



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE EXAMINATION 2017

PROGRAMME: B Ed Intermediate Phase
MODULE: Introduction to Social Sciences for the Intermediate Phase 1A
CODE: SOSINA1
TIME: 2 Hours
MARKS: 100
EXAMINER: S. Ramsaroop (Geography) and S. Godsell (History)
MODERATOR: K. Fonseca (Geography) and S. Ramsaroop (History)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of 5 pages and two sections.
2. Use 2 separate books and label them: (Book 1 Geography) and (Book 2 History).
3. There are two sections in this question paper. Please answer all questions.
4. Number your answers according to the question paper.
5. Write neatly and legibly.
6. Do not write in bullet form where a question is 5 marks or more.

SECTION A: GEOGRAPHY (BOOK 1)

Note: The answers in this section should be included in a separate book (Book 1)

QUESTION 1

- 1.1 Geography teaches valuable life-long skills. Critically evaluate the value of geography as a school subject for the learners. Your answer should be approximately $\frac{1}{2}$ page in length. (10)
- 1.2 Any topic in Geography can be explored by applying a conceptual framework that embraces Geography's *Big Ideas*.
 Discuss TWO of the *Big Ideas* that are central to geographical knowledge. (10)
 (20)

QUESTION 2

Increases in the atmospheric concentrations of gases known as greenhouse gases are largely to blame for a steady increase in average global temperatures and this, in turn, is causing the changes in our climate. Human activities are largely to blame (UNFCCC, 2011).

With reference to South Africa, name and analyse 5 ways in which human activities have contributed to climate change. (5X2=10)

(10)

QUESTION 3

3.1 Analyse the weather conditions associated with a low pressure system over South Africa. Your answer should include the conditions that lead to a low pressure system, resultant cloud cover and rainfall. (5)

3.2 Discuss 5 reasons why both scientists and ordinary people study weather and climate. (5)

(10)

QUESTION 4

4.1 The movement of the earth's crustal plates is believed to be due to convection currents which occur in the semi-molten mantle. Discuss how convection currents in the mantle cause these plates to move. (5)

4.2 Explain how human activity has increased the rate of erosion on the earth's surface. (5)

(10)

Section A: Geography: Sub-Total: 50

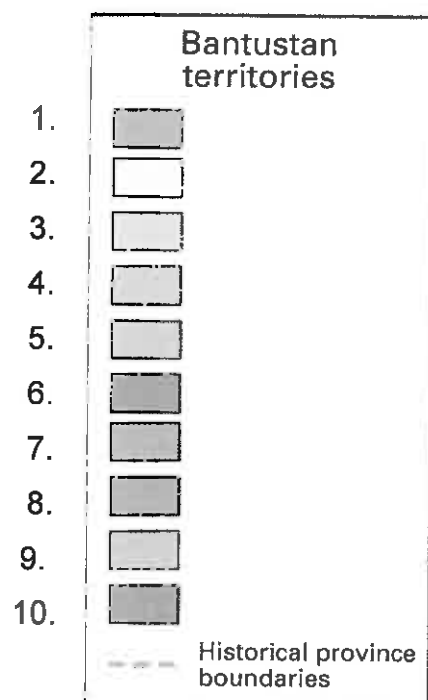
SECTION B....continues on page 3

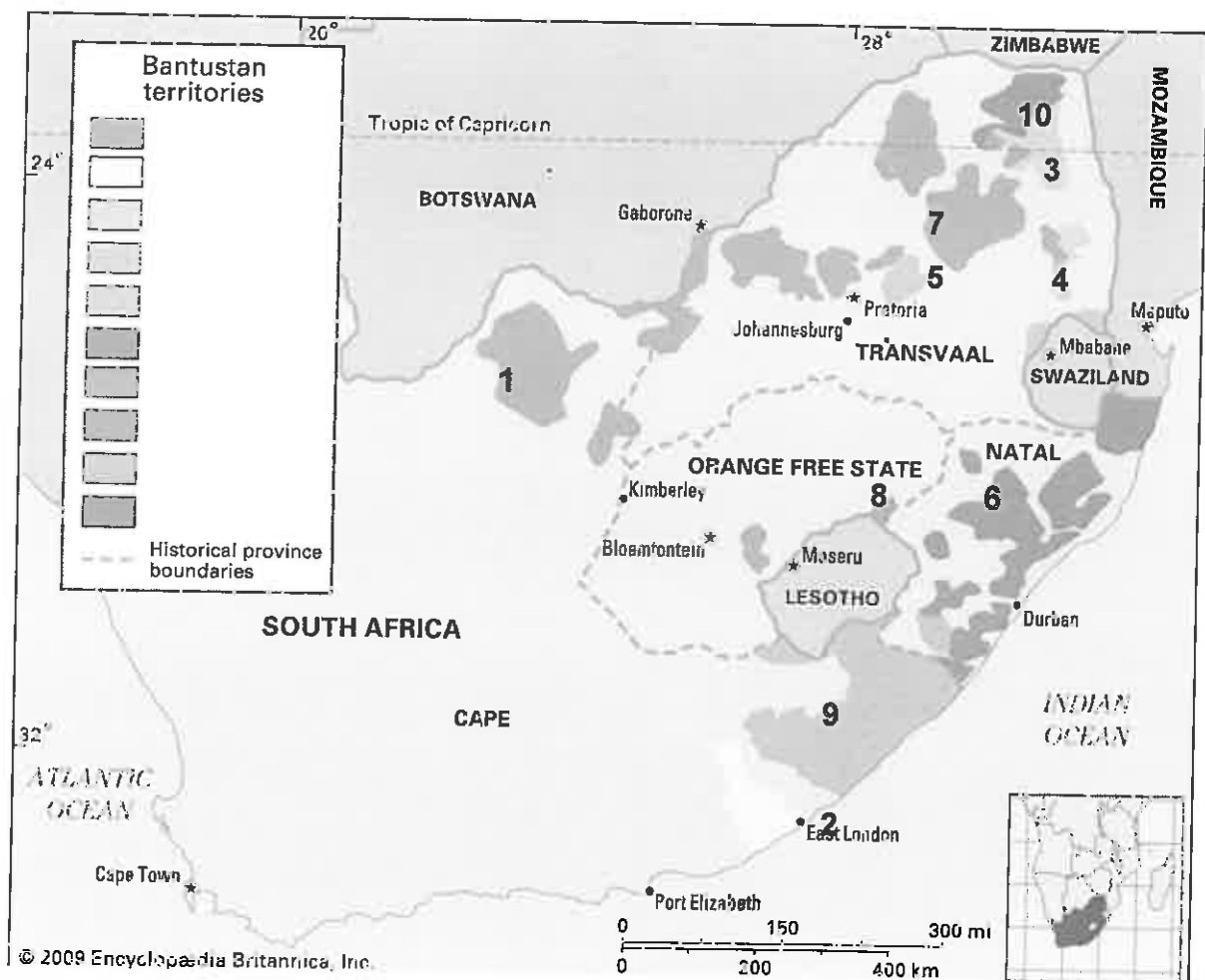
SECTION B: HISTORY (BOOK 2)

Note: The answers to this section should be included in a separate book (Book 2)

QUESTION 5

- 5.1 People often question whether language is important in History. What is your opinion on this? Discuss critically in relation to your personal history and the language / languages that you speak. Your answer should be between 1 to 1½ pages. (15)
- 5.2 Name the languages associated with the Bantustans in the map below. (10)
- (25)**





QUESTION 6

Read the extract from Audre Lorde's 1980 speech

"Age, Race, Sex Class: ReDefining Difference." *Sister/Outsider*:

"Much of Western European history conditions us to see human differences in simplistic opposition to each other: dominant/subordinate, good/bad, up/down, superior/inferior. In a society where the good is defined in terms of profit rather than in terms of human need, there must always be some group of people who, through systematized oppression, can be made to feel surplus, to occupy the place of the dehumanized inferior. Within this society, that group is made up of Black and Third World people, working-class people, older people, and women.

As a forty-nine-year-old Black lesbian feminist socialist mother of two, including one boy, and a member of an interracial couple, I usually find myself a part of

some group defined as other, deviant, inferior, or just plain wrong. Traditionally, in american society, it is the members of oppressed, objectified groups who are expected to stretch out and bridge the gap between the actualities of our lives and the consciousness of our oppressor. For in order to survive, those of us for whom oppression is as american as apple pie have always had to be watchers, to become familiar with the language and manners of the oppressor, even sometimes adopting them for some illusion of protection. Whenever the need for some pretense of communication arises, those who profit from our oppression call upon us to share our knowledge with them. In other words, it is the responsibility of the oppressed to teach the oppressors their mistakes. I am responsible for educating teachers who dismiss my children's culture in school. Black and Third World people are expected to educate white people as to our humanity. Women are expected to educate men. Lesbians and gay men are expected to educate the heterosexual world. The oppressors maintain their position and evade responsibility for their own actions. There is a constant drain of energy which might be better used in redefining ourselves and devising realistic scenarios for altering the present and constructing the future." (Lorde, 1984, 114-115)

- 6.1 How is what Lorde addresses important for how we understand History?
Explain your answer. (10)
- 6.2 Based on your reading of the extract and your answer to question 6.1,
explain the concept of 'positionality'. (10)
- 6.3 Explain who Robert Sobukwe was and why he was important in South
African history? (5)
- (25)

Section B History: Sub-Total: 50

TOTAL: 100