

Tutorial Letter 101/3/2017

The Anthropological Study of Culture in a Multicultural Context

APY1501

Semesters 1 and 2

Department of Anthropology and Archaeology

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

BARCODE

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1 INTRODUCTION

Dear Student

A warm welcome to you as a student in anthropology. We hope you will enjoy studying Module APY1501, *The Anthropological Study of Culture in a Multicultural Context*, as much as we enjoy offering it to you. Above all, we trust that you will find the subject matter of the course stimulating. From experience we know that the most effective incentive for consistent study is the satisfaction one derives from a subject in which one is really interested.

Although you will be one of approximately 2 500 students, we are interested in you as an individual, as well as in your progress and problems. We would also like to hear from you regarding your impressions of this course and the tutorial matter. Please feel free to express your views - both positive and negative!

We have developed the study material for this module within the framework of outcomes-based education. This implies that in the tuition and training of our anthropology students, emphasis is laid on values, knowledge and their application and on skills that will enable them to make a significant contribution in the professional world and the outside world in general.

1.1 Tutorial matter

Some of your tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on *myUnisa*.

On registration the Department of Despatch should supply you with the following tutorial matter for this module:

- The Only Study Guide for APY1501 which contains the study material for Module APY1501
- Tutorial letter APY1501/101/2017 which you are now reading
- Tutorial letter ANTALLX/301/2017

Check the items you have received against the **inventory letter supplied with your study material**. Unless indicated as being out of stock, you should receive all the items listed. **Should any items be missing, follow the instructions given at the back of the inventory letter.** Also see the booklet entitled *my Studies @ Unisa* (which you received with your tutorial matter).

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of this module is to introduce you to Anthropology, a discipline that focuses on human beings everywhere, both past and present. Every discipline makes use of a particular vocabulary - words having specialised meanings within the context of the discipline. Understandably, no one can master a discipline without being familiar with its technical terms. Often scientific language includes familiar terms used in everyday life, **but which have specific**

meanings when used within the context of the discipline. Sometimes no suitable terms are available and new terms must be formulated.

In this respect anthropology is no different from other sciences. As you read through the study guide, you will find numerous terms that may be completely strange to you, many of which form part of the scientific terminology of this subject. Being confronted with unfamiliar words in tutorial matter may be unnerving and very often discouraging. On the other hand, once you have become acquainted with the 'language' of anthropology, you will find that the terms convey meaning - that they make sense. Without knowing and understanding the terminology, however, you will not understand the subject itself.

At the end of each learning theme you will find a list of relevant anthropological terms and concepts. Please ensure that you know the meaning of each of these before you proceed to the next learning theme. Knowledge of these terms and concepts will also be very valuable when you prepare for the examination. You can add any other terms from the learning themes which you feel will assist you during revision. Consult the list of terms regularly during the semester to refresh your memory. As your lists grow, so your knowledge of the subject should increase as well. Very often we find that students who have difficulty with anthropology lack knowledge of its basic terminology.

The fact that the assignments and some self-evaluating questions for this course have been set in the form of multiple-choice and short questions is in keeping with the basic aim of familiarizing you with anthropological terminology and concepts. You will therefore, find it difficult, if not impossible, to answer many of these questions without a thorough knowledge of the terminology. The opposite is also true. If you know and understand the terminology, there is no reason why you should not be successful in both the assignments and the examination.

An additional aim of this module is the integration of the theoretical sections in the study guide with the ethnographic material which is contained in case studies and the articles.

2.2 Outcomes

The outcomes of this module are:

- by encouraging you to reflect on your own experiences and by sharing the experiences of anthropologists with you, help you to think like an anthropologist
- by developing and then using anthropological skills, enable you to analyse and explain human behaviour in its different contexts
- by employing the insights and sensitivity you have developed regarding the human condition, help you to cultivate mutual understanding and tolerance between people and communities in South Africa (or wherever you live).

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

You can contact your lecturers directly by dialing the numbers given below. Enquiries can also be directed to the department or your lecturers via the following e-mail addresses:

Mr GH Maree	012 429 6448	mareegh@unisa.ac.za
Mrs A Grootboom	012 429 2100	groota@unisa.ac.za

All queries that are not of a purely administrative nature **but** are **about the content of this module** should be directed to us. Please have your study material with you when you contact us.

Should you want to write to us, send a letter to:

Lecturer (APY1501)
 Department of Anthropology and Archaeology
 PO Box 392
 UNISA
 0003

PLEASE NOTE:

- Always write your student number and course code (in this case APY1501) at the top of your letter.
- Letters to lecturers may not be enclosed with or inserted into assignments.

You are welcome to visit us should you need help in connection with any part of the tutorial matter. **It is, however, essential that you make an appointment beforehand and that you prepare specific questions on your study problems before the interview.**

3.2 Department

Enquiries can also be directed to the department via the following e-mail addresses.

Secretaries	012 429 6067 or 012 429 6418	Office hours: 07:45-13:00 and 13:45-16:00
Departmental fax	012 429 6091	
Departmental e-mail address	anthro_archaeo@unisa.ac.za	
Departmental web site: http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=154		

3.3 University

If you need to contact the University about **matters not related to the content of this module**, please consult the publication **my Studies @ Unisa** that you received with your study material. This booklet contains information on how to contact the University (e.g. to whom you can send different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Please note that all administrative enquiries should be directed as follows:

Directorate / Business Unit	Description of query	Short SMS code	E-mail addresses
Unisa	General enquiries	32695	info@unisa.ac.za
	Graduation enquiries		gaudeamus@unisa.ac.za
Student Admissions and Registrations	Applications and registrations (prospective and registered students)	43578	study-info@unisa.ac.za
Student Assessment Administration	Assignments and Examination	43584	For Assign: assign@unisa.ac.za For Exam: exams@unisa.ac.za
Despatch	Study material	43579	despatch@unisa.ac.za
Finance	Student accounts	31954	finan@unisa.ac.za
ICT (my Life and myUnisa)	<i>myLife</i> e-mail and <i>myUnisa</i> queries	43582	For <i>myLife</i> email: myLifeHelp@unisa.ac.za For <i>myUnisa</i> : myUnisaHelp@unisa.ac.za

The SMS numbers are only for students residing in South Africa. International students are urged to make use of the e-mail addresses.

Fax enquiries: +27 (0)12 429 4150

By letter address correspondence to:

The Registrar (Academic)
University of South Africa
PO Box 392
UNISA 0003

You may enclose more than one letter in an envelope but do not include enquiries meant for different departments in the same letter as this causes delay in the replies to your enquiries.

The **physical address** of the University of South Africa is:

University of South Africa
Preller Street
Muckleneuk
Pretoria

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

There are no prescribed textbooks for this module. All the study material for the module is consequently included in the study guide. The study guide comprises nine learning themes and some of these also include a number of activities.

You will receive a tutorial letter after the assignments have been marked. A tutorial letter is our way of communicating with you about teaching, learning and assessment. **PLEASE PAY SPECIAL ATTENTION TO ALL TUTORIAL LETTERS** as we will explain and clarify many of the problems you may encounter with the study material in these tutorial letters. A thorough scrutiny of the tutorial letters will also assist you in your preparation for the examination.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for this module.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For important information on the various student support systems and services available at Unisa (e.g. student counselling, language support), please consult the publication ***my Studies @ Unisa*** that you received with your study material.

5.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2 *myUnisa*

If you have access to a computer that is linked to the Internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with e-tutors, with other students and with the administrative departments of Unisa – all through the computer and the Internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “*myUnisa*” link on the top of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

5.3 Tutors

Unisa is committed to supporting you in your studies and consequently has appointed e-tutors to assist you in achieving your educational goals. The e-tutors will provide online support and guidance on the *myUnisa* portal. Please interact actively and participate on the tutor site since this has the dual function of providing tutorial guidance and opportunities for you to engage meaningfully with fellow students. Activate your *myLife* account to make use of this added advantage.

6 MODULE-SPECIFIC STUDY PLAN

Working according to a well-planned programme is essential for success in academic studies. To help you, we have drafted a timetable for systematic study of each learning theme. We strongly recommend that you use this timetable to plan your work. If you cannot keep to the dates suggested, at least study the various sections of your tutorial matter in the order indicated in the timetable.

We are fully aware of differences in the workloads of students depending on the number of subjects for which they enroll. It is also possible that due dates for assignments may clash. This is unavoidable as there are hundreds of possible subject combinations. Please identify any problems you may have as soon as possible and adjust your study programme accordingly. You can also consult the *my Studies @ Unisa* brochure for general time management and planning skills.

PLEASE NOTE THAT INFORMATION CONTAINED IN EARLIER SECTIONS OF THE STUDY MATERIAL MAY BE ESSENTIAL FOR UNDERSTANDING LATER SECTIONS. SHOULD YOU THEREFORE BE LATE IN COMMENCING WITH YOUR STUDIES YOU MUST MAKE SURE THAT YOU ARE ACQUAINTED WITH THE PRECEDING SECTIONS OF THE TUTORIAL MATTER.

TIMETABLE			
FIRST SEMESTER			
MONTH	LEARNING THEME	ASSIGNMENT	TUTORIAL LETTER
JANUARY	Theme 1		101/2017
FEBRUARY	Themes 2, 3, 4 and 5	01	
MARCH	Themes 6, 7, 8 and 9	02	201/2017
APRIL	Start revision for the examination		202/2017
MAY	Revision		
JUNE			
SECOND SEMESTER			
MONTH	LEARNING THEME	ASSIGNMENT	TUTORIAL LETTER
JUNE			101/2017
JULY	Themes 1, 2 and 3		
AUGUST	Themes 4, 5, 6, 7 and 8	01	
SEPTEMBER	Theme 9 Start revision for the examination	02	201/2017 202/2017
OCTOBER	Revision		
NOVEMBER			

NOTE that a revision of the lists of concepts and terms at the end of each learning theme is of paramount importance for an understanding of the work.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

This module contains two multiple-choice assignments. All multiple-choice questions count one mark per question and when answering the multiple-choice questions, only one option per multiple-choice question must be selected. No marks will be given if more than one option is included in an answer.

Assignments are seen as part of the learning material for this module. As you do the assignments, **read** and **study** the tutorial matter. Multiple-choice questions cannot be properly answered without a thorough understanding of the tutorial matter.

8.1.1 Read and study

To master the information in the study guide it is essential that you study all the learning themes thoroughly.

This involves more than mere reading of the tutorial matter.

Reading is an activity in which the primary aim of the reader is to get an overall impression of the learning themes. The secondary purpose is to identify the structure or scheme of the learning theme by using the headings and subheadings. The structure of learning theme 1 is as follows:

- 1.1 Introduction
- 1.2 Anthropology and other disciplines
- 1.3 The anthropological perspective and approach
- 1.4 The subfields of anthropology
- 1.5 Why become an anthropologist?

Study has as a primary aim the identification and memorisation of the structure/scheme on which a learning theme is based and as such it complements reading. Its secondary aim is to be able to, once again, fill in the detail using the scheme with its headings and subheadings as a starting point. This requires you to make summaries starting with the scheme of a learning theme or lesson. After you have completed the scheme you must summarise the information under each of the headings. Use the paragraphs under the headings as guidelines for your summaries.

The following is an example of a summary of two sub-disciplines of anthropology.

Physical anthropology	studies biological variations in human populations and fossil remains of prehistoric human-like beings
Archaeology	studies the past, prevailing living conditions and changes that occurred in human populations during prehistoric times through the excavation of material remains of human settlements

Remember that you cannot expect to make a perfect summary with your first attempt because it is difficult to find the essence or core of a particular passage or concept when you first study it. **You will have to rework your summaries** a few times before you compile one that you wish to keep for revision purposes. As your background knowledge of the subject increases, you will find it easier to distinguish between the essential characteristics of a concept or phenomenon and those that are less important. Your summary will then contain the essential core of a learning theme.

From the above it should be clear that both reading and study are essential for and form part of the learning process.

Reading the tutorial matter over and over again is not, as some students wrongly assume, sufficient to gain an understanding of the information. Such an understanding requires intensive study as outlined above.

8.1.2 Answering multiple-choice questions

You will only be able to answer the questions in an assignment after you have thoroughly studied the relevant learning themes and are familiar with their contents. Multiple-choice questions cannot simply be read through and an aimless selection made as to what the correct answer for each one is. Each question must be carefully analysed before deciding on an answer.

➤ **Steps to be followed when answering multiple-choice questions:**

- 1) The stem or instruction part of the question must first be analysed carefully. You must understand the meaning of each word or phrase before applying it to the various options.
- 2) After you have identified what the stem requires, you must apply this to each of the options in turn. Please consider all the options even if you feel that a certain one is correct.
- 3) After considering all the options, eliminate those which are obviously incorrect. This process of elimination involves reading the instruction or stem of the question together with Option 1 and then coming to a decision. Repeat the process with Option 2 and all the other options. This technique will assist you to identify the correct answer.

The following multiple-choice question provides an example of the above process.

QUESTION:

Which of the following can be regarded as a system of culture? (This is the **instruction** or **stem** of the question).

1. An ethnic group
2. A society
3. A military organisation
4. A subculture

(These are the **options** from which the correct one must be chosen.)

The instruction of the question requires you to identify a system of culture **after you have studied Learning Theme 6**. With a thorough knowledge of this learning theme, you will possibly immediately be able to indicate the correct answer as being Option 3. You must, however, read all the options together with the instruction in order to eliminate the incorrect options. When you do this you will find that an ethnic group (Option 1), which is a form of society (Option 2), has its own military organisation and other systems of culture such as religion and kinship and therefore, cannot be a system of culture. Check the instruction against Option 4 in the same way to be sure that a subculture does not refer to a system of culture but to a distinctive set of standards and behaviour patterns by which a group within a larger society functions, while still sharing some common practices with the larger society.

Where the various options of a question are difficult to distinguish from each other, you will only be able to establish the correct answer by means of the above elimination process. However, for this elimination process to be successful, you must have a thorough knowledge of the tutorial matter.

- **General hints for answering multiple-choice questions:** We also provide you with the following hints which may be useful for answering multiple-choice questions. None of these hints are infallible and you should NOT regard them as hard and fast rules. Whether or not you do well in a series of multiple-choice questions depends ultimately on whether you know your work.

While the options of a particular question may cover one section of a learning theme, they may alternatively cover an entire learning theme or several learning themes. Remember that in some questions some of the options may be very close to each other in meaning or may contain an element of correctness, but one will always be **'more accurate'** than the others.

- **Read the questions carefully** and **underline** or use a highlighting pen to mark key terms in the questions which will help you understand exactly what is required of you.
- **Patterns in answers:** Avoid trying to find **patterns in the questions** and then making your selection in terms of such patterns. By patterns we mean for example, that if the options you have selected for three consecutive questions have been 1, 2 and 3 respectively, without further reasoning, you then regard the correct option to the following question as 4. Such patterning does not exist and if you are able to discern something that represents patterning it is merely coincidental.
- **Read all the options before you make your selection:** Do not stop with the second or third option even if you are convinced that you have found the correct answer. Bear in mind that in many instances your task is to select the MOST ACCURATE option and the one presented last may be a better answer than any of those given before.
- **Multiple-choice questions which include options that are combinations of other options:** A combination of previous options tends to make the question more complicated. A useful method of answering this type of question is firstly to read each option in connection with the stem as a true or false statement and mark it accordingly. If you find more than one correct option, choose the option that is a combination of all the correct options that you have identified.

WARNING

Do not assume that the correct answer to such questions should necessarily be a combination of previous options. Sometimes these questions only have one correct option and combinations are included to challenge you.

- **Dealing with options that are very similar:** Options that are similar should be considered very carefully. A useful way of dealing with such options is to rephrase each option in your own words and then to examine how they differ. This may help you to identify the correct option.

- **Coping with the use of qualifying words:** Qualifying words include words such as **always, all, never, only, entirely, completely** and may be used either in the stem of the question or in an option. They all indicate that a rule, principle, or idea does not have exceptions. Because in actual fact many rules, ideas or principles do have exceptions, be careful of choosing an option that includes such a word, unless you are sure that it is the correct one. Words such as **often, usually, seldom, few, more** and **most** are also qualifying words. Where they are used in an option the possibility of exception is indicated and a stem or options that include such a word should be read very carefully because they form key words in the question. We remind you, however, that these ideas are not hard and fast rules.
- **Applying knowledge:** Some multiple-choice questions require you to apply knowledge. An example of this type of question is one that requires you to apply theoretical principles to specific circumstances or one in which you are expected to use particular information to solve a problem.

REMEMBER THAT YOU CAN ONLY ACHIEVE SUCCESS IF YOU DO AN ASSIGNMENT WITH DETERMINATION AND DILIGENCE. STUDY, AFTER ALL, ONLY GIVES YOU BACK WHAT YOU PUT INTO IT.

8.2 General assignment numbers

Assignments are numbered consecutively per module, starting from 01.

IT IS VERY IMPORTANT TO REMEMBER THAT YOUR ASSIGNMENTS MUST HAVE EXACTLY THE SAME NUMBERS AS THOSE GIVEN IN THIS TUTORIAL LETTER.

It is very important to put the correct unique number on your mark-reading sheet. If you put the wrong unique number on the sheet, this will cause endless administrative problems for us and is very difficult to sort out.

PLEASE NOTE that a figure 9 among the options in the printout of your mark-reading sheet, which is returned to you, means that you have either given two answers to the question OR not erased a previous choice cleanly. The computer rejects the questions in such cases and prints a 9 to indicate this. You will also find a figure 9 if a question has been eliminated.

Different assignments have been set for Semester 01 and Semester 02. Please make sure that you answer the correct assignments according to the semester for which you are registered for this module. If you submit answers to the incorrect assignments you will not

- 1) gain admission to the examination
- 2) accumulate marks towards your semester mark.

8.2.1 Unique assignment numbers

The assignments are marked by a computer and each has **ITS OWN UNIQUE NUMBER** that must be indicated on the mark reading sheet on which it is answered.

UNIQUE NUMBERS FOR ASSIGNMENTS	
FIRST SEMESTER	
Assignment 01	662598
Assignment 02	660623
SECOND SEMESTER	
Assignment 01	750735
Assignment 02	709648

8.2.2 Due dates of assignments

Unfortunately we cannot grant permission for the submission of the assignments after the due dates. The date for the marking of a particular assignment is arranged with the computer section beforehand, and all assignments are processed on that date. It is not possible to change the date.

CLOSING DATES FOR ASSIGNMENTS	
FIRST SEMESTER	
Assignment 01	27 February 2017
Assignment 02	20 March 2017
SECOND SEMESTER	
Assignment 01	21 August 2017
Assignment 02	11 September 2017

8.3 Submission of assignments

Answers to the assignments can be sent in at any time before the closing date set for an assignment. However, please note that the marked assignment will NOT be returned until after the closing date.

8.3.1 Submission by post

If you submit your assignments by post, please do not post them on the due date unless you are posting it at the post box at Unisa. Make allowances for postal delays and send your assignment off at least 5 to 7 days before the due date unless you are putting it in the Unisa post boxes. Late assignments will probably be returned unmarked.

8.3.2 Submission via myUnisa

- Go to *myUnisa*
- Log in with your student number and password
- Select the module
- Click on Assignments in the left-hand menu
- Click on the assignment number you want to submit
- Follow the instructions on the screen

8.4 Enquiries, preparation and procedure

8.4.1 Enquiries about assignments

Enquiries about the assignments whether or not an assignment has been received by the University, the marks earned, when it was returned, etc. must be addressed to:

Directorate / Business Unit	Description of query	Short SMS code	E-mail address
Student Assessment Administration	Assignments	43584	assign@unisa.ac.za

Alternatively, students can check on *myUnisa* whether the University received their assignments, the marks obtained for assignments and when assignments were returned.

IF YOU HAVE NOT RECEIVED THE MARKS FOR AN ASSIGNMENT WITHIN A MONTH AFTER THE CLOSING DATE, PLEASE INFORM US SO THAT WE CAN DETERMINE WHAT THE PROBLEM IS.

8.4.2 Preparation for the multiple-choice assignments

As we have already indicated, Assignments 01 and 02 take the form of multiple-choice questions. Each question has a number of possible answers from which the correct one must be selected. When we set the questions we assume that you will have a thorough knowledge of the relevant tutorial matter before you attempt to complete the assignments. Do not attempt to answer assignment questions without the necessary preparation. To do so will not only lead to a disappointing result but will also discourage you.

YOU WILL NOTICE THAT THE ASSIGNMENTS HAVE BEEN SET ON ALL OF THE LEARNING THEMES. WE THEREFORE STRONGLY ADVISE YOU TO COMPLETE THE ASSIGNMENTS BECAUSE THIS WILL ENABLE YOU TO WORK THROUGH THE SYLLABUS. EXPERIENCE HAS TAUGHT US THAT THE COMPLETION OF SET ASSIGNMENTS IS THE BEST WAY TO GUIDE STUDENTS THROUGH THE SYLLABUS AND TO PREPARE FOR THE EXAMINATION.

8.4.3 Procedure for answering the multiple-choice assignments

Answer the multiple-choice assignments on the mark-reading sheets supplied to you and post it to Unisa. When you submit a mark-reading sheet, place it in an envelope, not in a cover sheet. Multiple-choice assignments may also be answered and submitted online, using *myUnisa*.

Instructions regarding the use of mark-reading sheets for answering multiple-choice questions and the online submission of answers are contained in ***my Studies @ Unisa*** which you received with your study package. Read these instructions carefully and keep to them to avoid unnecessary mistakes.

Take special note of the following instructions:

- Student numbers and assignment numbers must be completed correctly.
- The unique number for an assignment must be correctly indicated.
- The squares must be marked with a soft pencil (HB) AND NOT WITH INK. The latter will cause the sheet to be rejected by the computer.
- Mark-reading sheets must not be stapled or taped to other paper, nor must they be folded, torn or bent.

MARK-READING SHEETS THAT ARE REJECTED BY THE COMPUTER WILL BE RETURNED TO YOU WITHOUT BEING MARKED. IN SUCH CASES NO MARKS WILL BE AWARDED FOR THAT PARTICULAR ASSIGNMENT.

8.5 Assignments for this module

8.5.1 Assignments for Semester 1

8.5.1.1 Assignment 01



ASSIGNMENT 01 FOR STUDENTS REGISTERED FOR THE FIRST SEMESTER

FIRST SEMESTER	
DUE DATE	27 February 2017
UNIQUE NUMBER	662598

Please study **Tutorial Letter 101, the Module Orientation as well as Learning Themes 1, 2, 3, 4 and 5 in the study guide** thoroughly before you answer the questions. Complete the assignment on your own even if you are part of a study group because nobody can help you in the examination.

THIS ASSIGNMENT MUST BE SUBMITTED VIA *myUNISA* OR ANSWERED ON ONE OF THE MARK-READING SHEETS PROVIDED AT REGISTRATION. Fill in the correct answers but do not paste the mark sheet on or staple it to another piece of paper - merely put it in one of the envelopes provided and post it in time so that it reaches us before the due date.

NO EXTENSION OF TIME WILL BE GIVEN FOR THE SUBMISSION OF THIS ASSIGNMENT BECAUSE IT IS MARKED BY COMPUTER ON A PREDETERMINED DATE.

INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS

MARK AS FOLLOWS WITH A SOFT PENCIL: [-]

AND NOT [✓], [X], [/], [■],[*] OR [●]

QUESTION 1

Which one of the following **best** describes **anthropology as a comprehensive discipline?**

1. A study of human cultural diversity worldwide
2. A study of human diversity worldwide and throughout time
3. A humanistic study of human diversity worldwide and throughout time
4. A study of human biological diversity worldwide

QUESTION 2

Select the option that **CORRECTLY** completes the following statement:

Sociocultural anthropologists study ...

1. the influence of biological factors on behaviour in a human population.
2. the relation between language and other aspects of people's lives.
3. relations between people in terms of culture.
4. the physical adaptation of humans to their natural environment.

QUESTION 3

Select the option that **CORRECTLY** completes the following statement:

Archaeology as a subfield of anthropology studies ...

1. past living conditions and changes that occurred in human populations during prehistoric times.
2. the development of human beings from very early times.
3. the physical adaptation of human populations to their environment.
4. fossil remains of prehistoric human-like beings which have been preserved in the earth's crust.

QUESTION 4

Which one of the following options regarding the anthropological concept of the 'field' is **CORRECT**?

The anthropological concept of the '**field**' ...

1. has attained a very narrow meaning in sociocultural anthropology.
2. exclusively applies to remote rural contexts where humans still practise traditional lifestyles.
3. includes every place or context where humans are working, interacting or living.
4. excludes institutional settings, such as multinational and sport organisations.

QUESTION 5

Read the following paragraph and then answer the question that follows:

With the colonisation of Africa, the European colonial governments regarded their own sociocultural systems as "civilised" and superior to those of the Africans and in many cases initiated concerted processes of Christianisation, education, and more pertinently, general sociocultural change.

What do the perceptions and behaviour of colonial governments described above exemplify?

1. Multivocality
2. Ethnocentrism
3. Cultural relativism
4. Reflexivity

QUESTION 6

Read the following paragraph of anthropologist Mike De Jongh regarding his research amongst the Karretjie People of the Great Karoo and then answer the question that follows:

During the years of my own involvement with the Karretjie People I have been continually constrained to interrogate this very issue ... the entire enterprise has been an enriching and life-changing experience – for me. But have such personal benefits had a counterpoint in any gains on the part of the Karretjie People (i.e. did they reap any benefits)?

Which issue of 'the compassionate turn' in anthropology is illustrated by the anthropologist's view above?

The issue of ...

1. relativism
2. multivocality
3. narrative ethnography
4. reciprocity

QUESTION 7

Select the option that **CORRECTLY** completes the following statement:

In terms of an **holistic approach** to the study of humans, anthropologists are required to ...

1. take the whole context of a particular human group into account.
2. construct an overall picture of the development of culture.
3. obtain an integrated, balanced view of the life of a society.
4. draw generalisations about the human condition.

QUESTION 8

Select the option that **CORRECTLY** completes the following statement:

Based on sound anthropological knowledge of the local people and the natural environment, the famine in the 1960s in the Sahel region of Africa could have been avoided if the ...

1. government planners had concentrated on increasing the number of wells in the region.
2. nomadic pastoralists of the Sahel had been encouraged to settle in urban areas.
3. government had included knowledge of the culture and ecology of the people concerned in its planning.
4. international relief programmes that were launched to alleviate the crisis, had supplied food relief in the form of grain.

QUESTION 9

Select the option that **CORRECTLY** completes the following statement:

Ethnographic fieldwork as research method in anthropology ...

1. refers to a comparative study of culture.
2. is used to gather information on the culture of societies by means of the interviewing of informants and participant observation.
3. is primarily used to undertake statistical surveys and social network analysis.
4. has as its aim the recording of people's own view of their culture.

QUESTION 10

Which of the following species used stone tools?

- a. *Homo habilis*
- b. *Australopithecus afarensis*
- c. *Homo erectus*
- d. *Homo sapiens*

Select the **correct** combination.

- 1. a, b, c and d
- 2. a, c and d
- 3. c and d
- 4. b
- 5. a and b

QUESTION 11

Which of the following statements regarding the **concept of race** is/are **CORRECT**?

- a. The superficial or external features of humans in particular were initially used to classify them into races.
- b. The classification of humans according to racial characteristics is unscientific and often based on stereotypes that stem from prejudice.
- c. Scientists are more likely than lay people to classify humans into races on the grounds of their biological features.
- d. Inborn behavioural predispositions such as alcoholism and drug abuse can be linked to specific races.

Select the **CORRECT** option.

- 1. a and b
- 2. b, c and d
- 3. a, b and c
- 4. a, b, c and d
- 5. a

QUESTION 12

Which of the following statements regarding castration are **CORRECT**?

Castration ...

- a. is a way of permanently marking the body.
- b. is an extreme measure to control male sexuality.
- c. intends to make men more docile and less aggressive.
- d. is still practised in some 28 African countries.

Select the **CORRECT** combination.

- 1. a and d
- 2. b and c
- 3. a, b and c
- 4. a, b, c and d

QUESTION 13

According to **Dan Brown**, which of the following body modifications represents a **rite of passage** shared by millions of people in the modern age?

1. Female genital mutilation
2. Tattooing
3. Body piercing
4. Dieting

QUESTION 14

Which of the following statements about **images and perceptions** of the body are correct?

- a. In communities all over the world women display male wealth and prestige on and by their bodies.
- b. The increasing objectification of male bodies is indicative of a shift in the sociocultural ideal of beauty from women to men.
- c. Human bodies are formed and shaped by their sociocultural systems and contexts.
- d. Circumcision is universally accepted as a ritual which symbolically transforms boys into men.

Select the **correct** combination.

1. a, b and d
2. c and d
3. a, b and c
4. a and c
5. a, c and d

QUESTION 15

Which of the following statements about **female genital mutilation** are correct?

- a. Genital cutting is done to enhance the sexual pleasure of the men.
- b. The practice is often enforced by men in an attempt to control the perceived rampant sexual desires of women.
- c. The practice occurs particularly among African Muslims.
- d. Genital cutting should not be condemned as an infringement of universal human rights, but understood in its particular sociocultural context.

Select the **correct** combination.

1. b and c
2. c
3. a and d
4. c and d
5. d

[15]

8.5.1.2 Assignment 02



ASSIGNMENT 02 FOR STUDENTS REGISTERED FOR THE FIRST SEMESTER

FIRST SEMESTER	
DUE DATE	20 March 2017
UNIQUE NUMBER	660623

Please study **Learning Themes 6, 7, 8 and 9** in the **study guide** thoroughly before you answer the questions. Complete the assignment on your own even if you are part of a study group because nobody can help you in the examination.

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INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS

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AND NOT [✓], [X], [/] [■], [*] OF [●]

QUESTION 1

Select the option that **CORRECTLY** completes the following statement:

The concept of **integration of culture** refers to ...

1. the process whereby individuals learn the culture of their society.
2. a degree of uniformity in the behaviour of members of a society.
3. cultural components which are interdependent and form a coherent whole.
4. dynamic relationships which exist between sociocultural phenomena.

QUESTION 2

Which of the following is/are raised by Eriksen as (an) objection(s) to use of the concept of culture in contemporary society?

The concept of culture should no longer be used in anthropology because ...

1. the use of the plural, cultures, divides human beings in that it emphasis differences between groups of people.
2. it has been used to discriminate against others and to justify exclusion by means of aggressive nationalism.
3. now that differences between people are no longer legislated in the world, it has become obsolete.
4. people at grassroots-level reject it on account of its use as a social engineering tool.
5. 1 and 2

QUESTION 3

Which one of the following statements regarding sociocultural systems is **INCORRECT**?

Sociocultural systems ...

1. are manifestations of humans' creative responses to the challenge of adapting to the environment and to other humans.
2. comprise actual human behaviour like speech and food production, and not the underlying ideas resulting in such behaviour.
3. comprise sets of relationships in a particular sociocultural and natural context that are typical of a significant number of interacting humans in the context.
4. may be used as a means to distinguish people from others and recognise people as belonging to the same self-identified group.

QUESTION 4

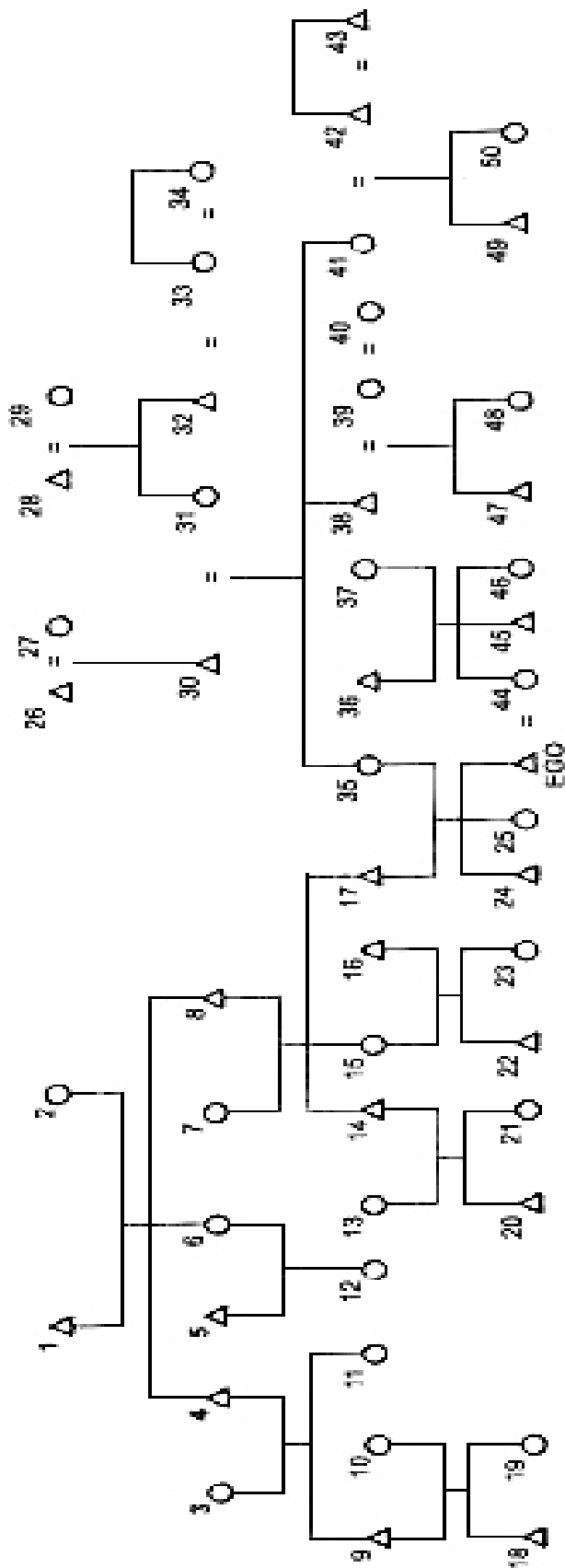
Which of the following statements regarding **the construction of individual and group identities** is/are correct?

- a. Identity is not a static category but a continuous process and more accurately could be called identification.
- b. "Politics of identity" refers to a process through which a government attempts to mould ethnic identities into relatively fixed frames so that they can act politically.
- c. Gender identity is acquired through socialisation and enculturation, but is also shaped by a person's lived experiences.
- d. Communities across the world have diverse ideas about how many genders exist and how these are composed.

Select the **correct** combination.

1. a and c
2. a, b, c and d
3. a and d
4. a, c and d
5. d

STUDY THE FOLLOWING DIAGRAM AND THEN ANSWER QUESTIONS 5 TO 8.



QUESTION 5

Select the option which indicates **40's relationship with EGO CORRECTLY**.

1. MoFaBr
2. FaSiWi
3. FaSiHu
4. MoBrWi

QUESTION 6

Which of the following relatives of **EGO** are described **CORRECTLY**?

1. Parallel cousins: 20, 21, 47, 48
2. Affines: 36, 37
3. Cross-cousins: 22, 23 49, 50
4. Patrilineal kin: 26, 27, 8, 17

QUESTION 7

Select the option that **CORRECTLY** completes the following statement:

In a **matrilineal descent system EGO** will belong to the same descent group as ...

1. 21, 23, 25.
2. 29, 32, 41.
3. 35, 36, 37.
4. 27, 30, 31.

QUESTION 8

Which one of the following marriages is described **CORRECTLY**?

1. Sororal polygyny: the marriage between 32, 33 and 34
2. Fraternal polyandry: the marriage between 38, 39 and 40
3. Heterogeneous polyandry: the marriage between 41, 42 and 43
4. Cross-cousin marriage: the marriage between EGO and 44

QUESTION 9

Which of the following categories of kin are members of EGO's **patrilineage**?

1. Cross-cousins
2. Affinal kin
3. All members of the nuclear family
4. Certain parallel cousins

QUESTION 10

Which of the following are core functions of the *Makhadzi* among the Venda?

- a. Naming of children
- b. Spiritual healing of clan members
- c. Being present when traditional leaders are appointed and confirmed
- d. Partaking when sacrifices are brought to the ancestor spirits

Select the **CORRECT** combination.

1. b and d
2. a and c
3. a, b, c and d
4. a, c and d

QUESTION 11

Select the option that **CORRECTLY** completes the following statement:

Anthropologists study religion ...

1. in order to understand a religious system in terms of its meaning for its followers.
2. in terms of their own standards and value systems.
3. to make a factual evaluation of the supernatural world.
4. to distinguish between religion and magic in small-scale communities.

QUESTION 12

Select the option that **CORRECTLY** completes the following statement:

Religion and **magic** are distinguished as analytical concepts on the basis that ...

1. religion is associated with personal supernatural beings, whereas magic is associated with impersonal powers.
2. religion is associated with the intention to manipulate, whereas magic is associated with an attitude of dependence.
3. religion is found universally, whereas magic is confined to non-western societies.
4. religion creates social cohesion, whereas magic advances social disintegration.

QUESTION 13

Select the option that **CORRECTLY** completes the following statement:

Rituals performed when migrant workers return home from the urban areas are examples of ...

1. cyclical rituals.
2. occasional rituals.
3. symbolic rituals.
4. general rituals.

QUESTION 14

Which one of the following is an important characteristic of the *malopo-cult*?

1. The focal point in the treatment of an ill medium is the application of a divination method called *ukuvumisa*.
2. The cult empowers women and focuses on the needs of female members.
3. Cult members enjoy a higher status than traditional diviners in society.
4. Men still take the final decisions in ritual affairs.

QUESTION 15

Which one of the statements regarding **religion today** is **INCORRECT**?

1. Some scholars maintain that scientific development has encouraged the practice of religion in modern life because it raises questions about human existence.
2. It is estimated that more than half of Christian church members in southern Africa belong to indigenous churches.
3. Globalisation, modernisation and secularisation have led to a worldwide decline of religion.
4. Among the fastest growing religious communities in the world are the indigenous churches of Africa.

[15]

8.5.2 Assignments for Semester 2

8.5.2.1 Assignment 01



ASSIGNMENT 01 FOR STUDENTS REGISTERED FOR THE SECOND SEMESTER

SECOND SEMESTER	
DUE DATE	21 August 2017
UNIQUE NUMBER	750735

Please study **Tutorial Letter 101**, the **Module Orientation** as well as **Learning Themes 1, 2, 3, 4 and 5** in the **study guide** thoroughly before you answer the questions. Complete the assignment on your own even if you are part of a study group because nobody can help you in the examination.

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AND NOT [✓], [X], [/] [■], [*] OF [●]

QUESTION 1

Select the option that **CORRECTLY** completes the following statement:

Anthropology ...

- a. produces information about people and what people have in common.
- b. studies humankind everywhere, both past and present.
- c. investigates primarily the mental life of human beings through interpretive methods.
- d. studies where people live, the organisation of family life and the general features of people's languages.

Select the **CORRECT** combination.

1. a and b
2. c and d
3. a, b and d
4. a, b, c and d

QUESTION 2

Select the option that **CORRECTLY** completes the following statement:

Linguistic anthropologists ...

1. study relations between members of a language group in terms of culture.
2. mainly focus attention on the evolution of languages in prehistorical societies.
3. study the way in which language is used in different social contexts.
4. mainly focus on the influence of genetic factors on the development of language.

QUESTION 3

From the options below, select the concept that **CORRECTLY** completes the following statement:

The anthropological principle of ... allows anthropologists to be perceptive of the specific way in which people develop their sociocultural system according to their needs and local situation.

1. holism
2. cross-cultural comparison
3. cultural relativism
4. ethnocentrism

QUESTION 4

Select the option that **CORRECTLY** completes the following statement:

If an excessively **cultural relativistic** approach is followed in anthropology ...

1. cultural practices that have a harmful impact on a society may not be questioned.
2. the researcher might adopt an ethnocentric approach to the study of people.
3. statistical data relevant to an investigation might be misinterpreted.
4. the researcher's beliefs may influence the results of his/her investigation.

QUESTION 5

Select the option that **CORRECTLY** completes the following statement:

An anthropological study that sees the people being studied as actors in their own sociocultural context, and incorporates people's own perceptions and categorisations of the world in which they are living has adopted a(n) ...

1. etic approach.
2. emic approach.
3. reflexive approach.
4. ethnocentric approach.

QUESTION 6

Which one of the options **best** illustrates an **etic approach** to the study of the Karretjie People?

1. A researcher receiving the credit for publications on the Karretjie People without giving credit to his/her research participants' intellectual property
2. A researcher publishing information on the subjective experiences of the Karretjie People, using only their own words and phrases
3. A researcher presenting stereotypes of the Karretjie People as the truth, such as that they are all sly and shifty
4. A researcher presenting only his/her own interpretation of the information obtained from the Karretjie People

QUESTION 7

Read the following paragraph and then select the option that **CORRECTLY** completes the statement that follows:

I can still remember how I experienced some anxiety during a service of the Zionist Christian Church whilst I was doing fieldwork in the Limpopo Province. Although I had done a fair amount of reading about the services of this particular church, I did not know what to do when the minister asked us to pray. When I stood up, which is what I was accustomed to, the other people kneeled, lent forward and said something. The service lasted about six hours during which people came and left. I however did not know if I, as guest, could just disappear considering the hearty welcome I received at the beginning. (Frik de Beer, previously a professor in this department.)

The experience of the anthropologist, outlined in this paragraph, is best described by the term

...

1. culture shock.
2. reflexivity.
3. participant observation.
4. disorientation.

QUESTION 8

Which of the following is **NOT** applicable to the anthropologist's involvement in development projects?

1. Providing technical information on the geographical area targeted for the development project
2. Doing social impact studies to avoid disrupting the local community during the implementation of a project
3. Co-operating with other scientists as part of a multidisciplinary team which is planning a development project
4. Acting as a mediator between the local community and the planners of a project

QUESTION 9

Select the option that **CORRECTLY** completes the following statement.

Participant observation means that an anthropologist should ...

1. participate in the sense that he/she should commit his/her thoughts and emotions to the real-world fieldwork setting, and record his/her observations in an objective, scientific and systematic manner.
2. become an active participant in the daily life of the community concerned and report on his/her experiences from his/her own cultural perspective.
3. be a careful observer of the customs and daily life of a community to enable him/her to understand and record the relevant activities and events.
4. observe more than participate in a conscious attempt to obtain concise, objective answers to research questions to enable anthropological theorisation.

QUESTION 10

Which one of the following combinations of **human classification and characteristics** is **CORRECT**?

1. Hominids	Dwellings made of piled stone or bushes, a highly developed toolkit and, possibly, the use of fire
2. Hominoids	Upright posture which sets the hands free to carry things and manipulate the environment
3. <i>Homo erectus</i>	Developed a remarkable toolkit of fine projectile points and hunted big-game animals by hurling spears
4. <i>Homo sapiens</i>	Developed rituals and normative rules such as the incest taboo

QUESTION 11

Select the option that **CORRECTLY** completes the following statement.

The hominid line includes ...

- a. *Australopithecus afarensis*.
- b. *Homo erectus*.
- c. *Homo habilis*.
- d. *Homo sapiens*.
- e. *Australopithecus africanus*.

Select the **CORRECT** combination.

1. b, c, d and e
2. c and d
3. a, b, c, d and e
4. a, c and d
5. a, b and e

QUESTION 12

Select the option that **CORRECTLY** completes the following statement:

Clitoridectomy ...

1. is apparently still practised by Venda communities in Limpopo Province.
2. can be classified as a purification ritual since it is done for hygienic reasons.
3. is often enforced by women in an attempt to control the perceived rampant sexual desires of women.
4. is universally condemned as an infringement of universal human rights.

QUESTION 13

Select the option that **CORRECTLY** completes the following statement:

Tattooing ...

1. in all probability already was practised during the Upper Paleolithic era.
2. has become a rite of passage that aims to empower tattooed people.
3. is a means by which humans establish themselves as sociocultural beings.
4. 1, 2, and 3
5. 1 and 3

QUESTION 14

Select the option that **CORRECTLY** completes the following statement:

All of the following are functions of bodily decorations and adornments **EXCEPT ...**

1. accentuating erogenous areas of the body.
2. indicating changes in the status of individuals.
3. signifying gender equality in societies.
4. designating occupations of individuals.

QUESTION 15

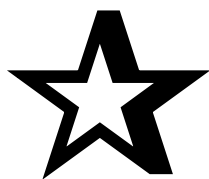
Which one of the statements regarding body language is **INCORRECT**?

Body language ...

1. is not about what is said, but how it is said.
2. always corresponds to spoken messages.
3. makes full understanding of verbal messages possible.
4. differs across different sociocultural systems.

[15]

8.5.2.2 Assignment 02



ASSIGNMENT 02 FOR STUDENTS REGISTERED FOR THE SECOND SEMESTER

SECOND SEMESTER	
DUE DATE	11 September 2017
UNIQUE NUMBER	709648

Please study **Learning Themes 6, 7, 8 and 9** in the **study guide** thoroughly before you answer the questions. Complete the assignment on your own even if you are part of a study group because nobody can help you in the examination.

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AND NOT [✓], [X], [/] [■], [*] OF [●]

QUESTION 1

Which one of the following statements regarding the characteristics of culture is **CORRECT**?

1. Although some facets of culture are biologically inherited, people mostly learn their culture by growing up in and with it.
2. For a thought, action of belief to be regarded as cultural, it must be shared by all the members in a group.
3. Because culture is shared by members of a community, its content is exactly the same for each individual of the community.
4. The most important symbolic feature of culture is language which enables humans to transmit information.

QUESTION 2

Select the option that **CORRECTLY** completes the following statement:

The appointment or recognition of a leader or an authoritative body which makes rules and laws and which is accepted and obeyed gives rise to a community's ...

1. social system.
2. legal system.
3. political system.
4. military system.

QUESTION 3

Select the option that **CORRECTLY** completes the following statement:

The main process by means of which **enculturation** of the Karretjie-children takes place is ...

1. formal education in government schools.
2. observation and imitation of family members.
3. communication with a wide variety of people while they are itinerant.
4. socialisation with other Karretjie-children.

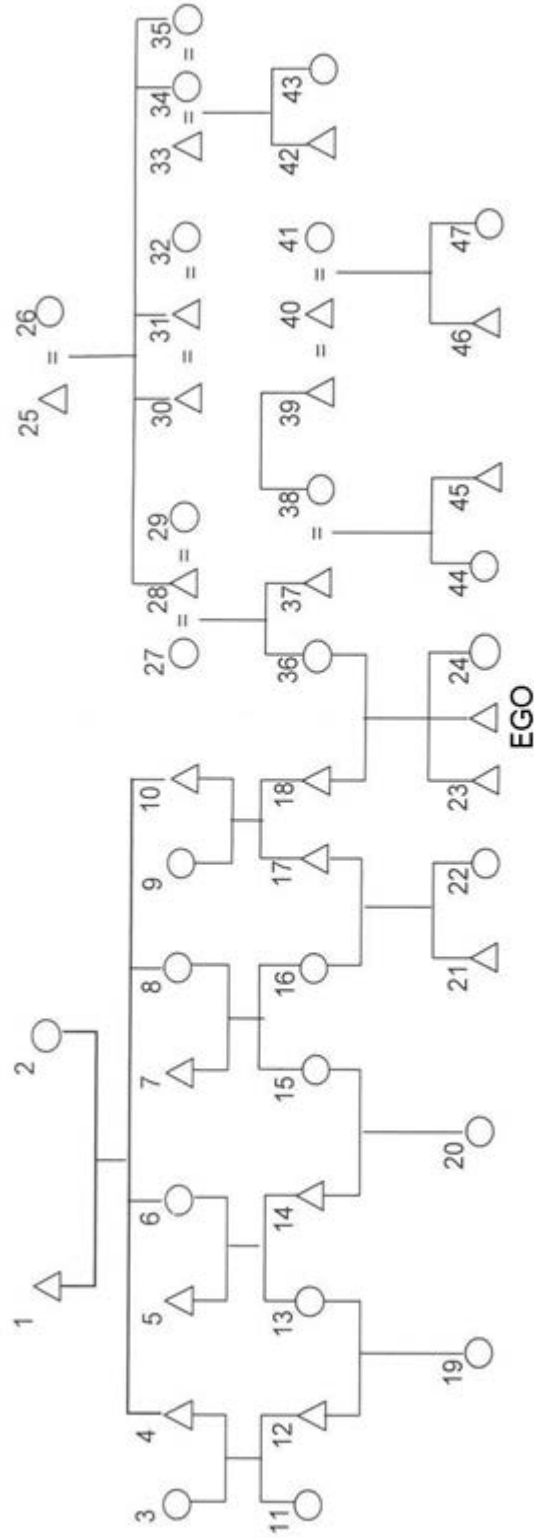
QUESTION 4

Select the option that **CORRECTLY** completes the following statement:

Ethnicity ...

1. may be based on perceived sociocultural differences between social groups.
2. impedes culture change because of an emphasis on ancient symbols and practices.
3. moulds people always into collective identities for the purpose of undertaking political action.
4. is not defined in terms of the physical characteristics of the members of a social group.

STUDY THE FOLLOWING DIAGRAM AND THEN ANSWER QUESTIONS 5 TO 8.



QUESTION 5

Which of the following indicates the **relationship between 30 and EGO CORRECTLY?**

1. MoFaBr
2. FaSiSo
3. FaSiHu
4. MoBrWi

QUESTION 6

Through whom of the following persons would EGO trace his descent in a **double descent system?**

1. 1 and 2, 9 and 10 as well as 18 and 36
2. 1, 10 and 18 as well as 27 and 36
3. 9, 10 and 18 as well as 27, 28 and 36
4. 1, 10 and 18 as well as 26, 27 and 36

QUESTION 7

Which of the following indicates the correct relationship between the following kin?

1. 23 is a patrilineal kin member of 2
2. 4 is a sibling of 8
3. 4 is an affine of 8
4. 23 is a parallel kin member of 2

QUESTION 8

Select the option that **CORRECTLY** completes the following statement:

The marital arrangements of which 41 in the diagram forms a part, is an example of ...

1. sororal polygyny.
2. heterogeneous polyandry.
3. polygyny.
4. fraternal polyandry.

QUESTION 9

First decide whether Statements A, B and C, which relate to the choice of marriage partners and the conclusion of marriage among Sotho-speaking groups, are **CORRECT** or **INCORRECT** and then select the **CORRECT** option from those given below.

Statement A

The conclusion of marriage comprises a series of legal, ritual and ceremonial acts.

Statement B

Pedi-speaking people believe that marriage between cross-cousins strengthens relations between kin-groups.

Statement C

The transfer of marriage goods gives security to the bride after the conclusion of a marriage.

1. Only Statements A and B are correct.
2. Only Statements A and C are correct.
3. Only Statement A is correct.
4. Only Statement B is correct.
5. Statements A, B and C are correct.

QUESTION 10

Which one of the following statements concerning **exogamy** is **CORRECT**?

1. Exogamy is synonymous with incest because both prohibit marriage between certain categories of kin in societies.
2. The rules of exogamy regulate and preserve the sexual relations between clan and lineage members.
3. Exogamy is a prohibition on marriage within a particular group such as a clan or a lineage.
4. Exogamy is a phenomenon which is found among all Xhosa- and Pedi-speaking groups of South Africa.

QUESTION 11

Which of the following is **NOT an element present in religion**?

1. Symbols to which the followers of a religion attach a particular value
2. Particular beliefs or conceptions about humankind and its origin
3. Various acts that are performed out of respect for the supernatural
4. Perceptions of the supernatural that can be proved emphatically and experimentally

QUESTION 12

Select the option that **CORRECTLY** completes the following statement:

Communities who practise ancestor cults generally believe that ancestors ...

1. denote deceased people who live in the world of the ancestors.
2. have unlimited knowledge of the living.
3. can influence their living close kin as well as non-kin.
4. do not usually send misfortune and ill-health to their close kin.

QUESTION 13

Which one of the following statements regarding the **supernatural** is **CORRECT**?

1. Perceptions of the supernatural are based on what people in a community regard as 'natural'.
2. In many languages there is no equivalent for the English term 'supernatural', which indicates that the supernatural does not exist for speakers of such languages.
3. In terms of a 'western worldview' no clear distinction is made between humans, nature and the supernatural.
4. In communities around the world, perceptions of the supernatural change over time.

QUESTION 14

Which one of the following forms the **focal point of the treatment of an ill malopo-medium**?

1. The drinking of traditional beer
2. The performance of dances
3. Sacrifices to the ancestral spirits
4. Purification rituals

QUESTION 15

Select the option that **CORRECTLY** completes the following statement:

Religious fundamentalists ...

1. are generally regarded as antimodernists.
2. emphasise the use of modern technology to achieve their religious objectives.
3. identify themselves strongly with the larger religious groups from which they evolved.
4. do not distinguish clearly between a secular and a sacred life.

[15]

**8.6 Other assessment methods**

None.

8.7 The examination

Use your *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

8.7.1 Examination admission

To qualify for admission to the examination, **you must at least complete Assignment 01**. Completion and submission of Assignment 01 is therefore compulsory for admission to the examination for APY1501.

8.7.2 *The semester mark, final mark and borderline cases*

- **The semester mark**

Your semester mark, which contributes a maximum of 20 marks to the final mark of 100, will be based on the marks you obtain for Assignment 01. If, for example, you obtain 12 out of 15 (i.e. 80%) for this compulsory assignment, 16 marks will be added as semester mark to your final mark.

- **The final mark**

To calculate your final mark, we will convert the mark which you obtain for the examination (out of 60) to a mark out of 80, and then add your semester mark.

Thus, the final mark is calculated as follows:

Examination mark	80
Semester mark	<u>20</u>
Total (Final mark)	<u>100</u>

Note, however, that regardless of your semester mark, you must obtain at least 24 out of 60 (40%) for the examination to pass this module.

8.7.3 *Examination period*

This module is offered in a **semester period of 15 weeks**. This means that if you are registered for the first semester, you will write the examination in **May/June 2017** and the supplementary examination will be written in **October/November 2017**. If you are registered for the second semester you will write the examination in **October/November 2017** and the supplementary examination will be written in **May/June 2018**.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

8.7.4 *Examination paper*

The examination for APY1501 will take the form of a **TWO-HOUR** paper, which will be written at the **end of the semester**. The examination paper will consist of **60 multiple-choice questions**. All multiple-choice questions are of equal value. The examination, therefore, has a total of **60 marks**. The format of the examination questions is similar to that of the questions set for the assignments.

9 FREQUENTLY ASKED QUESTIONS

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AGE1501 - Introduction to Archaeology

What will I learn?

- You'll learn how archaeologists find and excavate sites, what they do with the things they find and why our past matters.

How will this help me?

- Archaeology is a good companion subject to Anthropology, History, Geography, Museum and Heritage Studies, Botany, Zoology, Chemistry and Ancient Near Eastern Studies.
- You can study Archaeology as part of a BA or BSc degree at UNISA.
- Archaeologists find employment in universities, museums, government agencies, the heritage and tourism sector and NGOs.

AGE1502 – The Archaeology of Southern Africa

Did you know?

- The archaeological record in South Africa dates back over 3 million years.
- The Acheulean handaxe is the stone age equivalent of a Swiss Army Knife.
- The first beads were made out of seashells.
- The impact that the arrival of cattle and sheep had on the social structure of hunter-gatherers is a hotly debated topic.
- South Africa has the evidence for the earliest state in Southern Africa – at the World Heritage Site of Mapungubwe.
- There is evidence for trade links between southern Africa and China almost 1000 years ago.
- Archaeologists use comparisons with modern-day ethnographic societies to help reconstruct the past.
- The prehistory of southern Africa is more interesting than you think.

11 IN CLOSING

We wish you all the best with your preparation for the examination. Please get in touch with us if you are experiencing any problems with the study material.

Kind regards

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