



## UNIVERSITY OF JOHANNESBURG

JUNE EXAM 2014

**COURSE:** DEVELOPMENT STUDIES 1A **TIME:** 2 HOURS

**SUBJECT CODE:** OWS 1A11 **MARKS:** 100

**LINKING CODES** DEVEX1A11; DEV1A11; DEV1AA1

**QUESTION PAPER:** Module 1: Introduction to development theories & practices  
Module 2: Children, youth & development

**EXAMINERS:** 1. Dr Edith Phaswana  
2. Dr Zosa Gruber

(This paper consists of 14 pages)

**INSTRUCTIONS:** There are two sections in this paper.

**Section A must be answered in the answer booklet handed out to you.**

**Section B has to be answered on Blackboard (unless there is a problem with Blackboard in which case you have to fill the correct answer on the answer sheet provided).**

### **SECTION A: LONGER ESSAY-TYPE QUESTIONS**

ANSWER THESE QUESTIONS IN THE BOOKLET PROVIDED

#### **Question 1 (Compulsory)**

Katie Willies (2013) asserts that it is important to discuss *colonialism* in the context of development theory. What are some of the reasons she provides for this? [5]

#### **Question 2 (Options)**

**Select ONLY ONE question from the list provided below. Write a maximum of five sentences to show your understanding of theory.**

- A. "Top-down approaches to development are the worst type of development – apart from all the others." Show to what extent do you agree / disagree with this statement by using only one approach as an example? [5]

OR

- B. "In recent years, bottom-up approaches to development have been hailed as the main engine of development; in the future, they will be too." Discuss this using only one example. [5]

OR

- C. Should donor governments and multilateral agencies prioritise building a strong civil society in countries where states are corrupt and ineffective? [5]

**OR**

- D. Provide arguments for or against decentralisation. [5]

**OR**

- E. "Many development approaches have used the natural environment as a source of wealth." Discuss this statement from a theory-informed view? [5]

**Total Section A: 10 marks**

### **SECTION B**

**THIS SECTION MUST BE ANSWERED ON BLACKBOARD. THIS PRINTED VERSION WILL ONLY BE USED IN CASE THERE IS A PROBLEM WITH BLACKBOARD.**

**Answer all the questions on Blackboard.**

**Questions 1- 40 each count 1 mark; thereafter the mark is indicated at each question.**

1. According to Alan Thomas, a deliberate intervention to bring about 'progress' in third-world regions can be termed as
  - a. Modernity
  - b. Imperialism
  - c. Development
  - d. Post-development
2. Countries that have moved away from an agriculture-based economy to a more industrialised urban economy are called \_\_\_\_\_. These countries' level of economic development can be ranked between developing and first world classification.
  - a. Highly Indebted Countries
  - b. Middle Income Countries
  - c. Newly Industrialised Countries
  - d. Developed countries
3. Approaches that considers the market/state as main actors in development can be classified as
  - a. Bottom-up approaches
  - b. Top-down approaches
  - c. Socio-cultural approaches
  - d. Environmental approaches
4. The transfer of resources from one country to another on concessional terms is called
  - a. Aid
  - b. Loan
  - c. Economic freedom
  - d. Free market
5. This theory privilege the state as the main driver for development
  - a. Neoliberalism
  - b. Socialism
  - c. Dependencia
  - d. None of the above
6. When we say a region is a 'Third world' we mean
  - a. The region came third when world regions were classified
  - b. The region does not follow a capitalist nor a socialist model
  - c. The region ranks third in terms of wealth and prosperity
7. In the 1980s development theorists stopped thinking about what development is and how it can be achieved after seeing that existing 'development' theories did not translate into practice. In development discourse this phase is called \_\_\_\_
  - a. Development impasse

- b. Post development
  - c. Post-modernism
  - d. Modernity
8. The idea that government should retreat from direct involvement in economic activities and let the market be free is also known as \_\_\_\_\_
- a. Dependencia
  - b. Modernisation
  - c. Neo-liberalism
  - d. Structuralism
9. These theorists believe that Southern countries are poor because of exploitation by Northern countries
- a. Structuralists
  - b. Modernisation theorists
  - c. Neo-Malthusian theorists
  - d. Dependency theorists
10. In development thinking when an individual or group is able to make decision and do things based on their own choices it entails that
- a. The person has agency
  - b. No one is concerned about them
  - c. It is difficult to control them
  - d. Their free will has diminished
11. A situation where people and their territory are politically controlled by a foreign state is called \_\_\_\_\_
- a. Eurocentrism
  - b. Colonialism
  - c. Neo-colonialism
  - d. Coloniality
12. According to modernisation theorists \_\_\_\_\_ is condition for development
- a. Social development
  - b. Economic growth
  - c. Environmental protection
  - d. Cultural development
13. A non-economic measure of development that incorporates dimensions of development such as longevity, education and living standard is referred to as
- a. Gross National Product
  - b. Gini Coefficient
  - c. Human Development Index
  - d. Gini Index
14. Everything that a particular country produce and sell forms part of the country's
- a. Gross domestic Product
  - b. Human Development Index
  - c. Gini Coefficient
  - d. Gini Index
15. A form of economy and society that promotes the use of technology, industrialisation and urbanisation can be described as
- a. Feudalism
  - b. Modernity
  - c. Medieval
  - d. Dark ages
16. According to Fanon, in the zone of non-being subjects are
- a. Racially privileged
  - b. Dehumanised
  - c. Regarded as superior than other human beings
  - d. Protected by law and are emancipated
17. These group of theorists sees development as planned poverty,

- a. Modernisation theorist
  - b. Classical economic theorist
  - c. Post-development theorists
  - d. Neoliberal theorists
18. In the zone of being, as Fanon would argue the following subjects may be inferiorised:
- a. Homosexuals
  - b. Women
  - c. Disabled
  - d. All of the above
19. The Fanonian tool suggest that subjects in the zone of non-being experience
- a. Racial oppression
  - b. Economic freedom
  - c. Individual rights
  - d. None of the above
20. The idea that Western knowledge and culture is superior than other knowledges and culture can be described as
- a. imperialism
  - b. fundamentalism
  - c. eurocentrism
  - d. neo-colonialism
21. Which statement is not true
- a. Quantitative measurements of development support policy making and large scale development.
  - b. Quantitative measurements allow for inter and intra country comparison.
  - c. GDP is a qualitative measurement of development.
  - d. Qualitative measurements describe how people think and feel about development.
22. Identify which statement is not true.
- a. The Basic Needs approach focused on essentials for physical survival, access to services, employment and decision-making.
  - b. The Basic Needs approach focused on agricultural development and support for the urban informal sector.
  - c. The Basic Needs approach focused on large scale projects.
  - d. The Basic Needs approach focused on improving public services.
23. Which statement is not true? Meeting the needs of the poor will have the following outcomes:
- a. Reduce poverty levels
  - b. Improve education and skill levels
  - c. Reduce the demand for domestic products
  - d. Enable the poor to purchase more goods and services
24. In the New Policy Agenda, aid is channelled through:
- a. The government
  - b. The banks
  - c. NGOs
  - d. None of the above
25. Which one of the following actors is not a part of civil society?
- a. Church groups
  - b. Trade unions
  - c. Government
  - d. NGOs
  - e. All of the above
26. Which statement is not true?
- a. 'Power over' means to dominate others
  - b. 'Power to' means having an ability to act or change
  - c. 'Power with' means working with others

- d. 'Power within' means feeling insecure and afraid
  - e. All of the above
27. Meaningful participation means:
- a. Informing communities about your project
  - b. Telling communities what you plan to do in your project
  - c. Finding out about the community's basic needs and working with them to find solutions to their problems
  - d. None of the above
28. Social capital refers to:
- a. Income that is generated in a community
  - b. International aid
  - c. Networks of friends, family and kin that can help the rich
  - d. None of the above
29. Post-development means:
- a. It is important to follow the development example set by Europe.
  - b. It is important to follow a single, linear path to development.
  - c. All countries must industrialise and focus on infrastructure.
  - d. You should tell people how they should live.
  - e. You should prioritise local views in the development of policies and programmes.
30. Which statement is not a Millennium Development Goal?
- a. Eradicate extreme poverty and hunger
  - b. Ensure environmental sustainability
  - c. Promote child mortality
  - d. Combat HIV/AIDS, malaria and other diseases.
31. Identify which indicator is not an economic dimension of development.
- a. National income
  - b. Inequality
  - c. Proportion of poor earning less than \$1 per day
  - d. Adult literacy
  - e. Unemployment
32. African socialist such as Julius Nyerere argued that \_\_\_\_\_ and \_\_\_\_\_ are not part of African culture, but had been introduced by European colonialists
- a. socialism and Ujaama
  - b. communal ownership and production
  - c. manufacturing and agricultural production
  - d. capitalism and class divisions
33. What has been the main critique of the world-system theory?
- a. Focus on state-level action, exclude local-level
  - b. Focus on local-level; exclude state-level action
  - c. Blaming everything on external forces without considering internal forces
  - d. Reinforces power of Western states
34. Which statement best describe a socialist approach to development?
- a. Accumulating profit is prioritised over the needs of the population
  - b. The means of production is owned by the bourgeoisie
  - c. The state is the custodian of development
  - d. The market should drive development
35. In a socialist regime,
- a. individuals get better services based on their ability to pay
  - b. individuals work according to their abilities and are provided according to their needs
  - c. individuals work to provide for the bourgeoisie only
  - d. individuals work to provide for their salaries according to qualifications
36. Which of the following is a characteristic of structural adjustment programmes?
- a. Reduce child mortality
  - b. Privatised state firms

- c. Combat HIV and AIDS
  - d. Promote state control of exports
37. Which statement is not true?
- a. Decentralisation may increase regional inequalities.
  - b. It is easy to coordinate central and local government activities.
  - c. The capacity of local government is often limited.
  - d. Decentralisation may give local people greater say in decision-making.
38. Development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs is called
- a. Economic development
  - b. Social development
  - c. Sustainable development
  - d. Cultural development
39. The three pillars of sustainable development are
- a. GNP, GDP, GNI
  - b. GDP, HDI, Gini Index
  - c. environmental protection, economic development and social development
  - d. climate change, environmental protection, economic growth
40. Fair trade means
- a. trade where there are no obstacles to the free movement of goods and services.
  - b. trade within which attention is paid to environmental issues, human rights concerns, animal welfare and other social issues.
  - c. trading partnership which aims at sustainable development for excluded and disadvantaged producers.
41. Nonkulu, a 15 year old girl, collapsed at the clinic. She had a fever, was coughing and looked very thin. When asked about her living conditions, she admitted that she was living on the streets and did not have friends and family to help her in times of trouble. She felt depressed, lonely and suicidal.
- Match the model with the approach

[2]

I. Biomedical model	a. Nonkulu has tuberculosis and needs medical treatment
II. Social model	b. Nonkulu's social conditions, combined with the absence of positive social and community networks, have led to both mental and physical health problems. She needs to receive a full basket of services.
III. Biopsychosocial model	c. Nonkulu is moved to a Place of Safety for girls.
IV. Interim care	d. Social workers follow a number of steps to assist Nonkulu including early intervention, interim care, statutory care and alternative care.
V. Continuum of care	e. Nonkulu lives in unfavourable conditions and suffers from an absence of social support. She needs to see a social worker.

42. Mrs. Mabuso teaches grade 4 pupils in a primary school in Limpopo Province. She has been trained on how to teach the students to learn the facts as prescribed in their textbooks. She usually stands in front of the class and reads extracts from the textbook. She then asks the pupils questions to test their comprehension.

Please answer the following questions, by matching the questions with their correct answers. [8]

I. A formal, didactic approach.	a. Bankers of knowledge
II. The prescribed content is outlined in the textbook.	b. Epistemology
III. The nature and truth of the knowledge Mrs. Mabuso is imparting.	c. Vocational training
IV. The students are passive recipients of knowledge and do not critically engage with the world.	d. Pedagogy
V. The textbook is written in English, uses Western examples and promotes the continued dependency of the periphery on the core.	e. Grassroots theory
VI. It was worthwhile to invest in Mrs. Mabuso's training as there will be a high rate of return.	f. Transformation
VII. The textbook promotes wage labour, commodification and consumerism.	g. Neo-colonialists
VIII. Mrs. Mabuso does not foster a participatory approach and does not encourage the learning of local knowledge.	h. Marxism
IX. Many pupils in Mrs. Mabuso's class would prefer to learn skills so that they can find a job.	i. Curriculum
X. Efforts have been made to ensure that previously disadvantaged children can access school.	j. Human capital theory

43. Patience is 12 years old. She has been brought up to respect her parents and obey their wishes, even if she is worried about her own health and safety. Her parents arranged for her to marry the old headman in the village. In exchange they will receive land, cattle and material support in their old age. As she is the oldest daughter, she is faced with extensive pressure to fulfil her parent's commands. As this custom has been practiced in her community for many years, her friends think that it is normal and pressure her into accepting the situation without complaint. The only way in which Patience can try to exercise power in this situation, is by spitting in her new husband's food or by running away from home.

Answer the following questions, by matching the questions with the correct responses. [10]

I. When we say that the hierarchies are	a) Gerontocracy and patriarchy
---	--------------------------------

gerontocratic, what do we mean?	
II. When we refer to intergenerational contracts of reciprocity, what do we mean?	b) Patience has to obey her parents unquestionably due to power hierarchies based on age and generation.
III. When we refer to Patience's obligations in relation to her family, what are we referring to?	c) Stimulate community discussions and debate around the practice.
IV. When we refer to patriarchy, what do we mean?	d) Patience's experiences of childhood are not identical to that of her sisters and her friends.
V. Adopting an ecological systems framework, what would we identify as macro factors?	e) A norm
VI. What would you identify as interpersonal factors?	f) Agency
VII. By spitting in her husband's food, Patience is demonstrating what characteristic?	g) Patience has to ensure the material survival of her parents in old age in exchange for the care she received as a child.
VIII. What word would you use to describe a practice that is perceived as normal?	h) Children's responsibilities as outlined in the African Charter on the Rights and Welfare of the Child.
IX. What word would you use to describe these historically grounded ideas, beliefs and practices?	i) Culture
X. What harmful traditional practice is being referred to in this case study?	j) Early marriage
XI. What would a cultural relativist say about this practice?	k) Hierarchical structures that have ensured that by virtue of her gender, Patience is subordinate to men in her household and community.
XII. What would a universalist say about this practice?	l) Prevention



XIII. What would you do if you adopted a positive deviance approach?	m) People do not have a right to make moral judgments about my traditional beliefs and practices.
XIV. If you were adopting a social convention approach, what would you do?	n) Her ability to cope in the face of adversity.
XV. If you were going to adopt a medicalisation approach, what would you do?	o) Raise awareness about the risk of obstetric fistula.
XVI. If we tried to stop the practice from happening, what intervention would we adopt?	p) Patience achieves adult status after she is married.
XVII. When we refer to intersectionality, what do we mean?	q) Early intervention
XVIII. If we identified Patience as at risk and particularly vulnerable, we would try to work closely with the family through outreach. What would our intervention be called?	r) The manner in which Patience's identity and agency is influenced by her gender, age, socio-economic status, ethnicity and position in the family and community.
XIX. When we say that Patience is resilient, what are we referring to?	s) Patience's fundamental, inalienable human rights have been violated and this practice should be prohibited.
XX. When we refer to 'difference', what are we referring to?	t) Identify families in the community who are not forcing their young children into marriage and use them as examples.
XXI. When we say that marriage is a rite of passage, what do we mean?	u) Relationships with parents, peers and siblings.

44. Many people believe that Tony is abnormal because he has not progressed at the 'normal' rate from crawling to walking and non-verbal to verbal expression. Toby's father believes that Toby is simply being weak and naughty, and therefore needs to be disciplined into meeting his developmental targets. Toby's mother believes that Toby is a sweet, innocent toddler who should be cuddled and protected from the outside world. Even if Toby cannot speak, his mother is pleased that he is forming relationships with his siblings and developing attachments to his teddy bears. Both parents believe that it is their job to teach him how to become a moral, self-sufficient and highly functional adult, who can contribute to his family and community. Both parents have not noticed that their work stress has affected the amount of quality time that they spend with Toby, leaving Toby to develop his own secret language which he uses with his teddy bears and pets. Toby tries to get their attention by having tantrums when they get home.

Answer the following questions in relation to this case study, matching the questions with the correct answers. [10]

I. What philosophy has Toby's father adopted in relation to child rearing?	a) Bowlby
II. What philosophy has Toby's mother adopted in relation to child rearing?	b) Vygotsky
III. What psychological theorist is Toby's father using to assess Toby's strengths and weaknesses?	c) Becoming
IV. What psychological theorist is Toby's mother using to assess his strengths and weaknesses?	d) Dionysian
V. What theorist would consider the effect of the parent's work environment on their relationships with Toby, and in turn his development?	e) Apollonian
VI. What theorist would carefully consider how Toby's language has developed?	f) Agency
VII. When Toby has a tantrum, he may be showing signs of what characteristic?	g) Ethnography
VIII. When Toby's parents think about their responsibility to impart certain values on Toby, they are referring to what concept?	h) Socialisation
IX. When children in Malawi watch the television programme about Toby, what is happening?	i) Piaget
X. What theorist argued that prior to the Middle Ages, Toby would have been prepared to enter the labour force at a young age?	j) Aries
XI. Both parents believe that as adults, they must take responsibility for Toby.	k) Bronfenbrenner
XII. Researchers argue that in order to learn more about Toby's feelings and perceptions, it is important to use a particular methodology.	l) Modern, Western conceptions of childhood are exported
XIII. Some researchers would argue that there is no point conducting research on Toby as he is still incomplete, changing and growing.	m) Duty bearers

45. Maudy is an 11 year old girl. Her mother is suffering from a disability, which has prevented her from working. Her father abandoned their family when she was very young. Maudy is the oldest of three children. In addition to caring for her younger siblings, Maudy feels a responsibility to work to bring in much needed money to this starving household. As she is so young, she could not find a job as a waitress, cashier or packer at the local supermarket. She tried to beg for money on the side of the street, but found it to be very depressing and demeaning. She started to sell fruit in the taxi rank but noticed that some of the other girls were climbing into cars with men during the day and returning with wads of money. After asking for their help, she started to work as a prostitute. She doesn't like having sex with older men, but she is proud of being able to ensure the survival of her family.

Answer the questions by matching the answers and responses.

[10]

I. How would the ILO describe her engagement in prostitution?	a) Informal sector
II. If she had decided not to engage in sex work, but spent her day hawking on the street, how would the ILO have described her work?	b) Patriarchy
III. If she had been exposed to dangerous petrol fumes while working in the taxi rank, how would the ILO have described her work?	c) Social security
IV. Which sector is Maudy working in which sector?	d) Intergenerational contract
V. How would child rights organisations describe Maudy's work?	e) Commercial sexual exploitation
VI. How would the ILO have described Maudy's childminding duties?	f) Duty-bearer
VII. How would the ILO have described Maudy's sale of fruit?	g) Free trade
VIII. How should you describe Maudy's decision to engage in prostitution?	h) Hazardous
IX. In this story, Maudy's peers provided her with advice and mentoring. In psychology, they would be described as what term?	i) Basic needs approach.
X. What structural factors have led to this situation?	j) Poverty.
XI. Feminists would argue that Maudy's decision	k) Apprentice-masters

is influenced by what norms?	
XII. How can one explain Maudy's sense of obligation to her mother and siblings?	l) Worst form of child labour
XIII. In South Africa, Maudy's family may have been entitled to what intervention?	m) Statutory care
XIV. By taking responsibility for her family, Maudy is becoming a term, which is often described in relation to adults.	n) Domestic chores
XV. What would the IMF and World Bank have promoted to assist Maudy's family in the long term?	o) Alternative care
XVI. What would modernisation theorists have promoted to assist Maudy's family in the long term?	p) Agency
XVII. What would Marxist theorists have suggested to help Maudy's family in the long term?	q) Investments in large scale infrastructure, education, training and health at a macro-level
XVIII. If a social worker removed Maudy from her family through the Children's Court, and then placed her in a residential facility, what would this be called?	r) Break up the family, place Maudy in an institution and invest in her education
XIX. How would NGOs have tried to assist Maudy's family?	s) Productive work
XX. If a social worker placed Maudy in a foster family, what would this be called?	t) Child labour

46. Tshepo is a 19 year old youth who attends the University of Johannesburg. He was brought up to believe that he should be seen and not heard. As a teenager, he questioned the norms and values of his parents and elders. An NGO promoting child rights would often get him to wear their T-shirts or spread their messages to his friends. After school Tshepo used to make hip hop music videos with his friends, which he promoted on YouTube for the world to see. He had never thought about participating in the governance of his country. His Development Studies lecturer encouraged him to conduct research on the elections and make an informed voting decision.

Answer the questions by matching the answers and responses.

[10]

I. As Tshepo questioned the norms promoted by his elders, what was he called?	a) Hart
II. Through his videos, Tshepo and his friends developed their own beliefs, ideas and culture.	b) Youth activism
III. The videos reflect a combination of African and American cultural traditions.	c) Advocacy
IV. Which theorist would have described his delinquency in relation to the storm and stress of adolescence?	d) Manipulation
V. What theorist would have considered Tshepo's level of participation in relation to a ladder?	e) Appreciative approach
VI. The NGO who asked Tshepo to wear their promotional T-shirts, was adopting what approach to participation?	f) Active citizenship
VII. The NGO who asked Tshepo to spread their messages, was adopting what approach to participation?	g) Rights
VIII. If the NGO had shown Tshepo's videos in a coffee break during a conference, without allowing for meaningful discussion, what approach to participation would they be adopting?	h) Blois
IX. If the NGO had asked Tshepo to identify the youth's problems and needs through videography, what approach to participation would they be adopting?	i) Caretaker
X. The lecturer was trying to promote what outcome through her assignment?	j) Sub-culture
XI. If Tshepo and his friends had used his videos to campaign against injustices, what would they be doing?	k) Tokenism
XII. What has influenced Tshepo's decision to post videos on YouTube?	l) Globalisation
XIII. What approach to childhood were the elders adopting?	m) Awareness-raising
XIV. When he was a child, the NGOs argued that Tshepo should have the same rights and opportunities as adults, regardless of	n) Agents of change

his age.	
XV. At a policy level, there is increased recognition of the role that the youth can play in development.	o) Liberationist
XVI. Tshepo and his friends are entitled to have their voices heard.	p) Child-initiated
XVII. What would the NGO be doing if it tried to change government policy regarding child and youth participation?	q) Delinquent
XVIII. Why would the NGO ask Tshepo to wear their T-shirts?	r) Equity
XIX. Among Tshepo's peer group, certain youth are more vulnerable and marginalised. What approach would involve identifying and assisting these youths?	s) Hybrid-culture
XX. There is increased recognition that Tshepo and his peers have inner strengths that need to be identified and harnessed.	t) Decoration

**Total Section B: 90 marks**

**TOTAL EXAM: 100 MARKS**

--o00o--