

Tutorial Letter 101/3/2018

Introduction to Development Studies DVA1501

Semesters 1 and 2

Department of Development Studies

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

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1 INTRODUCTION AND WELCOME

Dear Student

Welcome to Development Studies. We trust that you will enjoy studying with us and that your relationship with this department will be a lasting one.

1.1 Tutorial matter

The study material you should receive (from Unisa) for module, DVA1501 consists of the following:

- Study Guide
- Tutorial Letters 101 (DVA1501/101) and 301 (DVAALLD/301)

Some of this tutorial matter may not be available when you register. Tutorial matter that is unavailable when you register will be posted to you as soon as possible; however, it is also available on myUnisa.

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is to equip you with insight into basic concepts in the study of development.

2.2 Outcomes

After completing this module, you should be able to

- understand key concepts related to debates on development in developing countries (countries of the Global South)
- define sustainable development and discuss factors that could influence it
- explain the meaning of basic needs and discuss their link to development
- discuss the link between human rights, justice and development
- discuss the scale and causes of poverty and inequality in developing countries (countries of the Global South)

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Should you wish to contact the lecturers who teach this module, contact the departmental administrators who will connect you with the relevant lecturers. Your lecturers' contact details are also available on the Welcome page on myUnisa.

Our departmental contact details are as follows:

Departmental administrators

Mrs BB Mabota / Mrs Lebo Masemola
Department of Development Studies
Room 4-26
Theo Van Wijk Building
Pretoria

Tel: 012 429 6813/4035

E-mail: devstu@unisa.ac.za

3.2 University

If you need to contact the University about matters not related to the content of this module, please consult the brochure, *Study @ Unisa*, which you should have received with your study material. This brochure contains information on how to contact the University. You can also send your enquiries directly to the following addresses:

❖	Unisa website	:	http://www.unisa.ac.za
❖	Assignments	:	assign@unisa.ac.za
❖	Study material	:	despatch@unisa.ac.za
❖	Examination (general enquiries):		exams@unisa.ac.za
❖	Rewrite	:	aegrotats@unisa.ac.za
❖	Remarking	:	remark@unisa.ac.za
❖	Viewing exam script	:	scripts@unisa.ac.za
❖	Student account	:	finan@unisa.ac.za
❖	Application & registrations:		study-info@unisa.ac.za
❖	myLife account	:	myLifeHelp@unisa.ac.za
❖	myUnisa	:	myUnisaHelp@unisa.ac.za

Always have your student number at hand when you contact the University.

4 MODULE RESOURCES

4.1 Prescribed books

There are no prescribed books for this module.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

The following electronic reserves are assigned to this module:

Author	Date	Name of report/article/chapter	Publication, volume, number and pages
Amnesty International	2006	Action on HIV/AIDS and human rights	<i>Amnesty International</i> :1–4
Health Poverty Action	2014	Honest accounts? The true story of Africa's billion dollar losses	Health Poverty Action:1–36
Mazibuko, S	2013	Understanding underdevelopment through the sustainable livelihoods approach	<i>Community Development</i> , 44:173–187.
Naz, F	2016	Understanding human well-being: how could Sen's capability approach contribute?	Forum for Social Economics:1–16.
Reddy, K	2011	Developing Africa: trade barriers, liberalization and inequality in the World Trade Organisation.	<i>African Journal of Business Management</i> , 5:8686–8696
Robeyns. I	2005	The capability approach: a theoretical survey	<i>Journal of Human Development</i> , 6:93–117
Roser, M	2016	Literacy	Our World in Data:1–4
UNESCO	2015	EFA Global Monitoring Report 2000–2015. Achievements and challenges. Education for all	UNESCO:75–106

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

5.1 myLife student e-mail account

It is of the utmost importance that you claim your myLife student e-mail account, since you will receive important communication about the module on the site. To do this log onto <https://my.unisa.ac.za/portal>.

5.2 myUnisa

Once you have claimed your myLife student e-mail account, you will be able to log onto myUnisa.

myUnisa is very useful, because you can

- download electronic copies of your tutorial letters and study guide
- communicate with lecturers and fellow-students in the Discussion Forums
- receive reminders of assignment due dates
- receive reminders of your examination dates
- be linked to an e-tutor
- submit your assignments online
- be alerted of any important information

5.3 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as telecentres) in various locations across South Africa to give Unisa students free access to computers and the internet. This access enables you to conduct academic-related activities, such as registration, online submission of assignments, and engaging in e-tutoring activities and signature courses. Please note that any other activities are for your own cost (e.g. printing and photocopying). For more information on the telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.4 E-tutors

This module has e-tutors. Log on to myUnisa to identify your tutor and tutor group. For information on the other student support systems and services available at Unisa (e.g. student counselling, tutorial classes and language support), please consult *Study @ Unisa*.

6 STUDY PLAN

Consult *Study @ Unisa* for general time management and planning skills.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.

8 ASSESSMENT

8.1 Assessment criteria

Specific outcome	Assessment criteria
Explain current development problems and challenges experienced in the Global South.	<ul style="list-style-type: none"> • Reviews current problems of development against arguments in prescribed tutorial material at a basic level. • Analyses basic views on current development problems and develops a burgeoning ability to weigh up different views. • Presents a discussion of current problems of development linking the impact of capital, globalisation, international institutions, debt and aid to own interpretations of the context in the Global South, Africa and South Africa • Citations are formatted accurately and no evidence of plagiarism is noted.
Explain the impact that institutional systems (such as health-care systems, educational systems and global systems) have on development in the Global South.	<ul style="list-style-type: none"> • Reflects and reports on the impacts that institutional systems have on development against arguments in prescribed tutorial material. • Identifies and presents views on institutional systems' impact on development. • Explains the impacts of institutional systems on development in a coherent way by citing from different sources of information. • Citations are formatted accurately and no evidence of plagiarism is noted.
Evaluate a given range of case studies reflecting real-world development problems.	<ul style="list-style-type: none"> • Analyses and evaluates case studies reflecting real-world development problems against arguments in prescribed tutorial material at a basic level. • Displays the ability to weigh up different views on a given range of case studies in familiar contexts pertaining to the Global South. • Proposes and sensitively communicates viable correctives and/or alternatives based on sound developmental principles and practices. • Citations are formatted accurately and no evidence of plagiarism is noted.

Specific outcome	Assessment criteria
Explain the basic linkage between development, education, culture, health care, empowerment and global agendas.	<ul style="list-style-type: none"> • Reflects and reports on problems related to education, culture, health care, empowerment and global agendas in an integrated manner and against arguments in prescribed tutorial material. • Identifies and presents integrated views of the interconnectedness of problems related to education, culture, health care, empowerment and global agendas. • Citations are formatted accurately and no evidence of plagiarism is noted.
Propose basic solutions to development problems facing the Global South.	<ul style="list-style-type: none"> • Proposes basic solutions to development problems in the context of the Global South, Africa and South Africa against arguments in prescribed tutorial material. • Explains basic solutions and challenges to development problems from various vantage points. • Explains proposed solutions to development problems by demonstrating the ability to advance basic arguments and to write in one's own voice. • Citations are formatted accurately and no evidence of plagiarism is noted.

8.2 Assessment plan

The Department of Development Studies uses two forms of assessment, namely

- assignments as a form of formative assessment
- examinations as a form of summative assessment

Please note: Multiple-choice questions (MCQs) and essays are used in both assignments and examinations.

8.3 General assignment numbers

Assignments are numbered consecutively per module, starting from 01.

8.3.1 Unique assignment numbers

Semester 1	Unique assignment number
Assignment 01 (MCQs)	660007
Assignment 02	835748
Assignment 03	826620
Assignment 04	822674
Assignment 05	680131
Assignment 06	877157

Semester 2	Unique assignment number
Assignment 01 (MCQs)	697118
Assignment 02	706632
Assignment 03	806500
Assignment 04	756308
Assignment 05	888997
Assignment 06	698379

8.3.2 Due dates of assignments

Each assignment has a due (closing) date. Check the dates carefully and ensure that assignments are submitted on time.

Semester 1	Due date
Assignment 01 (MCQs)	02 March 2018
Assignment 02	09 March 2018
Assignment 03	09 March 2018
Assignment 04	09 March 2018
Assignment 05	09 March 2018
Assignment 06	09 March 2018
Semester 2	Due date
Assignment 01 (MCQs)	31 August 2018
Assignment 02	10 September 2018
Assignment 03	10 September 2018
Assignment 04	10 September 2018
Assignment 05	10 September 2018
Assignment 06	10 September 2018

8.4 Submission of assignments

You must submit assignments electronically via myUnisa. You may **NOT** submit assignments by fax or e-mail. For detailed information on and requirements for assignments, consult *Study @ Unisa*.

You need to submit **TWO compulsory assignments** for this module.

FIRST compulsory assignment (Assignment 01): multiple-choice questions (MCQs). This assignment is compulsory **as it gives you entry into the examination**. You will **NOT** be allowed to write your examination if you did not submit Assignment 01. This assignment contributes **50%** towards your year mark.

SECOND compulsory assignment (Assignment 02): essay-type questions. This assignment contributes the other **50%** of your year mark, and you must choose **ONE** option from assignment questions 2 to 6 to answer and submit.

- It is **compulsory** to submit **ONE essay-type assignment**.
- You are welcome to submit more than one essay-type assignment.
- If you submit more than one essay-type assignment, the essay with the highest mark will contribute towards your year mark.
- The essay-type assignment contributes **50%** towards your year mark.
- Therefore: The mark from the MCQs in Assignment 01 and the mark from your essay in Assignment 02 will be used to calculate your year mark (MCQs 50% + Essay 50% = Year mark). This mark will then be calculated out of 20% and will contribute to your final mark.
- Your examination will count **80%** towards your final mark.
- Therefore: **20%** (Year mark= MCQs [Assignment 01] + Essay [Assignment 02]) + **80%** [Examination] = **Final mark**.

8.5 Assignments

We strongly recommend that you submit all your assignments electronically via myUnisa in portable document format (PDF).

Assignment 01 comprises multiple-choice questions (MCQs). Assignment 02 comprises an essay-type question. Please note the closing dates for the submission of these assignments. **NO LATE SUBMISSIONS WILL BE ACCEPTED.**

You can submit assignments electronically via myUnisa by following these instructions:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module from the orange bar.
- Click on “Assignments” in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions.

8.5.1 How to do Assignment 01: multiple-choice questions (MCQs)

The answers to the MCQs **must be entered on a mark-reading sheet onscreen via myUnisa**. Acquaint yourself with the guidelines on how to fill in a mark-reading sheet available in *Study @ Unisa*. Please fill in the unique number for the appropriate semester and the

appropriate assignment number on your mark-reading sheet. An incorrect number will result in your assignment being misplaced.

To complete the MCQs you need to understand the **Study Guide for DVA1501** and **Tutorial Letter DVAALLD/301**.

8.5.2 How to do Assignment 02: essay-type question

Please note the following important information about essay writing at university:

A prospective future employer regards a graduate as someone who can deliver professionally written reports, articles and essays that conform to industry standards and international techniques. Tutorial Letter DVAALLD/301, which you will find on the module site for your course, will give you a full account of how to write such an essay. Here, we reiterate some important points to help you understand what we expect from you with assignment writing.

We expect you to have the following in place in the following order:

- A *title page* with the module code and particulars, the number of the assignment, the title of the assignment and your student number.
- A *Table of contents* – This is a summary of the structure of your essay, indicating headings, subheadings and on which page each item appears.
- An *Introduction*, which is the part of the essay where you briefly outline your answer and what a reader may expect from the rest of the essay. A good introduction sets the tone and creates a good first impression.
- Next follows the *body of your essay*. This is where you discuss your assignment with appropriate headings and subheadings. The body of a Development Studies essay usually consists of approximately five pages (if you submit a typed essay, please allow for 1.5-line spacing and preferably use Arial or Times New Roman font size 12).
- You must end your essay with an appropriate *Conclusion*. This is where you give a brief summary of what you said in the body of your essay. The conclusion is not the place to give new definitions or information, but it is the last opportunity you have to make a good impression.
- Lastly, you must include a *List of references*. The list contains all the sources you have used in your essay. It is important that you include every source you consulted.

Referencing

Each time you use information, ideas, figures and other information that someone else has written, you need to provide a reference for that source. Not acknowledging a source of your information is a form of plagiarism – an act that is tantamount to stealing. Therefore, you always need to follow responsible academic practice by referencing clearly and correctly.

There are several ways in which sources are cited in your essay:

- **In-text referencing** – this is when you name the author as part of the sentence.
 - **Example:** Smith (2016:19) states that...
 - **Explanation:** Initial [or first name] Surname (Date: page number).
- **Normal referencing** – this is when you base a statement (e.g. to prove an idea) on the work of another author. This is different from a direct quotation as you are using **your own words**.
 - **Example:** Monsoon rainfall has been linked to outbreaks of cholera (Bates 2017:89–99).
 - **Explanation:** Information in your own words (Surname date: page number[s]).
- **Direct quotations** – this is when you use the exact words of another author. Always use quotation marks and do not quote excessively.
 - **Example:** “The rain in Spain falls mainly in the lowlands” (Pickering 2016:9).
 - **Explanation:** Quotation marks, (either double or single, but keep it consistent) the author’s exact words, close quotation (Surname date: page number[s]).

You **must** include a list of references at the end of your essay where you acknowledge each source in full. The University prefers the **Harvard style of referencing** – of which a style guide is freely available online and on your myUnisa site.

A reference should appear as follows:

Du Plessis, GE & Zulu, NZ. 2018. *Only Study Guide for DVA1501 – Introduction to Development Studies*. Pretoria: University of South Africa

Surname, Initials & Surname, Initials. Date of publication. Name of publication. Where it was published: Publisher.

Please note: There are additional rules for internet or non-text-based sources. Please see Tutorial Letter DVAALLD/301 for more information.

Why is referencing important?

Imagine that you find the following sentence on page 90 of the study guide: *“Inequality and poverty may sound the same but they are not. Inequality may lead to poverty and poverty may lead to inequality: at the same time, while inequality can be tolerated, poverty is intolerable inequality.”*

You believe that this is a great sentence and that nothing can prove your argument better. Therefore, you copy it word-for-word into your essay without quotation marks, a reference or any other appropriate form of acknowledgement. This is plagiarism – you are actually pretending that you have thought of this idea on your own. Plagiarism is a serious offense at university. If we detect plagiarism, we will deduct the following percentages from your assignment or examination mark:

- first-year students – up to 10%
- second and third-year students – up to 20%
- honours students – up to 100%

As you are enrolled in a semester system and probably would not have the time to improve your essay mark when you receive feedback, a low year mark can hurt your chances of passing. You can avoid this in part by using proper referencing. Please take note that although students may work together when preparing assignments, we expect each student to write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words. Not doing this amounts to plagiarism – you may be penalised or subjected to disciplinary proceedings by the University.

Finally, ***please submit each essay-type assignment in a separate assignment cover with the correct unique number.*** On the cover of your assignment, please remember to write the exact same assignment number as the one given in this tutorial letter. If you use the wrong assignment number, your assignment will be returned to you unmarked.

In Addendum A of this tutorial letter, you will find a checklist. You need to complete one checklist for each essay-type assignment you submit. Please read the checklist carefully. If there is anything on the checklist that you have NOT done – you have to do it first before you can check it off in the column.

Please reread your assignment for spelling and grammar mistakes before you send it. Glaring mistakes and bad sentence construction make for a bad impression. Remember, as this is a distance learning institution, your work may well be the only contact you have with the lecturers – your writing represents you. Remember: *the first draft of everything is bad*. Plan your time properly to allow enough breathing room to write at least a second draft.

SEMESTER 1 ASSIGNMENTS

SEMESTER 1 ASSIGNMENT NUMBER 01 MULTIPLE-CHOICE QUESTIONS (MCQs)

Assignment	Semester	Due date	Unique assignment number
Assignment 01: Compulsory	Semester 1	02 March 2018	660007

Assignment 01 consists of 25 MCQs, which must be submitted on a mark-reading sheet.

To complete the MCQs you need to understand the **study guide for module DVA1501** and **Tutorial Letter DVAALLD/301**.

MULTIPLE-CHOICE QUESTIONS (Semester 1)

“It is not only a matter of concern to inhabitants and governments of countries of the Third World, but, indeed, also of industrialised countries in the North. To all involved, an understanding of the poverty situation and the use of commonly agreed-upon poverty indicators to clearly define poverty, are prerequisites for making headway in combating mass poverty”.

1. Which one of the following sentences would be the best first sentence to the paragraph above?

1. Development is a complex problem across the world.
2. It is important to find solutions to the housing problem in rural and urban areas.
3. It is crucial that development agencies reach agreement about poverty indicators.
4. Poverty alleviation, or the combating of mass poverty, is one of the biggest challenges facing the world today.

2. In the body of your essay, the correct way to refer to a book by P McMichael entitled, *Development and social change: a global perspective*, published in 2012, is ...

1. McMichael, P. 2012 *Development and social change: a global perspective*
2. *Development and social change: a global perspective* 2012
3. P McMichael 2012
4. McMichael (2012)

3. Which of the following sentences would best describe an act of plagiarism?

1. Plagiarism is when I copy from fellow students.
2. Plagiarism is when I use the ideas of others and provide a reference for the source.
3. Plagiarism is when I provide a reference for a quotation, or paraphrase from my reading materials.
4. Plagiarism is when I use words, ideas and thoughts of others without providing a reference.

4. “Poverty is essentially a social concept and not always a material phenomenon.” After reading the section under sub-heading 1.1 of the Study Guide, we can conclude that this statement is ...

1. true, because as a concept, the meaning of what poverty is, is shaped by the values of the people who construct it and use it as a concept.

2. true, because poverty is subjective and its meaning therefore depends on the values, interests and views of those who construct it and use it as a concept.
3. untrue, because even unstable definitions like those of poverty can have some articulation with which most people would agree.
4. true, because the idea of poverty is prone to contestations.

5. In an essay, the introduction is composed of ...

- a) a summary of your framework.
 - b) comprehensive details for the essay.
 - c) a brief explanation of what you will be doing.
 - d) all the necessary proof and examples.
1. a & d
 2. c & d
 3. b & c
 4. a & c

6. Which of the following options is the correct way of writing the bibliographical details of a source when using the Harvard system?

1. Seekings, Jeremy, and Nicoli Nattrass. *Class, race, and inequality in South Africa*. New Haven: Yale University Press, 2008.
2. Seekings, J & Nattrass, N. 2008. *Class, race, and inequality in South Africa*. New Haven: Yale University Press.
3. Seekings, J and Nicoli, N. *Class, race, and inequality in South Africa*. Yale University Press, 2008. New Haven
4. *Class, race, and inequality in South Africa*. 2008. Seekings, Jeremy, and Nicoli Nattrass. Yale University Press: New Haven

7. Which one of the following statements about inequality and poverty is FALSE?

1. There is a real and significant difference between inequality and poverty.
2. Inequality may lead to poverty, and poverty may lead to inequality.
3. Inequality is measured by GDP, while poverty is measured by the Gini coefficient.
4. Decreasing inequality is another way to fight poverty.

8. After reading the section under sub-heading 1.8 of the Study Guide, we can say that an advantage of democracy is that it ...

1. allows freely-chosen models of development.
2. does not vary from situation to situation.
3. brings societies up to modern standards.
4. permits resistance to elite strategies of integration.

- 9. According to the Study Guide, John Toye argued that the Third World was held together politically by ...**
1. elites who continued the divisions of the colonial era.
 2. “political cement” deriving from the cooperation of political parties.
 3. the experience of colonisation and the fear of recolonisation.
 4. working towards a new Bandung agreement.
- 10. Which of these are dimensions that form pillars of sustainable development?**
- a) social
 - b) economic
 - c) development
 - d) environmental
1. a, b & c
 2. b, c & d
 3. a, b & d
 4. All of the above.
- 11. According to the Study Guide, the underlying cause of a shortage of food or the resources to get food is ...**
1. dieting.
 2. fasting.
 3. starvation.
 4. food insecurity.
- 12. Which paradigm rejects the theory that human rights must be based on Western values and must be accepted by everyone?**
1. the theory of natural rights
 2. the Universal Declaration of Human Rights (UDHR)
 3. cultural relativism
 4. the African Charter on Human and Peoples’ Rights
- 13. One of the reasons why the United Nations Children’s Fund (UNICEF) discourages stereotyping is that it harms ...**
1. the economic growth of the world.
 2. all the poor and illiterates of the world.
 3. all members of the world community.
 4. all females and children of the world.

14. Which one of the following definition of basic needs is FALSE?

1. Basic needs can be defined as those things that a person cannot do without.
2. Basic needs can be viewed objectively in terms of minimum specified quantities.
3. Basic needs are optional day-to-day requirements.
4. Basic needs include shelter, food, clothes, the air that we breathe and water.

15. Which one of the following statements is NOT suited to describe the relationship between the environment and the people?

1. The relationship can best be understood through the concept of ecology.
2. People negatively influence the natural environment only through numbers.
3. For a complete understanding, we need to consider the anthropogenic (human) effect on the environment.
4. Social, economic and political resources are also factors that determine people's access to resources.

16. According to the Study Guide, democracy is the process we use to integrate ...

1. environmental needs and wants.
2. political needs and wants.
3. economic needs and wants.
4. diverse social needs and wants.

17. Which of the following are examples of non-renewable resources?

- a) nuclear energy
 - b) wind energy
 - c) oil and coal
 - d) biomass and timber
1. a & b
 2. a & c
 3. b & d
 4. c & d

18. Which combination of factors contributes to low literacy levels?

- a) finance
 - b) gender inequalities
 - c) lack of infrastructure
 - d) non-renewable resources
1. a, b & c
 2. a, c & d
 3. b, d & a
 4. d, c & b

- 19. Choose the correct statement. According to the Study Guide, urgent needs enhance people's ...**
1. space, which gives them wealth.
 2. freedom, which gives them peace.
 3. freedom, which gives them accessibility.
 4. lives, which gives them dignity.
- 20. Which one of the following statements about the "Third World" is FALSE?**
1. They are a group of countries that want to belong to neither the First (capitalist) nor the Second (socialist) World.
 2. With the collapse of the so-called socialist bloc or "Second" world, the term 'Third World' became irrelevant.
 3. They are the Asian, African and Latin American countries that became independent from their former colonial rulers during the previous century.
 4. They have a collective fear of neo-colonialism.
- 21. According to the Study Guide, the main problems affecting sustainable development are ...**
1. desertification, flooding and loss of fertile top soil.
 2. health, loss of soil cover, pollution and ozone depletion.
 3. biodiversity depletion, food supply problems and pollution.
 4. none of the above.
- 22. Which of the following goals were NOT adopted as Millennium Development Goals in 2000?**
- a) ensuring access to affordable, reliable, sustainable and modern energy for all
 - b) achieving universal primary education
 - c) developing a global partnership for development
 - d) ending hunger, achieving food security and improved nutrition and promoting sustainable agriculture
 - e) improving maternal health
 - f) promoting gender equality and empowering women
1. a, b, c & f
 2. a & d
 3. a, d & e
 4. a, c & f

23. Which one of the following statements about “development” is FALSE?

1. Early ideas about “development” was dominated by the idea that development is primarily about “economic development”.
2. Development is a subjective concept, the meaning of which depends on the values, interests and points of view of those who use the term.
3. Development is about expanding people’s freedom to develop their own capabilities and is a multi-dimensional concept.
4. During the “age of development”, the benefits of economic growth and industrialisation led to a successful “trickle down” of wealth to the poor.

24. Which is the most accurate description of development as “positive change”?

- a) There is no absolute, accurate meaning of the term “development”; therefore, there can be no description of development as “positive change”.
 - b) Development as “positive change” is a democratic process that involves consultation, discussion and debate among and with the people affected by the development initiative.
 - c) Development as “positive change” means that eventually the development process would lead to greater material and spiritual welfare of that society, a better-organised national economy and government, which would hopefully change the inequalities of the world order.
 - d) Development as “positive change” means that all the needs and wants of a society must be addressed at once, otherwise the effort cannot be seen as “positive”.
1. Only a
 2. a & d
 3. b & c
 4. b, c & d

25. Which topics of development does the module of DVA1501 focus on?

- a) introducing issues of development
 - b) poverty and basic needs
 - c) health and education
 - d) inequality and power
 - e) contexts and agendas
 - f) justice and human rights
1. a, b, c, d, e & f
 2. a, b & e
 3. a, b, d & f
 4. c & e

SEMESTER 1

ASSIGNMENT 02: ESSAY-TYPE QUESTIONS 2 to 6

Please note: It is compulsory to submit at least one essay-type assignment

Follow the instructions for each assignment very carefully. Reference sources in all your answers and include a list of references on the last page. Consult Tutorial Letter DVAALLD/301 for more information on assignment writing, referencing and compiling a list of references.

SEMESTER 1

ASSIGNMENT NUMBER 02

QUESTION 2 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 02	Semester 1	09 March 2018	835748

You decided to start your own blog in which you discuss how difficult it is to define the concept “development”. Plan your blog in this assignment by doing the following:

- Discuss the classification of countries in terms of development status (North, South and Third World stereotypes) (one page) (15 marks)
- Say what it means to define development as
 - economic growth (two paragraphs) (5 marks)
 - modernisation (two paragraphs) (5 marks)
 - dependency (two paragraphs) (5 marks)
 - human well-being (two paragraphs) (5 marks)
 - international sustainable development goals (two paragraphs) (5 marks)
 - positive change in a democracy (two paragraphs) (5 marks)
- Are these ideas still relevant? Why do you say so? (two paragraphs) (5 marks)

Reading: Study Guide, study unit 1

SEMESTER 1

ASSIGNMENT NUMBER 03

QUESTION 3 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 03	Semester 1	09 March 2018	826620

A non-governmental organisation has just employed you as an advisor. They want you to plan a campaign to increase public awareness of environmental concerns. Write a background paper for your employer in which you do the following:

- Say what sustainable development is (three paragraphs)
- Comment on unsustainable consumption and pollution (give examples). (three paragraphs)
- Explain the link between climate change and sustainable development (give examples). (three paragraphs)
- Explain the link between population growth and sustainable development (give examples). (three paragraphs)

(50 marks)

Reading: Study Guide, study unit 2

SEMESTER 1
ASSIGNMENT NUMBER 04
QUESTION 4 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 04	Semester 1	09 March 2018	822674

You observe the following issues in a particular rural community. There has been sustained food shortages for the last eight months due to droughts. The people migrate to urban areas to try to find work, flee to family members living elsewhere to get help and scour the bush for wild food. Many people sell their meagre assets by walking to local markets. In addition to the sustained food insecurity, the community also suffers poor health outcomes due to inadequate housing, poor sanitation and no fresh water supplies for household use. Children drop out of school to look after the houses and immovable assets left behind as their parents and other adult family members flee the area to flock to urban centres to look for paid employment.

1. Identify basic needs described in this scenario. (two paragraphs) (10 marks)
2. Are there any basic needs not described in this scenario? (one paragraph) (5 marks)
3. Differentiate between basic needs, urgent needs and wants.

Do this in the following table format:

	Definition	Example
Basic needs		
Urgent needs		
Wants		

(15 marks)

4. How does the inability to satisfy the basic needs, described in this scenario, affect the community? Give reasons for your arguments. (less than one page) (20 marks)

Reading: Study Guide, study units 3 and 5

SEMESTER 1
ASSIGNMENT NUMBER 05
QUESTION 5 (please write this number on your assignment) cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 05	Semester 1	09 March 2018	680131

Answer all five questions below:

1. What are the core components of the universalist approach to human rights? (10 marks)
2. What are the criticisms levelled at cultural imperialism? (10 marks)
3. What are the tenets of cultural relativism? (10 marks)
4. What is the materialist approach to human rights? (10 marks)
5. Where does the idea of human rights come from? Also, explain what universal human rights, indivisible human rights, inalienable human rights and the theory of natural rights mean. (10 marks)

Reading: Study Guide, study unit 4

SEMESTER 1
ASSIGNMENT NUMBER 06
QUESTION 6 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 06	Semester 1	09 March 2018	877157

Poverty and inequality may be difficult to define, but are probably much easier to identify or see. *National Geographic* has commissioned you to take a series of photographs depicting the way in which poverty and inequality link to each another in a particular area. We do not want you to take photographs, but instead plan your photograph series and substantiate your choices after reading the prescribed sections in your Study Guide.

1. What would you photograph to show the different development indicators discussed in study unit 5? Give reasons for each choice. (5 marks)
2. How would you depict socio-economic instability and why? (10 marks)
3. How would you depict low levels of literacy and why? (10 marks)
4. How would you depict wealth inequality? (10 marks)
How would you depict inequality? And poverty? (10 marks)
5. How would you depict multinational corporations (MNC) and transitional corporations (TNC)? (5 marks)

Reading: Study Guide, study unit 5

SEMESTER 2 ASSIGNMENTS

SEMESTER 2 ASSIGNMENT NUMBER 01 MULTIPLE-CHOICE QUESTIONS (MCQs)

Assignments	Semester	Due date	Unique assignment number
Assignment 01: Compulsory	Semester 2	31 August 2018	697118

Assignment 01 consists of 25 multiple-choice questions, which must be submitted on a mark-reading sheet.

To complete the MCQs you need to understand the **Study Guide for module DVA1501** and **Tutorial Letter DVAALLD/301**.

MULTIPLE-CHOICE QUESTIONS (Semester 2)

The following paragraph was taken from a book dealing with poverty in the developing world. Read the passage and then answer the questions that follow.

“It is not only a matter of concern to inhabitants and governments of countries of the Third World, but, indeed, also of industrialised countries in the North. To all involved, an understanding of the poverty situation and the use of commonly agreed-upon poverty indicators to clearly define poverty, are prerequisites for making headway in combating mass poverty”.

1. **Which one of the following sentences would be the best first sentence to the paragraph above?**
 1. Development is a complex problem across the world.
 2. It is important to find solutions to the housing problem in rural and urban areas.
 3. It is crucial that development agencies reach agreement about poverty indicators.
 4. Poverty alleviation, or the combating of mass poverty, is one of the biggest challenges facing the world today.

2. **In the body of your essay, the correct way to refer to a book by P McMichael entitled, *Development and social change: a global perspective*, published in 2012, is ...**
 1. McMichael, P. 2012 *Development and social change: a global perspective*.
 2. *Development and social change: a global perspective* 2012.

3. P McMichael 2012.
4. McMichael (2012).

3. Which ONE of the following sentences would best define plagiarism?

1. Plagiarism is when I copy from fellow students.
2. Plagiarism is when I use the ideas of others and provide a reference for the sources of these ideas.
3. Plagiarism is when I provide a reference for a quotation, or paraphrase from my reading material.
4. Plagiarism is when I use the words, ideas and thoughts of others without providing a reference.

4. “Poverty is essentially a social concept and not always a material phenomenon.” After reading the section under sub-heading 1.1 of the Study Guide, we can conclude that this statement is ...

1. true, because as a concept, the meaning of what poverty is, is shaped by the values of the people who construct it and use it as a concept.
2. true, because poverty is subjective and its meaning therefore depends on the values, interests and views of those who construct it and use it as a concept.
3. untrue, because even unstable definitions like those of poverty can have some articulation with which most people would agree.
4. true, because the idea of poverty is prone to contestations.

5. In an essay, the introduction is composed of ...

- a) a summary of your framework.
 - b) comprehensive details for the essay.
 - c) a brief explanation of what you will be doing.
 - d) all the necessary proof and examples.
1. a & d
 2. c & d
 3. b & c
 4. a & c

6. Which of the following options is the correct way of writing the bibliographical details of a book when using the Harvard system?

1. Seekings, Jeremy, and Nicoli Nattrass. *Class, race, and inequality in South Africa*. New Haven: Yale University Press, 2008.
2. Seekings, J & Nattrass, N. 2008. *Class, race, and inequality in South Africa*. New Haven: Yale University Press.
3. Seekings, J and Nicoli, N. *Class, race, and inequality in South Africa*. Yale University Press, 2008. New Haven

4. *Class, race, and inequality in South Africa*. 2008. Seekings, Jeremy, and Nicoli Nattrass. Yale University Press: New Haven

7. South Africa is regarded as a/an ...

1. high-income country.
2. low-income country.
3. upper middle-income country.
4. poverty-stricken country.

8. Which of the following would lead to sustainability?

1. increasing awareness about protecting the environment
2. increasing mineral extraction and deforestation
3. increasing energy consumption and pollution
4. increasing population growth

9. Which paradigm on human rights was criticised for oversimplifying, romanticising and essentialising particular cultures, histories and geographers?

1. cultural relativism
2. the theory of natural rights
3. the Universal Declaration of Human Rights
4. the African Charter on Human and Peoples' Rights

10. Basic minimum family requirements are summed up by the International Labour Organisation (ILO 1976) as ...

1. food, shelter, clothes and household equipment and furniture.
2. water, sanitation, public transport, facilities for health, education and culture.
3. freedom to chart their own destiny without hindrance.
4. freedom to choose preferred employment.

11. The theory of natural rights is a precursor to the universalist theory of human rights. This theory is sometimes called the Athens-to-Washington-narrative of human rights because it ...

1. originated in Athens and was later used in Washington.
2. traces the origins of human rights to the Greek city states and locates the maturation of human rights in Washington.
3. analysed the natural rights of the Greek people in Athens before it was used to analyse the rights of the Greek community in Washington.
4. focuses on the rights of the Greeks and Americans simultaneously.

- 12. Which definition of about basic needs is FALSE?**
1. Basic needs can be defined as those things that a person cannot do without.
 2. Basic needs can be viewed objectively in terms of minimum specified quantities.
 3. Basic needs are optional day-to-day requirements.
 4. Basic needs include shelter, food, clothes, the air that we breathe and water.
- 13. Which country is geographically in the South, but as an industrialised country, it has the characteristics of the North?**
1. the Netherlands
 2. the United Kingdom
 3. the United States of America
 4. Australia
- 14. The death rate of children under the age of five years, is referred to as ...**
1. the child mortality rate.
 2. the infant mortality rate.
 3. the under-five mortality rate.
 4. none of the above.
- 15. Which two African countries extensively use coal as a source of energy?**
1. Botswana and Zimbabwe
 2. South Africa and Lesotho
 3. Zimbabwe and South Africa
 4. Nigeria and Zimbabwe
- 16. Which of the following goals were NOT adopted as a millennium development goal in 2000?**
- a) ensuring access to affordable, reliable, sustainable and modern energy for all
 - b) achieving universal primary education
 - c) developing a global partnership for development
 - d) ending hunger, achieving food security and improved nutrition and promoting sustainable agriculture
 - e) improving maternal health
 - f) promoting gender equality and empowering women
1. a, b, c & f
 2. a & d
 3. a, d & e
 4. a, c & f

- 17. According to the Study Guide, most basic needs now have to be paid for because ...**
1. not all basics are locally produced.
 2. everything has been commoditised.
 3. no government can give hand-outs (free things).
 4. 75% of the population is employed.
- 18. BRICS includes which of the following countries?**
1. Burundi, Russia, Indonesia, Chile and Switzerland
 2. Brazil, Russia, India, China and South Africa
 3. Brazil, Russia, Indonesia, Cuba and Sudan
 4. None of the above.
- 19. Which topics of development does the DVA1501 module focus on?**
- a) introducing issues of development
 - b) poverty and basic needs
 - c) health and education
 - d) inequality and power
 - e) contexts and agendas
 - f) justice and human rights
1. a, b, c, d, e & f
 2. a, b & e
 3. a, b, d & f
 4. c & e
- 20. Which one of the following statements about “stereotyping” is FALSE?**
1. Stereotyping is a positive thing as it enables us to classify countries easily according to whether they are “rich” or “poor”, or “developed” or “underdeveloped” and therefore everyone can understand what it means when we use the terms.
 2. Stereotyping paints a deceptive picture, as not everybody who lives in the North is rich or hardworking, and not everybody who lives in the South is poor or lazy.
 3. When we distinguish among countries by making generalisations or emotional images, the indicators we use are stereotypes.
 4. Stereotyping is very negative as this has an adverse effect not just on those who are typified, but also on those that do the stereotyping.
- 21. When was the term “sustainable development” first used officially internationally?**
1. at the Rio de Janeiro United Nations Conference on Environment and Development in 1992
 2. at the Johannesburg Summit in 2002

3. in a report called “Our Common Future” published by the World Economic Forum in 1987
4. at the Stockholm United Nations Conference in 1972

22. Which of the following concepts describe the technocentric approach to sustainable development the best?

- a) Gaianist
- b) interventionist
- c) managerial
- d) holistic
- e) manipulative
- f) reductionist
- g) cooperative
- h) competitive

1. a, d & g
2. b, d & g
3. b, c, e, f & h
4. b, c, e, f, g & h

23. Which statement does not relate to an accurate understanding of the “downward spiral” of natural resource management?

1. There is a strong relationship between the environment and the people. This relationship is called “ecology”.
2. Poor people are forced to exploit the natural resources in their environment to survive, and this degradation leads to a worsening of their livelihood conditions.
3. Poor people destroy their environment because they are naturally self-destructive and lack education on how to take care of their environment.
4. The idea of “downward spirals” of poverty was influenced by the writings of the author Chambers who helped us understand the poor’s “deprivation traps”.

24. According to your Study Guide, which of the following statements are true about climate change?

- a) Small farmers in Africa would be the most adversely affected by climate change.
- b) In the future, the incomes of farmers would depend on whether they have access to irrigation facilities.
- c) The biggest contributors to climate change are the poor who live in developing countries because they are responsible for releasing carbon into the atmosphere by cutting trees to make space for planting crops and pastures and they also burn firewood to use as energy.
- d) The issues of climate change, population growth and pollution are not linked but are separate issues.

1. a & b
2. only b

3. b & d
4. All of the above.

25. According to the Study Guide, the main problems affecting sustainable development are ...

1. desertification, flooding and loss of fertile top soil.
2. health, loss of soil cover, pollution and ozone depletion.
3. biodiversity depletion, food supply problems and pollution.
4. none of the above.

SEMESTER 2

ASSIGNMENT 02: ESSAY-TYPE QUESTIONS 2 to 6

Please note: It is compulsory to submit at least one essay-type question.

Follow the instructions for each assignment very carefully. Reference sources in all your answers and include a list of references on the last page. Consult Tutorial Letter DVAALLD/301 for more information on assignment writing, referencing and compiling a list of references.

SEMESTER 2

ASSIGNMENT NUMBER 02

QUESTION 2 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 02	Semester 2	10 September 2018	706632

To show you how we expect you to answer this essay-type question, we provide an example by answering the first question. *You are an eminent professor in Development Studies and are invited as guest speaker to the mid-morning show on eNCA. It is a live broadcast and Jeremy Maggs interviews you.*

Jeremy: "Professor, welcome to eNCA's live mid-morning show. Today we are talking about the very important topic of development. When most people talk about development, they think about the economy. Is this correct?"

Your answer (two paragraphs):

Yes Jeremy, it is usually assumed by the public that when we talk about development we are referring to the economy. This idea originated after the Second World War when countries like Europe and the USA achieved considerable economic growth through state and industry-driven capitalism. They thought that the newly independent "poor" countries of the world could achieve

the same success it they followed the same path. The whole debate on development during this time was dominated by economists (Ndlovu et al 2017:21–22).

The idea was that these poor countries should follow a Keynesian demand management model with elaborate five-year plans, boosted by loans, credit assistance and investment and that this would lead to successful development. The IMF and the World Bank also adopted these ideas, so they had a lot of power. Today we see that the meaning of development is a lot more complex than economics alone (Ndlovu et al 2017:22–23).

Now it is your turn. Answer the following five questions. Good luck. Remember, although you are pretending to be part of a live debate, you present a written text for us in your answer here so do not forget to reference.

1. Jeremy: “So are you talking about development as modernisation?”
Your answer (two paragraphs). (10 marks)
2. Jeremy: “Where does the ‘dependency’ school come into all this?”
Your answer (two paragraphs). (10 marks)
3. Jeremy: “So the development community became more aware of justice issues and about inequality. Would it be correct to say that they became more concerned about people’s wellbeing?” Your answer (two paragraphs). (10 marks)
4. Jeremy: “You wrote an article about ‘development as positive change’”. Can you elaborate a bit more on this topic for our viewers?”
Your answer (two paragraphs). (10 marks)
5. Jeremy: “So professor, we have all heard about the Millennium Development Goals and Sustainable Development Goals, but not everybody knows exactly what they are. What are they and are they still being pursued?”
Your answer (two paragraphs). (10 marks)

Reading: Study Guide, study unit 1 and 5

SEMESTER 2
ASSIGNMENT NUMBER 03
QUESTION 3 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 03	Semester 2	10 September 2018	806500

As a student of Development Studies, you wish to reflect on the question “What kind of an environmentalist am I?”

1. Write down your reflective account by explaining the differences between ecocentric, anthropocentric and technocentric approaches to sustainable development. (15 marks)
2. Say what Gaians believe in. (5 marks)

3. Explain the difference between the accommodation or interventionist approaches to environmentalism. (10 marks)
4. Give well-substantiated arguments about your own stance towards environmentalism. (10 marks)
5. Give examples of environmental concerns in your own context. (10 marks)

Reading: Study Guide, study unit 2

SEMESTER 2
ASSIGNMENT NUMBER 04
QUESTION 4 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 04	Semester 2	10 September 2018	756308

You have a job interview for a community development job. You must represent the view that understanding and addressing basic needs are the best options for development in your country. Prepare your arguments. Structure your arguments according to the diagrams in study unit 3 in your explanation. (50 marks)

Reading: Study Guide, study unit 3

SEMESTER 2
ASSIGNMENT NUMBER 05
QUESTION 5 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 05	Semester 2	10 September 2018	888997

QUESTION 5

Answer the following questions:

1. Under what circumstances did the international community establish the United Nations in 1945? (10 marks)
2. What events influenced the adoption of the Universal Declaration of Human Rights (UDHR) in 1948? (10 marks)
3. Why was the establishment of the International Criminal Court (ICC) a milestone in the protection of human rights? (10 marks)

4. Compare and contrast the European Convention on Human Rights and the African Commission on Human and People's Rights (ACHPR). (10 marks)
5. Identify the strengths and weaknesses of the ACHPR. (10 marks)

Reading: Study Guide, study unit 4

SEMESTER 2
ASSIGNMENT NUMBER 06
QUESTION 6 (please write this number on your assignment cover)

Assignments	Semester	Due date	Unique assignment number
Assignment 06	Semester 2	10 September 2018	698379

Read the article entitled: "Developing Africa: Trade barriers, liberalization and inequality in the World Trade Organisation", by K Reddy (2011). Identify specific parts (e.g. subsidies, trade barriers and loan interests) of the structural adjustment programmes (SAPs) that could be said to cause or contribute to inequality and poverty in the developing world. Describe how each of these works. (50 marks)

Reading: Study Guide, study unit 5; the article by K Reddy (2011) in the e-reserves of your myUnisa site.

9 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

10 EXAMINATION

In the examination for this module, there are two sections. Section A consists of 25 multiple-choice questions (MCQs) each worth two marks, which counts 50% of the examination mark. In Section B, you have an option of three essays of which you must choose one. This essay also counts 50% of the examination mark. Unisa calls this a partial MCQ examination.

Both sections of the examination paper require you to know the Study Guide.

Consult *Study @ Unisa* for general examination guidelines and examination preparation guidelines.

- **You must submit the MCQ assignment by the due date to gain admission to the examination.**
- The MCQ assignment and the essay-type assignment both contribute towards your year mark.

- Your final mark is calculated as follows:
 - Year mark (20%) + Exam mark (80%) = Final mark (100%).
 - The year mark (20%) is calculated using your Assignment 01 (MCQs) mark (10%) and the **highest essay assignment mark** (if you submitted more than one essay-type assignment) (10%).
 - For example, if you received 80% for your MCQ Assignment 01, you earn 8% towards your final mark; if you received 60% for your essay-type assignment, you earn 6% towards your final mark: that is 14 out of 20 for your year mark. If you receive 55% in your examination, then you would receive 44% towards your final mark (i.e. 80% of 55).
 - THEREFORE, your final mark would be **58%** (Year mark 14% + Exam mark 44% = Final mark 58%).
- **Please note:** You need to obtain a final mark of 50% to pass the module. In the examination, you need to obtain a sub-minimum of 40%.

11 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A–Z guide of the most relevant study information.

Q. What if I do not submit the MCQ assignment by the due date?

A. You would not gain entrance to the examination.

Q. What if I do not submit at least one essay-type assignment by the due date?

A. This would affect your year mark.

Q. If I fail an assignment, can I rewrite it?

A. No, you cannot rewrite your assignment.

Q. What if I have not received my study material?

A. All enquiries about study material must be directed to Despatch, not to lecturers. Send an e-mail to despatch@unisa.ac.za.

Q. What happens if I do not acknowledge the sources in my essay, but I include them in the bibliography?

A. You would lose marks and **you may fail your assignment**. Your lecturers would regard this as plagiarism. Refer to Tutorial Letter DVAALLD/301 for details.

Q. Other departments send the scope of the examination to students. Will I receive one from Development Studies?

- A. The scope of the examination is explained in section 10. You will receive a tutorial letter before the examination that explains the scope of the examination; this will include the same content as section 10 of this tutorial letter. No other scope will be sent.

12 SOURCES CONSULTED

No additional sources were consulted.

13 CONCLUSION

We wish you all the best in your studies, and we hope to hear from you during the course of the semester.

14 ADDENDUM A

ASSIGNMENT CHECKLIST

On the next pages, you will find two assignment checklists. Please attach one checklist to each of the completed **essay-type** assignments when you submit it for marking. If you want to submit more than two essay-type assignments and need more checklists, please make extra copies to attach.

Please complete this checklist and attach it to your essay-type assignment(s) when you submit it. Answer all the questions by putting a cross in the appropriate column.

QUESTION	YES	NO
1 Have I included a table of contents?		
2 Does my assignment consist of <ul style="list-style-type: none"> • an introduction • a main section (or body) with appropriate sub-headings • a conclusion 		
3 Have I included a bibliography or list of sources in which <ul style="list-style-type: none"> • I list all the sources to which I referred • I provide full details according to the guidelines given in Tutorial Letter DVAALLD/301 • I list the sources alphabetically 		
4 Have I used references to acknowledge all the sources from which I have borrowed ideas?		
5 Did I write in my own words and avoid plagiarism?		
6 Have I checked to see whether all my sentences follow logically on one another and that my lecturer will be able to follow my argument?		
7 Did I limit my assignment to the number of words or pages as stipulated in the assignment question?		
8 Have I written my full particulars on the assignment cover sheet?		
9 Have I written the correct assignment number on the cover sheet?		
10 Have I left enough time for my assignment to reach the University before the closing date?		

ASSIGNMENT NUMBER: _____

STUDENT NUMBER: _____

DATE: _____

15 ADDENDUM B

MODULE EVALUATION

For us to improve the quality of module DVA1501, we need to know what we are doing wrong and what we are doing right. Please complete the following form about what you liked and what you did not like about this module, and send it to us. You do not have to provide your name, but your opinion is very important to us.

Thank you for your cooperation.

Stop.....

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Because.....

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Start.....

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Because.....

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Continue.....

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Because.....

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