



FACULTY:	HUMANITIES
DEPARTMENT:	ANTHROPOLOGY and DEVELOPMENT STUDIES
CAMPUS:	ALL
MODULE:	OWS3B11 / DEV3BB3 (Supplementary) 1) Informal Economy 2) Indigenous Knowledge Systems
SEMESTER:	Second, 2020
EXAM TIMES:	(Take Home) 72 HOURS <u>DATE</u> @ 10 AM TO <u>DATE</u> @ 10 AM
TOTAL MARKS:	600

THIS IS A **TAKE-HOME** EXAMINATION.

YOU HAVE **3 DAYS (72 HOURS)** TO COMPLETE THIS EXAMINATION.

ANSWER THREE OF THE FOUR QUESTIONS IN EACH SECTION.

USE PROPER REFERENCING

RELY MOSTLY ON THE READINGS AND OTHER RESOURCES PROVIDED TO YOU DURING THE COURSE. USE ONLY CREDIBLE SOURCES TO SUPPLEMENT YOUR ANSWER

USE ARIAL FONT, 12 POINTS, 1.5 SPACING.

DATES AND TIMES:

YOU WILL RECEIVE THE EXAMINATION ON BLACKBOARD SOON BEFORE 10 AM ON **Date** AND SUBMIT IT AFTER 72 HOURS (3 DAYS) IE **Date** TO BLACKBOARD.

EXAMS WILL BE TESTED FOR PLAGIARISM

EACH QUESTION WILL BE GRADED OUT OF 100,
BUT THE EXAM IS WORTH ½ OF YOUR FINAL MARK

ASSESSORS:

DRS LARRY ONYANGO AND SUZALL TIMM; DR H WITT (EXTERNAL)

THERE ARE 2 PAGES IN THIS EXAM SET, INCLUDING THIS ONE

SECTION A: TERM 3 - Informal Economy

CHOOSE THREE OF THESE FOUR ESSAY QUESTIONS. WRITE A PROPERLY REFERENCED PAPER OF 600-700 WORDS ON EACH. EACH ONE WILL BE MARKED OUT OF 100.

- 1) Critically discuss why women and men are affected differently in the informal economy.
- 2) Discuss how local governments regulate the informal work of street vendors through socio-spatial exclusion.
- 3) Discuss the following statement: “the informal economy in developing countries should be analysed as a social and historical process rather than a sector that emerges as a result of a crisis” (Yusuff, 2011: 624).
- 4) With examples, critically discuss any three policy approaches that local governments employ towards waste pickers in the city.

SECTION B: TERM 4 - Indigenous Knowledge Systems

CHOOSE THREE OF THESE FOUR ESSAY QUESTIONS. WRITE A PROPERLY REFERENCED PAPER OF 600 TO 700 WORDS ON EACH. EACH ONE WILL BE MARKED OUT OF 100.

- 1) Bodies of ‘development’ knowledge are structured by systems of classification, sets of empirical observations about the local environment, and systems of self-management governing resource use. Do Indigenous Knowledge Systems follow this process?
- 2) Examine South Africa’s National Policy on Indigenous Knowledge Systems. How is it relevant to the issues affecting rural communities?
- 3) Discuss the gendered nature of Indigenous Knowledge Systems. Use clear examples to buttress your arguments.
- 4) “South Africa’s National Curriculum Statement on Indigenous Knowledge Systems recognises the competing perspectives and worldviews within which we understand the world. However, it fails to demonstrate how recognition and valuing IKS can assist the stimulating and supportive engagement of ‘Indigenous’ and ‘Scientific’ ways of knowing”. Discuss this statement.

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