



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

DEVELOPMENT STUDIES SYLLABUS

ORDINARY LEVEL

SYLLABUS CODE: 6136

GRADES 10 - 11

**FOR IMPLEMENTATION IN 2019
FOR FIRST EXAMINATION IN 2020**

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, Arts and Culture 2017
Development Studies NSSCO Syllabus Grades 10 - 11

ISBN: 99916-69-61-2

Printed by NIED

Website: <http://www.nied.edu.na>

Publication date: 2017

TABLE OF CONTENTS

1.	Introduction.....	1
2.	Rationale	2
3.	Aims.....	2
4.	Additional Information.....	3
5.	Learning Content.....	4
6.	Assessment objectives.....	18
7.	Scheme of Assessment.....	19
8.	Specification grid	20
9.	Grade descriptions	21
10.	Explanatory notes to teachers.....	22
11.	Glossary	24

1. INTRODUCTION

The Namibia Senior Secondary Certificate Ordinary level (NSSCO) syllabus for Development Studies is designed as a two-year course for examination after completion of the Junior Secondary phase. The syllabus is designed to meet the requirements of the Curriculum Guide for Formal Senior Secondary Education for Namibia and has been approved by the National Examinations, Assessment and Certification Board (NEACB).

The National Curriculum guidelines, applicable at a stage of senior secondary education (grades 10-12) and the equivalent stages of non-formal education, as part of lifelong learning, recognise the uniqueness of the learner and adhere to the philosophy of learner centred education.

The Namibia National Curriculum guidelines:

- recognise that learning involves developing values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial “ global” issues in a rapidly changing world which affect quality of life: the AIDS pandemic, global warming, environmental degradation, maldistribution of wealth, expanding and increasing conflicts, the technological explosion and increased connectivity;
- recognise that as information in its various forms becomes more accessible learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively;
- seek to challenge and to motivate learners to reach their full potential and to contribute positively to the environment, economy and society;

Thus the Namibian National Guidelines provide opportunities for developing essential, key skills across the various fields of study. Such skills cannot be developed in isolation and may differ from context to context according to the field of study.

Development Studies contributes directly to the development of key skills marked *.

- Communication skills*
- Numeracy skills*
- Information skills*
- Problem-solving skills*
- Self-management and Competitive skills*
- Social and Co-operative skills*
- Physical skills
- Work and Study skills*
- Critical and Creative thinking*

2. RATIONALE

Development Studies is an interdisciplinary subject, which focuses on the development concepts, issues, and strategies. It is about the interaction of the economic, social, political systems and environmental , which affects development, including decision making, and action taking. It helps learners to relate better to local, national and international development trends. It exposes learners to a holistic approach to the study and understanding of development process and practices. By nature, Development Studies reflects the linking of theory and practice which promotes in learners the acquisition of knowledge, skills, values and development attitudes which are politically, economically and socially desirable.

Development Studies will enable learners to take a more informed and positive role in shaping the societies in which they live in a sustainable way.

Development Studies also provides scientific knowledge about physical, environmental and human processes, which form the basis for cross-curricular education.

3. AIMS

The aims are to enable learners to:

- understand the strategy and practice of development within the context of different social, political and economic environment;
- develop analytical skills necessary for the understanding of the nature and interdependence of the social, economic, political and environmental factors which influence development;
- critically examine and evaluate development strategies and experiences;
- understand and appreciate the interrelated nature of development at a local, national, regional and international level;
- understand both the prospects for and constraints on development in Namibia and other developing countries;
- understand and appreciate the role of decision makers such as the individual, communities, organisations and different forms of government as agent of development;
- appreciate their own actual and potential talents, and the resource potential of their environment, so as to utilise all these fully for the development of their societies;
- develop cultural and social responsibility by meaningful participation in community efforts to counter poverty, exploitation and other forms of injustice;
- understand emerging issues which affect development, such as HIV and AIDS, global warming, globalization, information technology, gender relations, debt crisis and impacts;
- develop a challenging attitude and a focus on sustainable development so that they can act upon their environment to change it in the best interest of everyone;
- develop skills, including fieldwork techniques, to investigate development issues and suggest solutions of relevance in the local and national context;
- acquire and apply Information Communication Technology (ICT) skills.

4. ADDITIONAL INFORMATION

Guided learning hours

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. The National Curriculum for Basic Education (NCBE) indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years.

Prior learning

Learners beginning this course are not expected to have studied Development Studies previously in Junior Secondary (JS) level.

Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

Support materials and approved textbooks

NSSCO Development Studies syllabus, question papers and examiner reports are sent to all schools. Assessment manuals in subjects, where applicable are sent to schools. Approved learning support materials are available on the Senior Secondary Textbook Catalogue for Schools. The Senior Secondary Textbook Catalogue is available on the institution's (NIED) website (<http://www.nied.edu.na>).

5. LEARNING CONTENT

The learning content is divided into ten themes:

- 1) Measuring Development
- 2) Namibia Developmental Plans
- 3) Production
- 4) Industrialisation and Urbanisation
- 5) Rural Development
- 6) Women and development
- 7) Population, Health and Education
- 8) Politics and Development
- 9) Trade and Aid
- 10) Research Techniques

The themes are presented in the table with topics, general objectives and specific objectives

Theme 1: Measuring Development

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Development	<ul style="list-style-type: none"> understand the concept and practice of development within the context of their social, economic , political and environment 	<ul style="list-style-type: none"> define the term “development” with reference to social, economic, political and environmental aspect describe the broad pattern of the world development: developed/developing, Less Economic Developed Countries (LEDC)and More Economic Developed Countries (MEDC), industrialised/non-industrialised, capitalism/communism, newly industrialised countries (NICs) explain how environmental, social, political, social and economic indicators can used to measure development explain the usefulness and limitations of GNP as an indicator of development describe the characteristics of countries at different levels of development: Gross National Product (GNP), population growth, housing, types of jobs, diet, life expectancy, education and health services etc. explain how Human Development Index (HDI) and Multidimensional Poverty Index (MPI) are used as indicator to measure development explain how historical, political, social, availability of resources and economic factors influence the level of development in different countries
1.2 Sustainable Development	<ul style="list-style-type: none"> show an understanding of sustainable development 	<ul style="list-style-type: none"> define what is sustainable development describe and illustrate the concept of sustainable development with reference to natural environment and the use and exploitation of resources discuss sustainable development goal, with reference to responsible consumption and production

Theme 2: Namibia Developmental Plans

Topics	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Namibia Vision 2030	<ul style="list-style-type: none"> understand the goals and aims of Namibia Vision 2030 	<ul style="list-style-type: none"> describe five key areas toward the realisation of Vision 2030 with reference to: <ul style="list-style-type: none"> education, science and technology health and development sustainable agriculture peace and social justice gender equality
2.2 National Development Plans (NDPs)	<ul style="list-style-type: none"> understand the role of NDPs toward Namibia's economic and social development and short and long term goals 	<ul style="list-style-type: none"> explain how NDPs are used to provide direction in terms of planning, implementation and outcomes to Namibia's National Development agenda discuss short and long term planning and evaluate an example of a National Development Plan: e.g. Namibia's Fifth National Development Plan (NDP5), Harambee Prosperity Plan with reference to the main objectives and goals

Theme 3: Production

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Production	<ul style="list-style-type: none"> • understand the concept and process of production 	<ul style="list-style-type: none"> • explain the need for production: basic needs and wants • explain what is needed to produce goods and services: land, labour, capital (factors of production) • explain how land is a factor of production: quality of land and physical resources, the need for conservation of natural resources, and the problem of ownership • explain how labour is a factor of production: division of labour and specialisation • explain the meaning of capital: money capital and Capital good, and the use of money capital in the production of resources • describe the different types of energy used in the production process and explain their potential role in future development: non-renewable (oil, coal, nuclear and natural gas) and renewable (solar, biogas, wood, Hydro Electric Power) • describe types of technology: simple, intermediate, complex, and appropriate technology and illustrate with examples • explain the economies of scale • describe labour and capital intensive methods of production • describe and explain sector of production in countries at different levels of development: relative percentage of the population employed in agriculture, industry, and services (primary, secondary and tertiary production) • describe and explain the importance of enterprise in the process of production and illustrate how production can be organised

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Production.... <i>Continued</i>		<ul style="list-style-type: none"> • describe and explain the importance of enterprise in the process of production and illustrate how production can be organised: individual, cooperatives, companies, transnational companies or multinational companies and state organisations • explain the role played by technology revolution in development and the world new economic order: micro-electronics, biotechnology, communications and information systems • evaluate strategies for increasing production: such as privatisation of state own enterprises (water and electricity supply, roads, telecommunications and other services)

Theme 4: Industrialisation and Urbanisation

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1 Industrialisation	<ul style="list-style-type: none"> • understand the process of industrialisation and its impact on development 	<ul style="list-style-type: none"> • define and explain the process of industrialisation • identify with examples from specific industries the characteristics of modern industrial production: complex machinery and advanced technology, wide range of raw material, complex division of labour, the coordination of specialised tasks • describe the different strategies for industrialisation by evaluating the advantages and disadvantages: import substitution, export-orientated industries, large-scale vs small scale, multinational companies (MNCs), local investors or joint enterprises, state enterprises, public private partnership • identify examples of newly industrialising countries (NICs) and evaluate the role of the state in their development: e.g. South Africa, India, Philippines and Indonesia • discuss the importance of key industries to the social and economic development of Namibia (e.g. mining, fishing, agriculture, textiles, tourism) • suggest possible sustainable ways of increasing production in Namibian industries: value added processes, foreign investors joint ventures with local, adoption of modern production processes, further research and explorations
4.2 Urbanisation	<ul style="list-style-type: none"> • understand the dynamics of urbanisation and its impact on developing and developed countries 	<ul style="list-style-type: none"> • define urbanisation • describe the causes and characteristics of urbanisation: in the industrialised (developed) countries and in the developing countries • describe the problems of rapid urbanisation in the developing world: effects on rural areas, housing needs and shanty towns, sanitation, water suppliers and pollution, transport and communication • suggest solutions to problems caused by urban growth: self-help schemes, site and services schemes, rural development projects, new town etc • differentiate between unemployment and underemployment, formal and informal sector

Theme 5: Rural Development

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Rural Development	<ul style="list-style-type: none"> • develop an understanding and appreciation of the nature of rural development 	<ul style="list-style-type: none"> • describe the traditional societies with reference to hunter- gatherers, nomadic, pastoralist and agriculturalists • describe the nature of traditional society in terms of land use and ownership, division of labour, and type of tools, seasonal agriculture, social and cultural activities dependence on the local environment, changes to traditional farming in pre-colonial times, and the impact of colonialism, development of peasant farming and cash cropping • describe and illustrate examples of commercial farming: tools and technology, development of monoculture and large scale projects, plantations, crop rotation • describe and evaluate selected rural development schemes and strategies used in Southern Africa, and evaluate the problems involved in their implementation: loans and credit schemes and small scale rural projects, farmers' cooperatives, resettlement schemes, integrated rural development and the mobilisation of rural population, grassroots' development and appropriate farming methods • describe and demonstrate the importance of the need to conserve the environment in rural areas: land clearance, fuel and wood supplies and deforestation, soil erosion and land degradation, ground and water pollution caused by agriculture, maintaining wildlife diversity, sustainable development • describe and explain the role played by the state, formal and informal groups and individuals in rural development: the influence of culture, beliefs and values of individuals and groups in rural development issues in Namibia • describe and evaluate strategies for diversifying resources and community participation in tourism: cultural tourism and conservation • explain the positive and negative impacts of tourism on people, economy and environment in Southern Africa

Theme 6: Women and Development

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Women in traditional and pre-colonial societies	<ul style="list-style-type: none"> understand and appreciate the role of women in development 	<ul style="list-style-type: none"> discuss the roles of women in traditional societies: in reference to labour, food production, farming, and family welfare discuss the impact of culture on the women's position in the society: traditional values, customs and practices, taboos and myths assess the impact of colonialism on the position of women in society: impact in relation to education, land entitlement, wages, labour, migratory labour and commercial farming
6.2 The role of women in modern society	<ul style="list-style-type: none"> understand and appreciate the role of women in development and poverty alleviation 	<ul style="list-style-type: none"> define gender equality discuss issues related to emerging roles of women: equal access to jobs, new policies, women oriented schemes and female headed households assess the role played by women in politics of Namibia: in liberation and independence movements, their integration into national development, formal equality versus factual inequality and the promotion of women's rights describe and evaluate the importance of women in development and their participation in development projects in Namibia: rural women as target groups, the contribution of women's organisations and local female self-help groups, examples of women's schemes in the programmes of aid agencies, urban women and urban projects discuss factors that lead to gender based violence (GBV) and baby dumping in Namibia suggest possible solutions to address GBV and baby dumping

Theme 7: Population, Health and Education

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.1 Population	<ul style="list-style-type: none"> • understand the effects of population trends on development 	<ul style="list-style-type: none"> • define the term population density and distribution • describe and explain the distribution of population in the world and regions in Southern Africa: with reference to physical factors such as climate, and relief and economic, social and political factors • describe and explain trends in population growth in countries at different levels of economic development, define the terms: <ul style="list-style-type: none"> - population growth rates - crude birth rates - death rates - infant mortality - demographic transition model • discuss ways to control population growth: examples of national population policies to reduce growth rate (e.g. China) and increase growth rates (e.g. Singapore) • describe how population data can be used for economic and social purposes and give Namibian examples • discuss the concept of population pyramids with reference to population structure of developed and developing countries • assess the impacts of HIV and AIDS on population of Namibia
7.2 Health	<ul style="list-style-type: none"> • understand the role of health in development 	<ul style="list-style-type: none"> • describe and analyse the main factors which determine good health and life expectancy: clean water supplies and hygiene, a nutritionally adequate diet, freedom from disease, poverty and stress • describe and evaluate examples of health programmes in Namibia: primary health care and the training of medical auxiliaries, the building of hospitals and training of doctors, the provision of clean water supplies, community health programmes and immunisation • discuss the impact of HIV and AIDS on Namibia and other SADC countries' economic development and how the health system is addressing the HIV and AIDS pandemic in Namibia

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.3 Education	<ul style="list-style-type: none"> • understand the role of education towards development in Namibia 	<ul style="list-style-type: none"> • define traditional and modern education systems • describe the advantages and disadvantages of traditional and modern education systems • distinguish between formal, informal and non-formal education systems • interpret and analyse data for measuring a country's education provision with reference to: <ul style="list-style-type: none"> - level of literacy - number of children in primary and secondary schools - number of students in tertiary institutions • assess the impacts of Information Communication and Technology (ICT) on education development in Namibia • describe the significance of alternative approaches used in Namibia to provide education: non-formal, vocational education, lifelong learning to encourage skills development and sustainable economic development • explain how education address HIV and AIDS

Theme 8: Politics and Development

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	GENERAL OBJECTIVES <i>Learners should be able to:</i>
<p>8.1 Politics and Development</p>	<ul style="list-style-type: none"> • understand different forms of governments and their influence on development • understand the role of central government, regional and local authorities toward development 	<ul style="list-style-type: none"> • explain the concepts used in politics, state and government: constitution, authority, power, representation, delegation, election and voting • discuss different types of governments: a monarchy, parliamentary democracy, republic, one-party state, dictatorship and totalitarianism • explain different approaches to state power: capitalism, socialism, mixed economies, communism and fascism • discuss the role of government and regional/local authorities, with specific reference to Namibia, in providing the conditions for development: peace and national security, opportunities for the population (e.g. loans); infrastructure, education and social services, decentralization policy • explain the main factors affecting social and economic developments in LEDCs such as Namibia: poor planning, lack of skilled workforce, work ethics (corruption and transparency), lack of finance and lack of in service training

Theme 9: Trade and AID

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.1 Trade	<ul style="list-style-type: none"> • understand the roles of trade towards social and economic development 	<ul style="list-style-type: none"> • define what is trade • describe the reasons for exchange and the need for integration into the world economy • define what is meant by balance of trade and balance of payment • explain the effects of trade on balance of payment: the ways in which countries trade and the effects of price fluctuations, examples of balance of payment problems, the search for new economic order • analyse the broad pattern of international trade: between developing, newly industrialised countries (NICs) and developed countries • define globalisation • describe the growing significance of globalisation of trade and investment: socio-economic benefits/opportunities and constraints for less economic developed countries (LEDCs) and more economic developed countries (MEDCs) • name and explain strategies which LEDCs such as Namibia can use in order to participate in the global village: establish infrastructure, human resources development, international exposure, attract foreign investment

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.2 Foreign investment and aid	<ul style="list-style-type: none"> • understand the various forms of foreign investment and their impact on development 	<ul style="list-style-type: none"> • define foreign investment and aid • describe different forms of foreign investment and international aid: the problem of direct foreign investment and multi-national companies, the effects of foreign loans and credits on national economy • describe the roles of the special agencies of United Nations toward social and economic development: World Bank, IMF, UNDP, UNICEF, FAO, UNESCO
9.3 Regional and Global cooperation	<ul style="list-style-type: none"> • understand cooperation among countries 	<ul style="list-style-type: none"> • discuss the regional co-operation in Southern African region: Southern African Customs Union (SACU) and Southern Africa Development Community (SADC): with reference to the successes and challenges faced by such regional communities • discuss the role of European Union (EU) in terms of cooperation and trading with other nations and trading partners.

Theme 10: Research Techniques

Topic	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
10.1 Research skills	<ul style="list-style-type: none"> • know how to carry out an investigation/research project 	<ul style="list-style-type: none"> • identify research topic • state features of a good topic: interest, relevancy, ethical, specific (area, time, date) • describe the aims and objectives of research • differentiate between a hypothesis and a research question • differentiate between primary and secondary data with relevant examples • name and describe different methods of collecting data • evaluate the advantages and disadvantages of data collection methods • define the concept of pilot study • differentiate between research population and research sample • name and describe different sampling methods: random, stratified and systematic • analyse and present information collected: draw graphs, sketch maps • draw conclusion and recommendations

6. ASSESSMENT OBJECTIVES

The four assessment objectives in Development Studies are:

- A.** Knowledge with Understanding
- B.** Analysis and Evaluation
- C.** Investigation
- D.** Problem-solving

A. Knowledge with Understanding

Learners should be able to:

- A.1 recall, select and present relevant factual information;
- A.2 demonstrate understanding of development terms, strategies and concepts;
- A.3 show understanding of development strategies and their application;
- A.4 demonstrate knowledge and understanding of development issues in Namibia, SADC and the rest of the world.

B. Analysis and Evaluation

Learners should be able to:

- B.1 interpret relevant data presented in written, statistical, diagrammatic, pictorial and graphical forms;
- B.2 analyse and evaluate information, recognise patterns and deduce relationships and draw reasoned conclusions;
- B.3 analyse and evaluate alternative approaches to development problems.

C. Investigation

Learners should be able to:

- C.1 plan and carry out a simple research exercise;
- C.2 select and use basic techniques to observe, record and classify relevant data and extract relevant information from a range of sources;
- C.3 organise and present their findings in a clear and coherent manner.

D. Problem solving

Learners should be able to:

- D.1 apply practical and cognitive skills to solving problems.

7. SCHEME OF ASSESSMENT

All learners will take papers 1, 2 and 3.

Grades available A*-G		
Paper 1 Written	2 hours 15 mins	80 marks
This paper will consist of structured questions based upon stimulus material. Learners will be expected to answer all four questions (compulsory) drawn from the whole curriculum, involving primarily, but not exclusively, the demonstration of knowledge and understanding. (assessment objective A) (4 x 20 marks)		
Paper 2 Written	2 hours	70 marks
This paper consists of two compulsory structured questions based upon several pieces of related source material, involving primarily, but not exclusively, the analysis and evaluation of evidence. (Assessment objective B) (2 x 35 marks)		
Paper 3 Written	1 hour 45 mins	50 marks
This paper will consist of two compulsory sections testing, primarily but not exclusively, skills in assessment objective C (investigation) and D (problem solving). Firstly, learners will be provided with a limited amount of data about a development issue, which could provide the basis for a research investigation. They will be required to answer questions based on the data. Secondly, they will be asked to answer questions based on their own investigation of a development issue carried out during the course		

8. SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment

Assessment Objectives	Paper 1	Paper 2	Paper 3	Percentage % (overall)
A. Knowledge with understanding				
A.1 recall, select and present relevant factual information	20	15		17.5%
A.2 demonstrate understanding of development terms, strategies and concepts				
A.3 show understanding of development strategies and their application	15			7.5%
A.4 demonstrate knowledge and understanding of development issues in Namibia, SADC and the rest of the world	20			10%
B. Analysis and evaluation				
B.1 interpret relevant data presented in written, statistical, diagrammatical, pictorial and graphical forms	25	15	5	22.5%
B.2 analyse and evaluate information, recognise patterns and deduce relationships and draw reasoned conclusions		25	5	15%
B.3 analyse and evaluate alternative approaches to development problems		15	5	10%
C. Investigation			25	12.5%
D. Problem solving			10	5%
Total	80	70	50	100

Weighting of paper

Paper	Marks	Weighting	Assessment Objectives
1	80	40%	A,B
2	70	35%	A,B
3	50	25%	B,C,D

9. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall and it might conceal weakness in one aspect of the examination which is balanced by above average performance in some others. Learners will be graded on a scale of A* - G.

The descriptors for judgmental thresholds (A,C,E,G) are given below.

A Grade A learner is expected to:

- understand at a detailed level a wide range of development issues, terms, concepts and strategies;
- identify and evaluate local and national development needs and resources;
- plan and carry out a research investigation focused on development issue, using a suitable range of techniques of data collection, analysis and presentation with a high degree of accuracy and clarity;
- apply the extensive practical and cognitive skills listed above in making reasoned and balanced judgements on development issues of a local, national and international character, appreciating the different values and circumstances of the people concerned, with an awareness of his or her own potential for participating in development.

A Grade C learner is expected to:

- understand at a sound level key development issues, terms, concepts and strategies;
- identify and describe local and national development needs and resources;
- plan and carry out a research investigation focused on a development issue, using suitable techniques of data collection, analysis and presentation with a moderate degree of accuracy and clarity;
- apply the thorough practical and cognitive skills listed above in making reasoned and balanced judgements on development issues of a local, national and international character, appreciating the different values and some of the circumstances of the people concerned, with an awareness of his / her own potential for participating in development.

A Grade E learner is expected to:

- understand at a limited level key development issues, concepts and strategies;
- identify some local and national development needs and resources;
- plan and carry out a research investigation focused on a development issue, using some basic techniques of data collection, analysis and presentation with a moderate degree of accuracy and clarity;
- apply the basic understanding and cognitive skills listed above in discussing development issues of a local, national and international character with a basic appreciation that different value positions and circumstances can exist and an awareness of his / her own potential for participating in development.

A Grade G learner is expected to:

- understand at a limited level simple development issues, concepts and strategies;
- identify some local and national development needs and resources;
- plan and carry out a simple research investigation focused on a development issue, using some basic techniques of data collection, analysis and presentation with a limited level of accuracy and clarity;

- apply the basic understanding and cognitive skills listed above in discussing development problems of a local, national and international character with a basic appreciation that different value positions and circumstances can exist and with limited awareness of his/ her own potential for participating in development.

10. EXPLANATORY NOTES TO TEACHERS

Paper 3 (Alternative to coursework) – notes for guidance.

All the questions on this paper will test assessment objectives C and D (Investigation and Problem Solving)

In order to prepare for this paper it will be necessary for learners to be taught the skills of carrying out a research investigation and for them to either individually or in groups carry out research for themselves into a development issue.

The examination paper will be divided into two sections:

Section A

Questions on research methodology using data provided about a development issue (35 marks).

Section B

Questions based on their own research investigation (15 marks).

Recommended procedures for study

(i) Research skills

Learners need to be taught how to carry out investigations on development issues. It is recommended that these skills form part of the teaching programme rather than being taught in isolation. They can be illustrated through practical exercises integrated with the learning content as various topics are taught.

They should be taught that any investigation into a development issue should include the following stages:

1. identify and describe an issue for investigation;
2. formulate a research question or hypothesis;
3. identify sources of information;
4. select and use suitable primary (e.g. questionnaires, interviews and observation) or secondary methods (e.g. maps, photographs, statistical data and publications) of data collection

Present an investigation report which refers to 1 to 4 above and also includes:

- (a) representation of data using appropriate techniques (e.g. graphs such as pie charts, bar graphs and divided rectangles, tables, maps and flow charts);
- (b) written analysis and interpretation of the data;
- (c) conclusions based on the data collected;
- (d) recommendations based on the data collected;
- (e) an evaluation of the finished enquiry which should include reference to the limitations of the data collected.

(ii) Individual research

Once learners are ready to practice their research skills they should carry out their own research investigation on a development issue. They can work individually or in groups to collect data, however each learner must present his or her own investigation report. At all stages it is important for teachers to give guidance in the selection, planning and implementation of the investigations. This includes guidance in:

- selecting suitable issues to investigate;
- identifying sources of data, either primary or secondary or a combination (if it is possible to collect primary data by fieldwork this should be encouraged);
- selecting appropriate methods of data collection;
- discussing problems and difficulties involved in the presentation and analysis of data.

It is important that learners are aware that, whilst the research investigation will not be assessed as a formal coursework assignment, a number of questions will be set on it as part of the Paper 3 examination.

For example learners may be asked in the Paper 3 examination to:

- identify their own research question or hypothesis;
- describe how they collected their data;
- illustrate methods of presentation which they used;
- justify their choices of data collection and presentation;
- briefly communicate their conclusions;
- evaluate their methodology.

(iii) Examples of possible topics for research investigation

These suggestions are intended only as examples, some of which might be suitable for individual research whilst others may be more suited for group collaboration on the collection of data. What may be suitable for a school in an urban location may not be suitable in a rural location and teachers will need to assess the varied opportunities which are available to learners in their own schools. There are three basic approaches to the collection of data:

1. Collecting data within the school environment

(e.g. questionnaires can be designed and used within school as part of a research enquiry on family sizes, employment or migration patterns.

For example a research investigation on migration could ask a research question such as 'How does the migration of parents affect performance of learners in school? The data could be collected largely through the use of questionnaires of learners and interviews with teachers.)

2. Collecting data in the local area

(e.g. a local research investigation into the effect of a new development such as a school, clinic or bus service in an urban area, issues such as the use of fertilizers or problems of water supply in a rural area, or the environmental impacts of a development such as a new dam or a tourist attraction in the local area.

For example a research investigation on a local issue could focus on teenage sexual activities with research questions being framed which investigate the age at which teenagers become sexually active or their awareness of aids and the spread of HIV. The data could be collected through the use of questionnaires along with interviews of health workers. Statistics from health authorities in the area may also be available.)

3. Making use of secondary data

(e.g. a comparison of levels of development of different countries by using suitable indicators obtained from reference materials such as the internet or an investigation into the impacts of industrial development in an area using documentary sources.

For example a research investigation could focus on the growth of a company or the economy in a region. The data could be obtained from reports produced by the companies along with statistical materials from government departments).

11. GLOSSARY

It is hoped that this glossary of terms used in the Development Studies will prove helpful to learners as a guide. The glossary has been deliberately kept brief with respect to the descriptions of meanings. Learners should appreciate that the meaning of a term must depend in part on its development context. NOTE: Illustrative techniques as quoted in this glossary encompasses such things as maps, diagrams, sketches, graphs etc.

Annotate	Add labels or notes or short comments to meet specific requirements usually on an illustrative technique.
Calculate	Is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved.
Compare	Set out the factual details to show how far things either agree or disagree or are alike or unlike. For a comparison, two elements or themes, learners will be required to identify similarities and differences either in written statements or as shown by illustrative techniques.
Complete	To add the remaining details required to a written statement or an illustrative technique.
Contrast	Identify differences
Define or state the meaning of or what is meant by	To describe accurately, giving the meaning of, definition of.
Describe	Set out the factual details of. To give a written account to meet a specific requirement e.g. to give an account of something. May also be seen as 'give an account of'. Is often coupled with other command words such as : name and describe (<i>name the feature and set out factual details of</i>), Describe and explain (set out factual details and give reasons for). Describe how, when or where (directive toward a particular aspect for which <i>a written account is required</i>).

Devise or plan	Presentation of a particular feature such as a form or questionnaire to meet a specific requirement or requirements.
Draw	Make a sketch of. Often coupled with a <i>labelled diagram</i> (draw a diagram / illustration with labels to identify its <i>features</i>)
Explain or	Give reasons for a particular feature
Account for/ Factor	Characteristics bringing about a certain result.
Feature	A characteristic of.
Giving your views	Say what you think about.
How	In what way? To what extent? By what means / method? May be coupled by with <i>show how</i> (prove how, demonstrate how)
Identify	Select, ascertain. Recognise a specific feature / features on an illustrative technique or in a written statement.
Illustrating your Answer	Account for by using specific examples or diagrams. Often coupled with <i>by a labelled diagram</i> (use of an illustrative technique relating to specific aspect or aspects in a question to include relevant words or terms to identify particular features.)
Insert or label	Placing specific names or details to an illustrative techniques in response to a particular requirement.
List	Identify and name a number of features to meet a particular purpose. Where a given number of features is specified this should not be exceeded.
Locate	Find the place of.
Mark	Indicate or show on an illustrative technique a particular feature or features.
Match	Identify two or more statements or illustrative techniques in which there is an element of similarity or inter-relationship.
Measure	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
Name	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.

Pattern	A particular spatial arrangement or distribution of phenomena e.g. settlements. In another context one may be asked to suggest a pattern or identify a pattern or trend (recognise a particular sequence or a number of sequences from an illustrative technique or from a written statement).
Reasons	Explain, justify, give the causes of.
Refer to or With reference to	Write an answer which uses some of the ideas provided in an illustrative technique or other additional material such as a case study.
State	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by single word.
Study	Examine closely, pay special attention to, look carefully at and interpret.
Suggest	Set down your ideas on or knowledge of. Propose, put forward for consideration. Often coupled with <i>why</i> (requires a statement or an explanatory statement referring to a particular feature or features.)
Use or using the information provided	Base your answer on the information provided (on the content of an illustrative technique or a written statement).
With the help of the information in	Write an answer which uses some of the information in the illustrative technique as well as additional materials.
What	Used to form a question with selective ideas / details / factors.
What differences are shown between A and B changes	Use comparative statements to assess the changes involved as A to B. Factual descriptions of A and B are not required.
Where	At what place? To what place? From what place?
Why	For what cause or reason?



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: + 264 62 509073

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>