



## HIGHER EDUCATION PROGRAMMES

Academic Year 2023:	July - December
Summative Assessment 2:	Praxis 1 (HPX100-1)
NQF Level, Credit:	5, 20
Weighting:	10%
Assessment Type:	Research Essay
Educator:	C. Zhou
Examiner:	C. Zhou
Due Date	20 November 2023
Total	20 Marks

### Instructions

1. Summative Assessment 2 (SA 2) must be handed in online before or on the day of the Summative Assessment 1 (SA 1) sitting.
2. The essay must be a minimum of 600 (six hundred) words, and should not exceed 750 (seven hundred and fifty) words.
3. The essay structure must be as follows:
  - Cover Page:
    - Name

- Surname
- Student Number
- Name of your Support Centre (i.e. Boston, Braamfontein)
- Introduction: Tells the reader what the essay is about.
- Body / Main Content: Is based on research and relates to the essay question or topic that has been set.
- Conclusion: Is a summary of what has been covered in the essay, it may also include suggestions / recommendations.
- Reference list: (not included in the word count): the Harvard Referencing Method must be adhered to with regards to in-text citations and the reference list. Please make sure you have read and adhere to the *NWU Referencing Guide*, available in the HE Library module on ColCampus, as well as *The Beginners Guide to Plagiarism*, available in the HE Student Information module, also on ColCampus.

4. The essay must be typed, using the following type settings only:

- Font: Arial
- Font Size: 12
- Line Spacing: 1.5

5. The following must be adhered to:

***You have been provided with one (1) academic source (see below), this source is compulsory and must be consulted and referenced when answering the research question.***

Ojo-Fafore, E., Aigbavboa, C. and Thwala, W., 2021. The impact of the Covid 19 pandemic on the development of the fourth industrial revolution in Southern Africa.

Journal of Intellectual Disability-Diagnosis and Treatment. 9(1):56-63. Retrieved from

[https://d1wqtxts1xzle7.cloudfront.net/78500707/7190\\_Article\\_Text\\_18362\\_1\\_10\\_20210609-libre.pdf?1641898508=&response-content-](https://d1wqtxts1xzle7.cloudfront.net/78500707/7190_Article_Text_18362_1_10_20210609-libre.pdf?1641898508=&response-content-)

[disposition=inline%3B+filename%3DThe\\_Impact\\_of\\_the\\_Covid\\_19\\_Pandemic\\_on\\_t.pdf&Expires=1679992665&Signature=LjGAOeNS1N30Wo7qTuaZWmk9IN3W1QOnThPP4SVUA00i~Xig2or7CyDfHhAWJhcXuCnfXLDk0AabjH5iuSbXap50tPscCZKNdMRhowCXMyIsqt9dpRR4ISF4LRULry-KOqVcNRoM5Dw7D2g4-NTLqx4Ct-](https://d1wqtxts1xzle7.cloudfront.net/78500707/7190_Article_Text_18362_1_10_20210609-libre.pdf?1641898508=&response-content-disposition=inline%3B+filename%3DThe_Impact_of_the_Covid_19_Pandemic_on_t.pdf&Expires=1679992665&Signature=LjGAOeNS1N30Wo7qTuaZWmk9IN3W1QOnThPP4SVUA00i~Xig2or7CyDfHhAWJhcXuCnfXLDk0AabjH5iuSbXap50tPscCZKNdMRhowCXMyIsqt9dpRR4ISF4LRULry-KOqVcNRoM5Dw7D2g4-NTLqx4Ct-)

[vY7bayY8g2eZLAHSRMHbuAVVT55QFktJb5G9UYyXaU7xsN97Ihvuzz4DZ1sgGmz-UsrjtF5SYJylg72kKu5UIuSLGI4xJPE~9LYKJ5TVVv5LuQiIdXgGoOSxTI6RLg~3GfH7E3Zwm-RPiAgjD7Hu~C32yDYEXRzWslUJczursLLwK~iHAI2fTH3oCEw\\_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://d1wqtxts1xzle7.cloudfront.net/78500707/7190_Article_Text_18362_1_10_20210609-libre.pdf?1641898508=&response-content-disposition=inline%3B+filename%3DThe_Impact_of_the_Covid_19_Pandemic_on_t.pdf&Expires=1679992665&Signature=LjGAOeNS1N30Wo7qTuaZWmk9IN3W1QOnThPP4SVUA00i~Xig2or7CyDfHhAWJhcXuCnfXLDk0AabjH5iuSbXap50tPscCZKNdMRhowCXMyIsqt9dpRR4ISF4LRULry-KOqVcNRoM5Dw7D2g4-NTLqx4Ct-vY7bayY8g2eZLAHSRMHbuAVVT55QFktJb5G9UYyXaU7xsN97Ihvuzz4DZ1sgGmz-UsrjtF5SYJylg72kKu5UIuSLGI4xJPE~9LYKJ5TVVv5LuQiIdXgGoOSxTI6RLg~3GfH7E3Zwm-RPiAgjD7Hu~C32yDYEXRzWslUJczursLLwK~iHAI2fTH3oCEw_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA) [Accessed 27 March 2023]. **(Google Scholar).**

Neto, R.D.C.S., Maia, J.S., de Silva Neiva, S., Scalia, M.D. and de Andrade, J.B.S.O., 2020. The fourth industrial revolution and the coronavirus: a new era catalyzed by a virus. *Research in Globalization*. 2:100024. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2590051X20300137> [Accessed 28 March 2023]. **(HTML)**.

Adelowotan, M., 2021. Educational Innovations for Coping up with COVID-19 Situation in South African Universities. *Eurasian Journal of Educational Research*, 95:139-155. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1321447.pdf> [Accessed 28 March 2023]. **(Google Scholar)**.

6. You must make use of the Harvard Method of Referencing. Refer to the examples of referencing below:

**Book, single author:**

Holt, D.H. 2017. *Management principles and practices*. Sydney: Prentice-Hall.

**Book, 2 or 3 authors:**

McCarthey, E.J., William, D.P. & Pascale, G.Q. 2017. *Basic marketing*, Cape Town: Juta.

**Book, more than 3 authors:**

Bond, W.R., Smith, J.T., Brown, K.L. & George, M. 2016. *Management of small firms*, Sydney: McGraw-Hill.

**Book, no author:**

Anon. 2009. *A history of Greece 1994-now*. Sydney: Irwin.

**eBook:**

Harris, C.A. 1917. *How to write music: musical orthography*, edited by M. Randall. New York, NY: H. W. Grey. <http://gutenberg.org/files/37281/37281-h/37281-h.htm>. Date of access: 31 August 2017.

**Academic Journal article with one author:**

Allan, J. 2017. Nurturing supportive learning environment in higher education through the teaching of study skills: to embed or not to embed? *International Journal of Teaching and Learning in Higher Education*, 19(2):64-76.

**Academic Journal with 2 or more authors:**

Glatt, M.M., Grindstone, C.H & Hult, C.J. 2019. The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1):73-82.

**Webpage, no author:**

(use first few words of the page title) Improve indigenous housing now, government told. 2007. Available from: <<http://www.architecture.com.au/i-cms?page=10220>>. Date of Access, 8 February 2016.

**Website:**

Australian Securities Exchange. 2019. Market Information. Available from: <[http://www.asx.com.au/professionals/market\\_information/index.htm](http://www.asx.com.au/professionals/market_information/index.htm)> Accessed on 5 July 2019.

**Web based image / table / figure:**

The Lunar Interior. 2000. Available from: <http://www.planetscapes.com/solar/browse/moon/moonint.jpg> 2 Accessed on 8 November 2016.

**Blog:**

Newton, A. 2007. Newcastle toolkit. 16 January 2007. Angela Newton: Blog. Available from: <<https://elgg.leeds.ac.uk/libajn/weblog/>> Accessed on 23 February 2014.

**Facebook and Twitter:**

Smith, P. 2012. Social networking group, (Facebook), 6 October. Available from: <http://facebook.com> Accessed on 29 October 2012.

**Newspaper, print:**

Wolhuter, T. 2011. How to read food labels. *Star*. 26, 2 Mar 2011.

**Newspaper, electronic database:**

Hans, B. 2011. Cosatu slams Swazi loan. *The mercury*, 15 August <http://www.iol.co.za/mercury/cosatu-slams-swazi-loan-1.1117816> Date of access: 1 September. 2012.

7. Plagiarism occurs when a writer duplicates another writer's language or ideas, and then calls the work his or her own. Simply put, plagiarism is theft. This includes the 'copy and paste' of work from textbooks, study guides, journal articles. The Plagiarism Declaration, included in this brief, must be signed and attached to the front of your essay. Refer to the Plagiarism Information Sheet in your Course Outline for further information.

8. **Academic sources:**

Not all sources can be classified as an academic source. To judge whether a source is an academic source, take the following criteria into account:

- The author should be identifiable
- The source should be published by a credible publisher (In an Academic Textbook or Academic Journal)
- A list of references should be provided

Wikipedia **is not** a credible academic source. There is no one author identifiable, and editing an article on this site is very easy. Also, blog posts often provide valuable information, but this is not academically sound.

9. To obtain maximum results, please consult the rubric included in this brief to ensure that you adhere to and meet all the given criteria.

10.A **Copyleaks Report** will be issued via ColCampus once the assignment is submitted. Please ensure that you follow the correct steps when uploading your assignment, to ensure that the Copyleaks Report is correctly issued. If the incorrect document is uploaded, or if no Copyleaks Report is issued, a mark of zero (0) will be awarded. If the Copyleaks Report indicates that a 30% similarity rating has been exceeded, 25% of the assessment total will be deducted from the final grade. Where a Copyleaks Cheat Detection Report is issued, your submission will automatically be treated as if you received a similarity rating in excess of 30% and 25% of the assessment total will be deducted from the final grade.

## Question 1

(20 Marks)

Covid-19 had a significant impact in South Africa. The disease has caused widespread disruption in various areas of the economy. The pandemic devastated several areas, for example, economic growth, social and political life, and the healthcare sector. However, there was a significant improvement in the adoption and use of technology in delivering various services. This improved response to the fourth industrial revolution was registered in the various sectors of the South African economy.

Investigate the effects of the COVID-19 crisis on implementing the Fourth Industrial Revolution technologies in South Africa. Identify and discuss areas of the South African economy that have responded strongly to 4IR due to the pandemic.

### Compulsory sources to peruse:

11. Ojo-Fafore, E., Aigbavboa, C. and Thwala, W., 2021. The impact of the Covid 19 pandemic on the development of the fourth industrial revolution in Southern Africa. *Journal of Intellectual Disability-Diagnosis and Treatment*. 9(1):56-63. Retrieved from <https://www.lifescienceglobal.com/pms/index.php/jiddt/article/view/7190/3884> [Accessed 27 March 2023]. **(Google Scholar)**.
12. Neto, R.D.C.S., Maia, J.S., de Silva Neiva, S., Scalia, M.D. and de Andrade, J.B.S.O., 2020. The fourth industrial revolution and the coronavirus: a new era catalyzed by a virus. *Research in Globalization*. 2:100024. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2590051X20300137> [Accessed 28 March 2023]. **(HTML)**.
13. Adelowotan, M., 2021. Educational Innovations for Coping up with COVID-19 Situation in South African Universities. *Eurasian Journal of Educational Research*, 95:139-155. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1321447.pdf> [Accessed 28 March 2023]. **(Google Scholar)**.

### The following Learning Outcomes are assessed in this assessment:

- Risks and benefits of the fourth industrial revolution (4IR): African and South African impact
- The impact of the fourth industrial revolution (4IR) on the future of work in South Africa

Assignment	Suggested mark allocation			Total
content	12-16	8-11	0-7	18
<p>Comprehensive understanding of the effect of the COVID-19 crisis on the implementation of the 4IR in South Africa.</p> <p>Identify and discuss areas of the South African economy that have responded strongly to 4IR as a response to the COVID-19 pandemic.</p>	<p><b>Comprehensive understanding of the topic.</b> Student demonstrated strong evidence that they understand the effects of the COVID-19 pandemic on the implementation of the 4IR in South Africa. (3-4 marks)</p> <p>Student identified and comprehensively discussed at least four (4) areas in the South African economy that have responded strongly to 4IR as a consequence of the pandemic. (10-12 marks)</p>	<p><b>Sufficient understanding of topic. Responses relevant to topic.</b> Student demonstrated sufficient evidence that they understand the effects that COVID-19 pandemic had on the implementation of the 4IR in South Africa. (2-3 marks)</p> <p>Student identified and sufficiently discussed at least two areas in the South African economy that have responded strongly to 4IR as a result of the pandemic. (5-9 marks)</p>	<p><b>Insufficient understanding of topic.</b> Student shows limited to no understanding of the effects of the COVID-19 pandemic on the implementation of the 4IR in South Africa. (0-1 marks)</p> <p>Student exhibits limited understanding of how areas of the economy responded to 4IR as a response to the COVID-19 pandemic. (0-4)</p>	
Bibliography and Referencing	<b>4</b>	<b>1-3</b>	<b>0</b>	<b>2</b>
	At least two sources has been referenced, correct Harvard referencing has been used. In-text references are correctly done (4 marks)	Relevant sources has been referenced. The referencing style may not be the recommended style but there is evidence of a single source being consulted. (1 mark)	No evidence of research, acknowledgement of sources (In-text citations and Bibliography missing) (0 marks)	
				<b>/20</b>