

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**FINAL EXAMINATION PAPER, MAY 2014**

**TITLE OF PAPER** : **CONSTRUCTIVE ARTS**

**COURSE CODE** : **PEC 310**

**TIME ALLOWED** : **THREE (3) HOURS**

- INSTRUCTIONS**
1. **THIS PAPER CONSISTS OF SIX QUESTIONS. ANSWER ANY FOUR OF THESE. EACH QUESTION CARRIES 25 MARKS.**
  3. **CREDIT WILL BE GIVEN FOR CLARITY OF THOUGHT.**
  4. **THE ENTIRE EXAMINATION CARRIES A TOTAL OF 100 MARKS WHICH CONSTITUTES 50% OF THE FINAL COURSE GRADE.**

**THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

**PEC 310**

**FINAL EXAMINATION**

**MAY 2014**

**INSTRUCTION: ANSWER ANY FOUR OF THE FOLLOWING SIX QUESTIONS.  
EACH QUESTION CARRIES 25 MARKS.**

**QUESTION 1**

Assess the integration of three major life skills that emerge in the teaching of a practical arts programme. [25 MARKS]

**QUESTION 2**

‘A mild mentally retarded [challenged] child has the capacity to benefit from a constructive arts programme’. Discuss. [25 MARKS]

**QUESTION 3**

Discuss educational adaptations that should be considered for slow learners and the handicapped in a Constructive Arts class. [25 MARKS]

**QUESTION 4**

Examine the importance of drawing and planning stages for most constructional activities. [25 MARKS]

**QUESTION 5**

Crystalize the meaning of ‘colour’ and then give a full account of the concept, in terms of its properties, the types of colours and the way colour affects our feelings. [25 MARKS]

**QUESTION 6**

Throughout the curriculum, language and art play active roles in developing imagination.

Discuss this statement, indicating how words and pictures are a natural combination to help develop a child’s individual concept of an idea. [25 MARKS]