



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Introduction to Social Science in the Intermediate Phase 1A
<u>SEMESTER</u>	: First
<u>EXAM</u>	: June Take Home Exam

<u>DATE</u>	: 7 June 2021	
<u>ASSESSOR(S)</u>	: Ms. T Bennett & Mrs. R Lang	
<u>MODERATOR</u>	: Dr. A Carolin	
<u>DURATION</u>	: 1 Week	MARKS: 100

NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

1. Please answer all the questions.
 2. Number your answers according to the questions.
 3. You may present a typed or neatly and legibly written exam for upload.
 4. Check that you have the correct exam document for submission.
 5. Check that you have the correct submission link.
 6. Please write your mobile/cellphone number on your exam submission.
 7. It is best that you pdf your document.
 8. You **MUST** submit by the due time and date.
 9. Answer all questions in full sentences. Bullet form is not acceptable.
 10. You may not cooperate or communicate with other students about this examination paper.
 11. Your essays will be screened for plagiarism and any evidence of copying from other sources (including other students and your own earlier assignments) will result in you failing the examination
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Section A: History**QUESTION 1**

Becoming aware of what is going on inside you and outside you and trying to make meaning of it, is a useful tool to deal with change. This is an important skill for a History teacher, who is constantly analysing and linking the past and present. 'Looking out' means that you will have to closely observe what is happening in your neighbourhood or community, in your country and in the world. 'Looking in' means that you will become more aware of everything that is going on inside you, inside your mind, inside your body and inside your heart. You will have to investigate your feelings and your ideas and document how they appear, grow and change.

For this take-home exam you will write about your experiences during this time and in this course. To do this you will have to both 'look out' - describe what is going on in the world around you - and 'look in' - describe what is going on inside you, in your feelings, thoughts and emotions. You can do this about your thoughts and experiences generally, and with a focus on what it means to be a History teacher in this rapidly changing world.

Guidance on 'looking out':

1.1 Write a paragraph of between 300 and 350 words in which you discuss 'looking out'. You should pay attention to the following guiding questions to guide your response.

- Describe any event that happened this year that could be described as a historical event
- What is/are the action and causality of the event?
- Do you see any examples of racism, privilege, and inequality in the above-mentioned event that happened this year?
- How does this event link to the history of our country? (Locally, at the state level, nationally, or the world?)

Guidance on 'looking in':

1.2 Write a paragraph of between 300 and 350 words in which you discuss 'looking in'. You should pay attention to the following guiding questions to guide your response.

- Name any two historical figures that have influenced your life and discuss how they did so.
- Does understanding your own history make you think about the History subject differently? Why?
- Looking at the 5c's of historical thinking, how does each concept apply to your life?

Please note that for Question 1, you should not discuss the Covid-19 pandemic

(30 marks)

Question 1 Rubric

	Outstanding	Good	Satisfactory	Not acceptable
'Looking out' analysis (10)	'Looking out' analysis is clear and well developed. The paragraph evaluates the relevance of people, time and space addressed in the prompt. (9-10)	'Looking out' analysis is partially developed, but only superficially addresses the significance people, time and space in the prompt. (6-8)	'Looking out' analysis is underdeveloped and does not directly address the significance or relevance of people, time and space in the prompt. (3-5)	'Looking out' analysis is merely paraphrased and has not understanding of people, time and space. (0-2)
'Looking in' analysis (10)	'Looking in' analysis is clear and well developed. The paragraph evaluates the relevance of their self-reflection on history addressed in the prompt. (9-10)	'Looking in' analysis is partially developed, but only superficially addresses the significance of their self-reflection on history in the prompt. (6-8)	'Looking in' analysis is underdeveloped and does not directly address the significance or relevance of their self-reflection on history in the prompt. (3-5)	'Looking in' analysis is merely paraphrased and has not understanding of their self-reflection on history. (0-2)
Organization and referencing (5)	Paragraphs are clearly organized with a logical structure that supports the argument. Transitions are smooth. No errors in referencing. (5)	Paragraphs are organized but the structure is not consistent. Transitions are present but somewhat awkward. A few errors in referencing. (4)	Paragraphs are not well organized and structure only weakly supports the argument. Transitions are choppy. Several errors in referencing. (2-3)	Paragraphs have no organizational structure and no transitions. Numerous errors in referencing. (0-1)
Sentence Structure, Grammar, Mechanics, & Spelling (5)	Sentences are well constructed and have varied structure and length. No errors in grammar, mechanics, and/or spelling. (5)	Most sentences are well constructed and have varied structure and length. Few errors in grammar, mechanics, and/or spelling. (4)	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling. (2-3)	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling. (0-1)

QUESTION 2

The COVID-19 pandemic is changing the entire world, and the domain of medicine is not an exception. After the introduction of vaccines into the world and specifically the country, many changes have occurred. It means that the impact of medicine through time becomes much more significant.

Using the extract above as a point of departure, provide a critical discussion of the impact that medicine and healthcare has had on human history. You should link the current developments related to vaccines for COVID-19 to similarly significant developments in the past. Your essay should be between 300-400 words. You may use the reading from this course to explain how medicine has changed through time and use additional academic sources. Remember to include in-text referencing and a reference list.

(20)**Question 2 Rubric:**

Analysis and supporting information. (15)	<p>Essay uses relevant information and facts on the Covid-19 vaccines and medicine through time critiques to effectively defend the argument.</p> <p>(12-15)</p>	<p>Essay supports argument with some relevant information on the Covid-19 vaccines and medicine through time critiques but has limited depth of analysis.</p> <p>(8-11)</p>	<p>Essay has limited amount of supporting information on the Covid-19 vaccines and medicine through time critiques for an argument and contains only generalizations.</p> <p>(4-7)</p>	<p>Contains no analysis or supporting information on the Covid-19 vaccines and medicine through time critiques.</p> <p>(0-3)</p>
Organization and referencing (5)	<p>Essay is clearly organized with a logical structure that supports the evaluation on the impact that medicine and healthcare has had on human history. Transitions are smooth. Sentences are well constructed and have varied structure and length. No errors in referencing (5)</p>	<p>Essay is organized but the structure is not consistent in the evaluation on the impact that medicine and healthcare has had on human history. Transitions are present but somewhat awkward. Most sentences are well constructed. Few errors in referencing (4)</p>	<p>Essay is not well organized and structure only weakly supports the evaluation on the impact that medicine and healthcare has had on human history.. Transitions are choppy. Most sentences are well constructed, but they have a similar structure and/or length. Several errors in referencing (2-3)</p>	<p>Essay has no organizational structure evaluating the impact that medicine and healthcare has had on human history.. Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in referencing (0-1)</p>

Section A Sub-Total (History): 50

Section B: Geography**QUESTION 1: Weather and Climate (15)**

Read the article (Addendum 1): Why Geography is a key part of the coronavirus fight.

<https://www.forbes.com/sites/marshallshepherd/2020/03/05/why-the-discipline-of-geography-is-a-key-part-of-the-coronavirus-fight/#16208d324f21>

Read the article (Addendum 2): How COVID-19 could ruin weather forecasts and climate records

<https://www.nature.com/articles/d41586-020-00924-6>

Write a short response of approximately 300 words wherein you **agree** or **disagree** with the **argument** that Geography is a key part of the coronavirus fight. Refer to the two articles to support your argument. Use the rubric as a guide. Remember that you must use your own words to describe points raised in the articles. If you quote directly from the articles, you should remember to use quotation marks and include an in-text reference.

Criteria	Outstanding	Satisfactory	Unacceptable
Agreement or disagreement (2x1=3)	Clear agreement or disagreement (3)	Relevant point or example discussed. (1-2)	No indication of agreement or disagreement (0)
Critical discussion of article to substantiate position. (5x2=10)	4-5 relevant points applied with critical discussion (8-10)	2-3 relevant points applied with critical discussion (4-7)	0-1 relevant points applied with critical discussion (0-3)
Argument presented in essay format. (2x1=2)	Clear argument presented in essay format. (2)	Clear argument presented in essay format. (1)	No clear argument in essay format. (0)

Question 2: The importance of maps (15)

Read the article (Addendum 3) titled “Why maps are important in our response to the Covid-19 pandemic?”

<https://theprint.in/health/why-maps-are-important-in-our-response-to-the-covid-19-pandemic/486971/>

Write a 300-word essay arguing for the importance of maps in the global pandemic. Use the rubric as a guide. Remember that you must use your own words to describe points raised in the article. If you quote directly from the article, you should remember to use quotation marks and include an in-text reference.

Criteria	Outstanding	Satisfactory	Unacceptable
Argument presented in essay format. (5)	Clear argument (2) Presented in essay format. With an introduction and conclusion (3)	Developing argument (1) Essay format with an introduction or conclusion presented in essay format. (2)	No clear argument (0) Not in essay format. (0)
Critical discussion of article to substantiate position. (5x2=10)	4-5 relevant points applied with critical discussion (8-10)	2-3 relevant points applied with critical discussion (4-6)	0-1 relevant points applied with critical discussion (0-2)

Question 3: The Value of Geography (20)

“If school is where we prepare our children for the ‘real world’, it is critical that children develop fundamental geographic understanding about the world.”

Present an argument for the value of teaching geography as a school subject in developing geographical understanding. Include examples to substantiate your argument. Your answer should be approximately 400 words. Use the rubric as a guide.

Criteria	Outstanding	Satisfactory	Unacceptable
Critical discussion of geographical knowledge. (4)	2 relevant points applied with critical discussion (2+2)	1 relevant points applied with critical discussion (1+1)	0 relevant points applied with critical discussion (0)
Critical discussion of geographical skills. (4)	2 relevant points applied with critical discussion (2+2)	1 relevant points applied with critical discussion (1+1)	0 relevant points applied with critical discussion (0)
Critical discussion of geographical values.(4)	2 relevant points applied with critical discussion (2+2)	1 relevant points applied with critical discussion (1+1)	0 relevant points applied with critical discussion (0)
Relevant examples included in discussion (6)	3 Relevant examples included in discussion (2x3)	2 Relevant examples included in discussion (2x2)	1 Relevant examples included in discussion (2x1)
Argument presented in the discussion (2)	Clear argument presented in the discussion. (2)	Some argument evident (1)	No clear argument. (0)

Section A Sub-Total (Geography): 50

TOTAL: 100

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