention one important day in your culture and describe how you and your family celebrate it. / Xela umhla/usuku lwenkcubeko uchaze ukuba usapho lwakho lulubhiyozela njani. (3)
- 5.3 Religious leaders are part of our communities. What are the roles that religious leaders can do within their communities? Describe in two sentences. / Iinkokheli zelizwi ziyinxalenye yentlalo yethu. Yintoni indima yezi nkokheli zelizwi ezinokuyidlala ekuhlaleni? Chaza ngezivakalisi ezibini. (4)
- 5.4 Take a closer look at Frame B, and comment on what is happening? (2)  
/ Qwalasela umfanekiso B uchaze ukuba kwenzeka ntoni apha.
- 5.5 In your own opinion is that a good scenario for the South African schools Yes/No and justify your answer. (5)  
/ Ngezakho imbono, ingaba ngumfanekiso obonakalisa imo yezikolo eMzantsi Afrika. Ewe okanye hayi. Cacisa impendulo yakho
- 5.6 What is the name given to your traditional attire (3)  
Lithini igama esibizwa ngayo isinxibo sakho sesintu ?

[18 marks]

**Question 6**

- 6.1 Name any TWO dance elements. (2)  
/Chaza nokuba zeziphi izinto ezentsa umdaniso?
- 6.2 Give TWO reasons why we have to warm up before dancing (2)  
/ Nika izizathu zibezibini ezibonakaliso ukuba kutheni kufuneka kwenziwe umthambo phambi kokudanisa
- 6.3 Mention three music instruments used in traditional dance. (6)  
Chaza isixhobo sibe sinye somculo esisetyenziswa kumdaniso wesintu.
- 6.4 Discuss why it is important to teach music in the Foundation Phase. Mention five reasons? (10)

Xoxa uchaze kutheni kubalulekile ukufundisa umculo kumabanga asezantsi

[20 marks]

**Question 7**

(a) Name and discuss five needs of the Foundation Phase learner according to Maslow's hierarchy of needs. **(10)**

/ Dwelisa uze usincokolele ngemfuneko zomzimba zibentlanu ngokubhalwe ngu Maslow's hierarchy.

**END OF EXAMINATIONS**