



Republic of Namibia

MINISTRY OF EDUCATION

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

DEVELOPMENT STUDIES SYLLABUS

ORDINARY LEVEL

SYLLABUS CODE: 4331

GRADES 11 - 12

2010

**DEVELOPED IN COLLABORATION WITH
UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**



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ORDINARY LEVEL

*This syllabus replaces previous NSSC
syllabuses and will be implemented in
2010 in Grade 11*



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

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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 Certificate. The syllabus is designed to meet the requirements of the Curriculum Guide for Formal 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 11 and 12) and the equivalent stages of non formal education, as part of life-long 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 rapid 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 Namibia National Curriculum Guidelines should provide opportunities for developing essential / key skills across the various fields of study. Such skills cannot be developed in isolation and they may differ 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 Cooperative skills *
- Physical skills
- Work and study skills *
- Critical and Creative thinking skills*

2. RATIONALE

Development Studies is an interdisciplinary subject, which focuses on development concepts, issues, theories and strategies. It is also about the interaction of the economic, social and political systems, 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. It addresses the concerns of bringing about sustainable development and utilisation of resources. By its 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 also provides scientific knowledge about physical, environmental and human processes which forms the basis for cross-curricular education.

3. AIMS

The aims are to enable learners to:

1. understand the theory and practice of development within the context of different social, political and economic environments;
2. develop analytical skills necessary for the understanding of the nature and interdependence of the social, economic, political and environmental factors which influence development;
3. critically examine and evaluate development strategies and experiences;
4. understand and appreciate the interrelated nature of development at a local, national, regional and international level;
5. understand both the prospects for and the constraints on development in Namibia and other developing countries;
6. understand and appreciate the role of decision makers such as the individual, communities, organisations and different forms of government as agents of development;
7. 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;
8. develop cultural and social responsibility by meaningful participation in community efforts to counter poverty, exploitation and other forms of injustice;
9. understand emerging issues which affect development, such as HIV and AIDS, global warming, globalisation, information technology, gender relations, debt crisis and their impacts;
10. develop a challenging attitude and be aware of sustainable development so that they can act upon their environment to change it in the best interest of everyone;
11. develop skills, including fieldwork techniques, to investigate a development issue and suggest solutions of relevance in the local and national context.
12. acquire and apply Information Communications Technology (ICT) skills.

4. LEARNING CONTENT

The learning content is divided into eight themes:

1. Measuring Development
2. Production
3. Industrialisation and Urbanisation
4. Rural Development
5. Women in development
6. Population, Health and Education
7. Politics and Development
8. Trade and Aid

The themes are presented in a table with topic, 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>
Development	<ul style="list-style-type: none"> understand the concept and practice of development within the context of their social, economic and political environment 	<ul style="list-style-type: none"> explain the concept of development and give alternative definitions of it : social, economic and political definitions of development describe the broad patterns of world development: developed/developing, LEDC/MEDC, industrialised/non-industrialised, capitalism/communism, OPEC, newly industrialising countries (NICs) explain how statistics can be used to measure economic and social development: Gross National Product (GNP) per capita, Gross Domestic Product (GDP) per capita, literacy and infant mortality explain why some aspects of development are difficult to measure: political aspects such as freedom and justice; environmental aspects such as air and water quality describe the characteristics of countries at different levels of development: GNP, population growth, housing, types of jobs, diet, life expectancy, education and health services in MEDCs and LEDCs give reasons for the differences in development levels of different countries: historical, political, resource availability, interdependence of social, economic and political factors
Theories of development	<ul style="list-style-type: none"> show an understanding of different development theories 	<ul style="list-style-type: none"> describe and evaluate the stages of growth theory/ modernisation, and outline how it can be applied to different countries: it does not fit all countries, the difficulties of defining take off, world conditions are not the same as in the past, countries may not all follow the same path describe and evaluate dependency theory, and define neo-colonialism : evaluate the evidence for exploitation and the underdevelopment of the poor by the rich, and the underdeveloped countries by the developed describe and illustrate the concept of sustainable development: ways in which resources can be used in a way in which they are conserved for use by future generations, ways in which considerations of sustainable development affect the planning and management of environment and resources

THEME 2 PRODUCTION

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
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) and enterprise • 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 and access to them • explain how labour is a factor of production: division of labour and specialisation • explain the two meanings of capital: money capital and technology which aids production • describe the different types of energy used in the production process and explain their potential role in future development: non renewable (for example, fossil fuels such as oil, coal and natural gas) and renewable (for example, solar, biogas, nuclear, HEP) • 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 the sectors 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) • explain the importance of enterprise in the process of production and illustrate how production can be organised: individuals, cooperatives, companies, transnational companies or multinational companies and state organisations • explain the role played by the technology revolution in development and the world new economic order: micro-electronics, biotechnology, communications and information systems. • evaluate strategies for increasing production: e.g. privatisation of parastatals in Namibia (water and electricity supply, roads, telecommunications and other social services).

THEME 3: INDUSTRIALISATION AND URBANISATION

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to;</i>
Industrialisation	<ul style="list-style-type: none"> • understand the process of industrialisation and its impact on development 	<ul style="list-style-type: none"> • explain the process of industrialisation • describe the historical background to industrial development: mercantilism and accumulation of capital through trade, the industrial revolution, the search for raw materials and colonialism, the world distribution of industrial production, primary producers and the terms of trade, multinational companies • define and illustrate with examples from specific industries the characteristics of modern industrial production: complex machinery and advanced technology, wide range of raw material, the complex division of labour, the coordination of specialised tasks • describe the different strategies for industrialisation and evaluate their advantages and disadvantages: import substitution, export-orientated industries, large-scale vs small-scale, multinational companies (MNCs), local investment or joint enterprises, state enterprises • identify examples of newly industrialising countries (NICs) and evaluate the role of the state in their development: e.g. Singapore, South Korea • discuss the importance of key industries to the social and economic development of Namibia (e.g. mining, fishing, agriculture, textiles, tourism) • consider sustainable ways for increasing the output of Namibian industries: value added processes, foreign investors joint ventures with locals, adoption of modern production processes, further research and explorations
Urbanisation	<ul style="list-style-type: none"> • appreciate the dynamics of urbanisation and its impact on development of Namibia and SADC region 	<ul style="list-style-type: none"> • describe the distribution of urban population in the world • describe the causes and characteristics of urbanisation: in the industrialised countries and in the developing countries • describe and analyse the problems of rapid urbanisation in the developing world: effects on rural areas, housing needs and shanty towns, sanitation, water supplies and pollution, transport and communication • describe and evaluate solutions to problems caused by urban growth: self help schemes, site and services schemes, new towns, rural development, etc • illustrate an understanding of unemployment and underemployment, formal and informal sectors and links between them

THEME 4: RURAL DEVELOPMENT

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
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 nature of traditional societies: the use and ownership of land, division of labour, and types of tools, seasonal agricultural, social and cultural activities and 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, grass-roots' 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 • describe and explain the impacts of tourism on the rural environments of southern Africa: positive and negative impacts on people, economy and the environment

THEME 5: WOMEN IN DEVELOPMENT

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Women in traditional and pre/colonial societies	<ul style="list-style-type: none"> • develop an understanding and appreciation of the role of women in development 	<ul style="list-style-type: none"> • discuss the role of women in traditional societies: reference should be given to labour, food production, arable farming, animal husbandry 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
The role of women in modern society	<ul style="list-style-type: none"> • develop an understanding and appreciation of the role of women in development and poverty alleviation 	<ul style="list-style-type: none"> • discuss issues relating 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 the politics of Southern Africa: in independence and liberation 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

THEME 6: POPULATION, HEALTH AND EDUCATION

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Population	<ul style="list-style-type: none"> • develop an understanding and appreciation of the effects of population on development 	<ul style="list-style-type: none"> • describe and explain the distribution of population in the world and regions in Southern Africa: define the terms population density and distribution, explain the influence of 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: population growth rates, crude birth rates, death rates and infant mortality rates, the demographic transition model • explain the effects of overpopulation on the environment: deforestation, soil erosion, etc • describe and evaluate attempts 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 • understand the concept of a population pyramid and explain variations in population structure illustrated by population pyramids: Examples of pyramids using countries at different levels of development • discuss the impact of HIV and AIDS on the population structure of Namibia
Health	<ul style="list-style-type: none"> • appreciate 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 scourge in Namibia

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Education	<ul style="list-style-type: none"> • appreciate the role of education in development in Namibia 	<ul style="list-style-type: none"> • define, describe and assess the advantages of traditional education systems, modern educations and formal education • interpret and analyse data for measuring a country's education provision: levels of literacy, number of children in primary and secondary schools, number of students in universities • discuss the impact of Information Communication Technology Education on the development of Namibia • discuss and describe the significance of alternative approaches to the provision of education: non formal and vocational education, life long learning to encourage skills development and sustainable economic development • explain the role of education in addressing the problems of HIV and AIDS

THEME 7: POLITICS AND DEVELOPMENT

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Government and development	<ul style="list-style-type: none"> • develop an understanding of different forms of governments and their influence on 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 and evaluate types of governments: a monarchy, parliamentary democracy, republic, one-party state, dictatorship and totalitarianism • explain and evaluate different approaches to state power: capitalism, socialism, mixed economies, communism and facism • 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 hampering social and economic developments in LEDCs such as Namibia: planning, lack of skilled workforce, work ethics (corruption and transparency), lack of finance • show an understanding of short and long term planning and describe and evaluate an example of a National Plan: e.g. Namibia's second National Development Plan (NDP2) with reference to the main goals and objectives

THEME 8: TRADE AND AID

TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Trade	<ul style="list-style-type: none"> • develop an understanding and appreciation of international trade 	<ul style="list-style-type: none"> • describe the reasons for exchange, trade and the need for integration into the world economy • define what is meant by trade and the balance of payments • describe and analyse the broad pattern of international trade: trade between the old industrialised countries, the trade between old industrialised countries and the developing world, trade between developing countries, the rise of newly industrialised countries • describe and explain the effects of trade on balance of payments: the ways in which countries trade and the effect of price fluctuations, examples of balance of payment problems, the search for new economic order • 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) • describe and explain strategies which LEDCs such as Namibia can use in order to participate in the global community: establish infrastructure, human resource building, international exposure, attract foreign investment • describe and explain the significance of the New Economic Partnership for Africa's Development (NEPAD) with reference to the main aims: to alleviate Africa's chronic underdevelopment, to address poverty, encourage international investment, and provide conditions for sustainable development
Foreign investment and aid	<ul style="list-style-type: none"> • appreciate various forms of foreign investment and show an understanding of the impact of foreign aid on development 	<ul style="list-style-type: none"> • define what is meant by investment and aid • describe and evaluate different forms of foreign investment and international aid: the problems of direct foreign investments and multi-nationals companies (MNC), the effects of foreign loans and credits on the national economy. The role of the special agencies of the United Nations, the role of the World Bank and IMF to countries around the world
Regional and Global cooperation	<ul style="list-style-type: none"> • develop an understanding of how countries can cooperate with each other 	<ul style="list-style-type: none"> • describe and evaluate an example of regional co-operation / integration in the Southern African region: Southern African Customs Union (SACU) and Southern African Development Community (SADC) reference should be made to the successes and challenges faced by such regional communities

5. 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, theories 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.

6. SCHEME OF ASSESSMENT

All learners will take Papers 1, 2 and 3.

Paper 1		
Written	2 hours 15 minutes	Marks 75
This paper will consist of structured questions based upon stimulus material. Learners will be expected to answer all five questions (compulsory) drawn from the whole curriculum, involving primarily, but not exclusively, the demonstration of knowledge and understanding. (assessment objective A) (5 x 15 marks)		

Paper 2		
Written	2 hours	Marks 60
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 30 marks)		

Paper 3		
Written	1 hour 45 minutes	Marks 50
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		

7. 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				
A.2 demonstrate understanding of development terms, theories and concepts	20	15		19%
A.3 show understanding of development strategies and their application	10			5.4%
A.4 demonstrate knowledge and understanding of development issues in Namibia, SADC and the rest of the world	20			10.8%
B. Analysis and evaluation				
B.1 interpret relevant data presented in written, statistical, diagrammatical, pictorial and graphical forms	25	15	5	24.3 35%
B.2 analyse and evaluate information, recognise patterns and deduce relationships and draw reasoned conclusions		20		10.8
B.3 analyse and evaluate alternative approaches to development problems		10		5.4%
C. Investigation			35	19%
D. Problem-solving			10	5.4%
Total marks	75	60	50	100%

Weighting of Papers

Paper	Marks	Weighting	Assessment Objectives primarily assessed
1	75	40%	A
2	60	35%	B
3	50	25%	C, D

8. 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 judgemental 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 focussed 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 focussed 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 focussed 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 focussed 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.

9. 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 practise 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).

10. 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 Account for/ Factor	Give reasons for a particular feature. 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	Use comparative statements to assess the changes involved as A changes 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: +64 62 502446

Facsimile: + 64 62 502613

E-mail: info@nied.edu.na

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

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