

**FOUNDATION PHASE  
LIFE SKILLS: FPS 324E**

**EXAMINATION**

**NOVEMBER 2019**

**YEAR 3**

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**Time: 3 hours**

**Subject: LIFE SKILLS: FPS 324E**

**Marks: 100**

**This paper consists of 5 pages including the  
cover page**

**Internal Examiners**

**Ms. K.Hackmack**

**Internal Moderator:**

**Dr Roy**

**External Examiner**

**Ms B. Moore**

**INSTRUCTIONS**

Please read the instructions carefully.

You need to answer all the questions.

**Question 1: Physical Education**

- a) Why should physical education be included in the South African school's curriculum? **(6 marks)**
- b) What are the four domains of learning as they pertain to Physical Education (PE)? **(4 marks)**
- c) Describe 3 of the domains and explain how they benefit the child in the PE classroom. **(12 marks)**
- d) How will you ensure that there is equity and inclusion in your PE classroom? **(6 marks)**
- e) What is the difference between physical activity, sport and physical education? **(6 marks)**
- f) Explain the role of the physical education teacher in the physical education lesson. **(8 marks)**

g) Read the following scenario:

During PE, the teacher was allowing the children free choice in equipment and what they wanted to play. A group of boys decided to use the ball to play soccer. The teacher was watching the whole class. Simon kicked the ball very hard to Sizwe, the ball went a bit high off the ground too. Sizwe was not expecting the ball at such a high speed and at that height. He put up his hand to prevent the ball hitting him. Unfortunately, the ball hit Sizwe's thumb and broke it.

Could Sizwe's parents sue the school and the teacher? Explain your answer. **(3 marks)**

**[45 marks]**

**Question 2: Visual Arts**

- a) Explain what is meant by the term visual arts. **(2 marks)**
- b) Why is it important to do visual arts in the Foundation Phase? **(6 marks)**
- c) You inform your colleague that you use the 1/3 method of teaching visual art. **(7 marks)**
1. Explain to her what is meant by the 1/3 method of teaching visual art and (3 marks)
  2. describe the benefits are of using this method. (4 marks)
- h) One of the learners in your class says, "I can't draw. Please draw for me". How would you handle this situation in your classroom? **(5 marks)**
- i) Discuss the following quote and whether or not there is any relevance, in the context of visual arts. **(5 marks)**

Art is like singing. Some do it better than others, but everyone can and should be doing it for their soul.

Barbara Mason

**[25 marks]**

### Question 3: Physical education: Lesson Plan

The attached extract (on page 5 of the exam paper) is from the Grade 2 Term 3 Life Skills CAPS document. You need to plan part of a Physical Education lesson. Use the following headings to plan your lesson:

- **Material/Equipment needed** (2 marks)
- **A warm up (2 minutes )** whole class (6 marks)
- **Game (2 minutes)** whole class (6 marks)
- **Skills Development** whole class. Please plan for the following skills (12 marks)
  - Locomotor (3 minutes)
  - Non-locomotor (3 minutes)
  - Manipulative skill (3 minutes)
  - Cool down (3 minutes)
- **Assessment:** you are planning on assessing the children's locomotor ability. What specifically will you assess? (4 marks)

Physical Education	20 hours	Recommended resources In addition to the standard resources for Life Skills you will need. Skittles, balls, hockey sticks, skipping ropes.
<p>The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Simulation activities such as running like a horse, walk like a duck, jump like a frog, etc.</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Catch/ throw a high ball</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Rope skipping in groups of three</li> <li>• Rope skipping individual double take-off</li> <li>• Rope skipping individual single take-off while running</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Station 1: Basketball- dribble a ball zigzag through markers</li> <li>• Station 2: Hockey - dribble a ball through obstacles</li> <li>• Station 3: Netball - pass while running</li> <li>• Station 4: Rugby - running and passing the ball in a backline action</li> <li>• Station 5: Soccer - dribble a ball through markers</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Relay running, zigzag through skittles/markers</li> <li>• Balance on one leg</li> <li>• Gymnastics: Head stand/ hand stand</li> <li>• Bridge standing</li> </ul> <p><b>Spatial Orientation</b></p> <ul style="list-style-type: none"> <li>• Complex obstacle course</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind</li> </ul>		

[30 marks]

**END OF EXAMINATION****Total 100 marks**