

STUDENT'S ID NO: _____ SIGNATURE: _____



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF SEMESTER ONE EXAMINATIONS FOR LEVEL 200, 2021/2022

B.ED. PROGRAMME

COURSE CODE: **TEUP 209**

COURSE TITLE: **GHANAIAN IDENTITY, CULTURE, AND ARTS**

Instruction: Answer all questions in Section A and any three questions in Section B.

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

1. A national identity is a form of ... identification with the symbols and discourses of the nation-state.
 - A. imaginative
 - B. consequent
 - C. constitutional
 - D. comparable
 - E.

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2. The quality of diverse or different cultures, as opposed to monoculture, or a homogenization of cultures, akin to cultural decay is best referred to as.....
 - A. cultural diversity
 - B. culture
 - C. culture acculturation
 - D. culture assimilation
3. The following are all examples of cultural diversity at the workplace and in the school setting EXCEPT.....
 - A. having a diverse range of ages working together
 - B. having a multilingual team
 - C. having policies that are vocally against discrimination
 - D. none of the above
4. In the teaching and learning of Ghanaian identity, culture, and art lessons, Mr. Kunorvi ensured that all learners were treated the same or had equal access to resources and opportunities to facilitate effective teaching and learning of the subject. Which of the following concepts did Mr. Kunorvi apply in his teaching?
 - A. Equality
 - B. Equity
 - C. Inclusivity
 - D. Integration
5. All but one of the following is NOT a form of assessment procedure in the teaching and learning of Our World Our People lessons,
 - A. assessment as learning
 - B. assessment for learning
 - C. assessment of learning
 - D. assessment of objectives
6. What is national identity based on?
 - A. A country's landscape and geographical features
 - B. A country's weather
 - C. A country's culture, tradition, language, and politics
 - D. A country's wealth

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7. In Our World Our People curriculum, the concept that involves the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process is known as....
 - A. differentiation
 - B. inclusion
 - C. integration
 - D. scaffolding
8. The Coat of Arms of Ghana was designed by a Ghanaian artist. Who was he?
.....
- A. Amakye Dede
B. Amon Kotei
C. Aphriam Amu
D. Kojo Bambir
9. A Social Studies/Our World Our People (OWOP) teacher after presenting the concepts 'Gender and Sex' to his/her B6 pupils, enabled them to indicate whether they were males or females to a personal record form they had to fill. The pupils' ability to do that demonstrated they had mastered the concept of
 - A. culture
 - B. equality
 - C. gender
 - D. sex
10. A person's sense of belonging to one's state or nation is known as
 - A. community identity
 - B. international identity
 - C. national identity
 - D. personal identity
11. The extreme expression of national identity is referred to as
 - A. chauvinism
 - B. ethnocentrism
 - C. ethnicity
 - D. patriotism

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12. The basic rights and freedoms that every person has from birth to death are called

- A. basic rights
- B. human rights
- C. legal rights
- D. social rights

13. The right of citizens to use state facilities is termed as

- A. legal rights
- B. natural rights
- C. political rights
- D. social rights

14. The right of citizens to be free to choose and pursue the vocation or profession they desire is

- A. democratic rights
- B. economic rights
- C. human rights
- D. natural rights

15. Concerning the Coat of Arms of Ghana, the gold lion which is positioned in the centre of the Green St George's Cross represents

- A. link between Ghana and the Commonwealth
- B. lone star of African Freedom
- C. national aspirations
- D. National Government

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16. Rituals and ceremonies marking the movement from one stage of life to another are known as.....

- A. passage of life
- B. rites of passage
- C. rites of passage
- D. ritual of passage

17. The art that is done to decorate the human body is called..... art

- A. body
- B. ceremonial
- C. spiral
- D. talisman

18. Beads are worn to serve all these purposes EXCEPT.....

- A. aesthetic
- B. medicinal
- C. spiritual
- D. academic

19. In indigenous art, there is no distinction between art and craft

- A. True
- B. False

20. A sensation produced on the eye by rays of decomposed light is called

- A. beam
- B. colour
- C. reflection
- D. tertiary

21. Which of the following statements is true?

- A. cultural identity is permanent
- B. cultural identity is fixed at birth
- C. cultural identity is fluid
- D. an individual can only have two cultural identities

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22. Self-esteem is

- A. our personal attributes
- B. the descriptive component of the self
- C. the evaluative component of the self
- D. our personal preferences

23. Self-efficacy connects to which of the following?

- A. self-worth
- B. leadership
- C. confidence
- D. persuasion

24. A type of performing art done to console and comfort the bereaved family and sympathizers during funeral ceremonies of their beloved ones in indigenous Ghanaian communities is best described as

- A. appellations
- B. dirges
- C. symbols
- D. tales

25. The wise sayings that illustrate the bravery of the ancestors are called.....

- A. dance
- B. dirges
- C. folklore
- D. proverbs

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SECTION B

[75 Marks]

Answer any **three** questions in this section.

1. Discuss five (5) challenges facing the development and promotion of National Identity in Ghana (**25 Marks**)
2. Discuss five (5) ways of promoting National Identity (**25 Marks**)
3. Discuss five (5) factors that have caused a cultural change in Ghana (**25 Marks**)
4. (A) Explain the concept of "Cultural expressions". 5 marks
(B) Describe four (4) importance of cultural expressions to the Ghanaian society (**25 Marks**)
5. Discuss any five (5) features of indigenous Ghanaian arts (**25 Marks**)