

DEVELOPMENT STUDIES

6136
Paper 1

General comments

The overall performance of the learners was slightly poor compared to last year. This is because most learners could not interpret questions correctly. They also failed to recall basic definitions, which is an indication of poor content mastery. Most learners could not comprehend the use of command words, i.e. two opposite statements were required to answer a question on which learners were asked to differentiate. In addition, it was observed that most learners do not read instructions, they could not start each question on a separate page and they wrote between margins which made it difficult for the markers to indicate marks. Learners also failed to number their answers correctly; they instead used figures and page numbers, which should be discouraged.

- 1 (a) (i) Well answered. [1]
Answer: Election/Voting
- (ii) Poorly answered. Most learners could only refer to the role of men in general without referring to the source. [2]
Answer: Roles of men
Safe keeping/ protecting/ guarding
Keeps/maintain order
Validating documents
- (iii) Poorly answered. Most learners could only list basic human rights instead of the characteristics of democracy. [3]
Answer: Characteristics of democracy
Different political parties/multi-party state
Freedom of speech/there are basic human rights/freedom of movement
Election are held at regular intervals
Free and fair election
Representatives should be accountable
Limited use of force
Four arms of state that are independent
- (b) Fairly answered, however some learners only stated the general daily activities of councillors, e.g. to listen to people's problems. [4]
Answer: Roles of regional councillor
- to bring development to regions/develop infrastructure
- provision of flood/drought relief aid/ assist vulnerable people
- establish and maintain public transport services
- provision of land/housing
- provide transport services in regions
- supply water for households, industries and businesses
- provision of health care services/facilities/clinics/hospitals
- provision of education services/facilities/schools/hostels
- provide and maintain sewerage systems
- supply electricity to residents.
- (c) (i) Well answered. [1]
Answer: the state/government
- (ii) Fairly answered. Some learners confused the market economy with the mixed economy. [1]
Answer: capitalism/market economy
- (iii) Poorly answered. Most learners the mentioned characteristics of dictatorship. [2]
Answer: Characteristics of fascism
The existence of a single party
Absolute state control of everything: education, etc.
A leader who exercise absolute power
Nationalism and racialism/ superiority of once race or nations.

- (d) (i) Poorly answered. Learners could not differentiate between the two types of decision making and the majority were clueless about the two decision making bodies.

Answer:

- Fig. 2A shows decision are centralised/made by e central office/ national government whereas Fig. 2B shows decisions are made decentralised/ made at local level.
- Fig. 2A shows decision making by people elected from across the nation whereas Fig. 2B shows people elected from the local areas

(each difference is worth 1 mark)

[2]

- (ii) Poorly answered. Most learners failed to give the advantages of the decision making process.

Answer: Advantages of bottom-up decision making

- It involves local people
- It leads to development that has local support
- It does not involve spending large sum of money
- Local people take responsibility for decision and project made in the interest of the local people
- It encourage self-reliance
- It targets the poor and disadvantaged people
- It reduces the gap between the urban and rural communities.

[4]

[20]

- 2 (a) (i) Fairly answered. Some learners failed to give two opposite statements and they lost marks in this regard.

Answer: Needs - are basic necessities/thing that we cannot live/survive without.

Wants - things that do not need for survival/can survive without

[1]

- (ii) Well answered.

Answer: Basic needs

- water
- Air
- Shelter/Housing
- Food

(Any 2)

[2]

- (b) (i) Fairly answered. Some learners confused communal ownership with public ownership.

Answer: Communal ownership- land that belong to the community.

[1]

- (ii) Well answered.

Answer:

Private ownership- when individuals or companies own a piece of land

[1]

- (c) Fairly answered. Learners could only refer to private ownership instead of how the types of ownership influence the wealth of a country.

Answer: How private ownership of land influence the wealth of a country

- Land may belong to small group of people and majority may be landless
- Commercial farms focus on export and profit while they are neglecting local needs/ commercial farms leads to more export and foreign exchange/currency
- More subsistence farmers produce enough for their families and surplus to the local markets
- Commercial farmers pay tax to the government
- Commercial farmers create jobs

[5]

- (d) (i) Poorly answered. The majority of the learners confused the methods of production with the types of technology.

Answer: A - Labour intensive

B- Capital intensive

[1]

- (ii) Fairly answered. Some learners failed to identify the methods of production in Fig. 4A, but only referred to the types of technology.

Answer:

Advantages of labour intensive

Technology is simple/intermediate

Less capital is used to produce goods and services

Provide jobs for the people

Produce goods for the local markets at reasonable prices

Disadvantages

More time is spent on the production of process/production might take longer
The tools are not very durable
High labour cost

[4]

(e) Poorly answered. Learners could only refer to problems of urban areas.

Answer:

Problems caused by industrialisation

- Land pollution- caused by people littering
- Air pollution-caused by dangerous gases/fume by factories
- Noise pollution- caused by loud sounds from factories/lorries/trucks
- Deforestation –loss of biodiversity when constructing factories
- Depletion of natural resources
- Dangerous working condition
- Water pollution- wastage from factories may contaminate water sources.

[5]

[2]

3 (a) (i) Well answered.

Answer: movement of people from villages to towns and cities

[1]

(ii) Well answered.

Answer:

Types of infrastructures
Roads/transport
Electricity/ power supply
Buildings
Telecommunications

[2]

(iii) Fairly answered, however, some learners failed to specify the push and pull factors.

Answer:

Why people move from rural areas

Push Factors

Poverty
Unemployment
Limited access to health care and education
Natural disasters .e.g. drought
Insufficient food
No entertainment
Shortage of schools/hospitals
Lack of clean drinking water
Poor sanitation

Pull Factors

Better housing
More reliable food supply
Wide range of shops
More entertainment facilities
Easier access to health care
Better education services

[4]

(b) Well answered.

Answer:

Problems of rapid urbanisation

- Overcrowding lead to spread of diseases
- Unemployment
- Shortage of houses/shanty town creation
- Pollution/deforestation
- Large volume of traffic cause traffic congestion
- High crime rate/prostitution

[5]

(c) Poorly answered. The majority of learners focused on the problems the young people will encounter in urban areas.

Answer:

Effects of young people migrating

- Loss of able bodied to work /old men and women unable to do heavy work
- Low production/low output
- No one to look after the old and sick
- Breaking up families/split up families
- Migrants bring back diseases

[3]

- (d) Poorly answered. The majority of the learners elaborated what the government use money in urban area rather than giving reasons why more money is spent in urban areas than in rural areas.

Answer:

Why government spend more money in urban areas

- More people live in urban areas
- Keep urban population happy as they are more politically active
- Need to supply electricity to industries /businesses
- Water and electricity issues more pressing in urban areas
- To encourage foreign investments/tourism
- Cheaper to supply the urbans/rural areas too spread out.
- Ministry/officials in urban areas

[5]

[20]

- 4 (a) (i) Fairly answered, some learners defined international trade instead of trade

Answer:

Trade: the buying and selling of good and services/exchange of goods and services between regions,towns and cities.

[1]

- (ii) Poorly answered, most of the learners refer to sending instead of selling, while some referred to good only without services.

Answer:

Export: selling of goods and services to other countries

[1]

- (b) (i) Poorly answered, the majority of the learners did not give answers in million and also failed to give units

Answer:

- R 61 107 million

- (ii) Fairly answered, most of the learners managed to score one mark for the calculations.

Answer:

146 681 – 37 761= R 108 920 million

- (iii) Fairly answered, most of the learners managed to get the types of balanced of trade but failed to give the causes.

Answers:

Negative balance of trade/trade deficit/unfavourable

Causes: -earning less money for raw materials/exports

Spending more money on expensive manufactured/finished goods/imports

- (c) (i) Fairly answered, learners focused more on global warming and its effects instead of defining globalisation.

Answer:

- Globalisation: means countries and businesses expanding their trading activities across the world[1]

- (ii) Poorly answered, some of the learners focused on strategies of industrialisation.

Answer:

Advantages of globalisation

- Access to more markets/better prices
- Access to better technology/more commodities
- The expansion of trade will result in more jobs available which will lead to higher standards of living
- More loans from MEDCs/grants/money
- More foreign investment to strengthen the local economy
- Increase connectedness and spread of production
- Foreign direct investment/ MNCs/encourage foreign businesses to operate from Namibia by creating political and economic stability.

[4]

(d) (i) Not well answered, most of the learners focused on loans with interest rather than aid.

Answer:

Bilateral aid: Assistance given directly from one country to another

Multilateral aid: assistance given to a country by an international organisation [2]

(ii) Poorly answered, learners could not define the term tied aid and could not give the correct example of tied aid.

Answer:

Tied aid: assistance that coming with condition attached/string attached/instruction on how it should be used.

Example: German government donating money to Namibian government to buy Volkswagen cars for the police from Germany. [2]

(iii) Poorly answered, Learners gave disadvantages of aid in general instead of tied aid.

Answer:

Disadvantages of tied aid

The recipient country cannot apply/use aid as it wishes.

The recipient country has to pay more for equipment than if they could get it on the local markets.

The donor country may interfere in the political and economic affair of the recipient country. [3]

[20]

Positive suggestions to Teachers.

- Teachers should teach learners on how to read instructions and questions carefully before they attempt to answer the questions.
- Teach learners various terminologies and commanding words as listed at the back of the syllabus.
- Teachers must encourage their learners to write question on a separate page and number their questions correctly.
- Teachers should put more emphasis on interpretation of diagrams, graphs and tables.
- Teachers should make sure that they cover the syllabus on time and revision to prepare learners for the final national examination.
- Teachers should encourage learners to study and prepare for the examination well in advance to enable them to recall common core facts.