

**DEPARTMENT OF EDUCATION
INTRODUCTION TO ETHNOLOGY (SG)
NOVEMBER 2004**

Note that **TWO** marks are to be awarded for each answer in Question 1 and for each fact or relevant statement in the other questions.

QUESTION 1

Only indicate whether the following statements are **TRUE** or **FALSE**.

- | | | |
|------|-------|-------------|
| 1.1 | TRUE | (2) |
| 1.2 | TRUE | (2) |
| 1.3 | FALSE | (2) |
| 1.4 | FALSE | (2) |
| 1.5 | FALSE | (2) |
| 1.6 | FALSE | (2) |
| 1.7 | TRUE | (2) |
| 1.8 | FALSE | (2) |
| 1.9 | FALSE | (2) |
| 1.10 | TRUE | (2) |
| 1.11 | TRUE | (2) |
| 1.12 | TRUE | (2) |
| 1.13 | TRUE | (2) |
| 1.14 | FALSE | (2) |
| 1.15 | FALSE | (2) |
| 1.16 | FALSE | (2) |
| 1.17 | TRUE | (2) |
| 1.18 | TRUE | (2) |
| 1.19 | TRUE | (2) |
| 1.20 | TRUE | (2) |
| 1.21 | FALSE | (2) |
| 1.22 | FALSE | (2) |
| 1.23 | FALSE | (2) |
| 1.24 | TRUE | (2) |
| 1.25 | FALSE | (2) |
| | | [50] |

QUESTION 2

Write notes on:

- 2.1 Ethnology as the study of people and their culture
* study of societies and their cultures
* ethnologists are interested in everything that people do, make, think and say
* examples: languages they speak, their behaviour
* forms of marriage, how they obtain their food
* ethnologists visit people to obtain this knowledge (10)
- 2.2 The use of ethnological knowledge.
it helps us to understand the way of life of people

- * it places customs within the context of the whole lifestyle of a people
- * example: why cattle are sacred in India and should not be killed
- * it prevents ethnocentric feelings towards other people
- * examples: strange religious views and marriage with close kin
- * contributes to better co-operation and co-existence of people
- * it can help to solve the practical problems of societies
- * it helps to stimulate better relations between people
- * knowledge of culture can help in the development of people
- * makes people aware of groups (eg. the Bushmen) whose cultural survival is at risk

(20)

2.3 The nature and characteristics of culture.

- * culture is associated with people
- * it is shared by people of a society
- * culture includes the creations of a society
- * their actions, behaviour and values
- * culture is learned
- * culture is dynamic (continually changing)
- * culture is composed of various aspects
- * examples: economic, political, religious, etc.
- * culture is an integrated whole
- * culture leads to the formation of groups
- * culture is a socio-cultural system

(20)
[50]

QUESTION 3

3.1 Describe the composition and functions of the elementary or nuclear family.

Composition

- * composed of father mother and children
- * composed of one parent and the children in a single parent family

Functions

It is the unit in which

- * the procreation of children takes place
- * children are disciplined
- * children are enculturated (educated)
- * children are instructed about their participation in religious activities
- * children are given tasks to maintain the family
- * a division of labour occurs:
 - * traditionally boys were expected to tend the live-stock with the help of their father
 - * girls helped their mothers with their domestic tasks
- * migratory labour system affects parental control and functions of the family(20)

3.2 Name **FIVE** forms of residence that are found after marriage.

- * patrilocal
- * matrilocal
- * neolocal
- * avunculocal
- * bilocal

(10)

- 3.3 Identify the most common grounds for divorce.
- * barrenness
 - * adultery
 - * desertion
 - * ill-treatment
 - * constant quarrelling
 - * economic reasons
 - * accusation of witchcraft
- (10)

- 3.4 Describe the functions of marriage goods (*ukulobolo/magadi*) among Bantu-speaking groups.
- * transfer of marriage goods often forms part of marriage transaction
 - * delivery of marriage goods compulsory for a legal marriage
 - * delivery of marriage goods does not constitute payment for bride
 - * a means of ensuring that she is well-treated
 - * if she is not treated well it can give rise to the dissolution of the marriage
 - * only through the delivery of marriage goods that man can legally claim children borne by his wife
 - * by the delivery of marriage goods the procreative ability of wife is transferred to husband's family
 - * also her labour powers are transferred to husband's family
- (10)
[50]

QUESTION 4

- 4.1 Name the **FIVE** basic methods that are used for the production of food and also discuss the hunting and gathering activities of the Bushmen.

Methods to produce food:

- * hunting and gathering
 - * pastoralism
 - * horticulture
 - * agriculture
 - * industrialization
- (10)

Hunting and gathering activities of the Bushmen:

Hunting:

- * men's task to hunt
- * large animals are hunted by a group of hunters
- * bows and arrows are used as hunting weapons
- * tips of arrows are poisoned
- * firebrands are used to smoke out antbears and warthogs
- * magic is used to ensure successful hunting

Gathering:

- * gathering of veldkos and firewood is women's work
 - * veldkos provides 60-80% of their food supply
 - * skinbags are used for gathering activities
 - * because of their knowledge about their habitat women are consulted in the selection of a new camping site
- (20)

- 4.2 Indicate the influence that industrialization has on the people of Africa.

- * men move to urban areas for work
- * gave rise to migratory labour system
- * these migrations are often associated with rituals
- * example: Gcaleka of the Eastern Cape
- * traditional division of labour has changed
- * property rights over land possible in urban areas
- * money must be earned for purchasing of goods
- * gave rise to new values
- * individualism was stimulated
- * ability and competence required
- * education and training for jobs have become important
- * decreasing importance of kin
- * trade unions are important
- * stokvels are used as saving clubs

(20)
[50]

QUESTION 5

- 5.1 Discuss the belief in a supreme being amongst Bantu-speaking groups.
- * highly respected
 - * creator of everything
 - * associated with heaven and earth
 - * believed to be far removed from people
 - * people are not required to worship him
 - * can only be reached through ancestor spirits

examples:

- * Xhosa - uQamata or uThixo
- * Sotho - Modimo
- * Venda - Raluvhimba
- * Zulu - uNkulunkulu
- * Tsonga - Tilo

(20)

- 5.2 Describe the ways in which the ancestor spirits reveal themselves to people.
- * dreams
 - messages from ancestor spirits
 - ancestors are usually patrilineal kin
 - sign of calling to become a diviner
 - * visions
 - example of Nongqawuse before cattle killing of Xhosa
 - * omens
 - owl (Zulu)
 - hail (Pedi)
 - * misfortune
 - includes illness and disasters
 - a means of informing people to perform ritual acts
 - also associated with transgressing taboos
 - * divination
 - reveals misfortune and predicts the future
 - * various methods (dolosse or divining bones)
 - * prophecy
 - examples from the Bible

- acts on inspiration from god or spirit (20)

- 5.3 Describe benevolent(good) magic amongst Bantu-speakers.
- * for the benefit of people
 - * to heal or prevent illness
 - * to ensure good fortune
 - * as protection against evil
 - * sometimes called 'white magic' (10)
- [50]

QUESTION 6

- 6.1 Describe the functions and tasks of the tribal chief amongst Bantu-speakers.
- * head of central authority
 - * religious head
 - link between tribe and ancestor spirits
 - * economic leader
 - care for needy and elderly people
 - * military leader
 - * chairman of court council (10)

- 6.2 Name **FIVE** examples of courts in South Africa.
- * courts of traditional leaders
 - * magistrate's courts
 - * small claims courts
 - * supreme court
 - * appeal court
 - * constitutional court (10)

- 6.3 Name **FIVE** examples of culture change that have resulted from contact between Bantu-speakers and Westerners in South Africa.
- * adoption of Christianity
 - * adoption of money
 - * other material needs (clothes, motor cars)
 - * political control of Blacks by Whites
 - * liberation movements (ANC, PAC) came into being
 - * laws prohibiting witchcraft
 - * decrease in polygynous marriages (10)

- 6.4 Identify the core problems in the development of education in Africa.
- * virtually no relation between cultural values and formal education
 - * education system not adapted to the cultures of the people
 - * no uniform educational basis in most states
 - * formal education in schools is Western in nature and context
 - * medium of tuition is the language of the earlier colonists
 - * illiterate parents cannot help children with their schoolwork
 - * children grow up in an environment that does not stimulate learning
 - * because of the patrilineal system parents do not communicate spontaneously with their children
 - * academic tuition rather than technical training is emphasized
 - * a shortage of funds and facilities

- * a shortage of trained teachers
 - * drop-out figure at primary level is high
- (20)
[50]

QUESTION 7

7.1 Name **FIVE** household articles and weapons used by the early Iron Age people in South Africa.

- * spearheads
 - * hoes
 - * axes
 - * adzes
 - * clay pots
- (10)

7.2 Write notes on the Negrillo or Pygmies of Zaire.

- * dwarfish or small people
 - * danced for ancient Egyptian kings
 - * have largely been absorbed by Bantu-speaking groups
 - * hunters and gatherers
 - * speak languages of their hosts
 - * Bambuti are a well-known group
- (10)

7.3 Identify the most important Nguni- and Sotho-speaking groups in South Africa.

Nguni:

- * Xhosa
- * Zulu
- * Swazi
- * Southern Ndebele

Sotho:

- * Tswana
 - * Southern Sotho
 - * Northern Sotho
- (14)

7.4 Describe the cultural characteristics of the Venda

- * role of women in their culture (women can be traditional leaders)
 - * paramount chief is regarded as virtually a divine being
 - * many ruins and stone symbols are found in their area (dzata)
 - * use wooden divining dishes with totemic symbols
 - * xylophone as musical instrument
 - * individual and joint initiation rites
 - * domba dance
 - * have been influenced by Lemba (circumcision)
- (16)

[50]

QUESTION 8

8.1 Write notes on the **Zulu and Wambo** with reference to their **residential areas** and most important **cultural characteristics**.

The Zulu

- * patrilineal exogamous clans
- * traditional homestead (*umuzi*) is circular in form
- * beehive shaped huts

- * cattle kraal is place of sacrifice
- * oval shields and short assegais
- * decorative beadwork
- * ear-piercing rites to "open" ears of children
- * boys and girls undergo short puberty rites (*thomba*)

(16)

The Wambo

- * are found in Ovamboland in Namibia
- * largest ethnic group in Namibia
- * agriculturalists
- * some do own cattle and smaller livestock
- * men usually work with cattle
- * live in semi-permanent villages
- * various families are separated by high pole fences
- * matrilineal descent system
- * traces of patrilineal descent are found
- * no transfer of marriage goods

(20)

8.2 Identify the characteristics of Hinduism in South Africa

- * has no founder
- * philosophy of life
- * accepts the principle of reincarnation
- * polytheistic:
- * Brahma
- * Vishnu
- * Shiva
- * temples
- * private altars

(14)

[50]

TOTAL: 300