

General comments

The performance of the learners is generally poor compared to last year. Very few learners scored between 45-49 marks out of 70. The majority of the learners scored between 25-29 out of a total of 70 marks.

Question 1

- 1 (a) (i) Well answered, the majority could score full marks.

Answer:

- Development/developing/developed

- (ii) Fairly answered, learners were able to identify the photographs, but failed to give reasons for their options.

Answer:

Photograph A

- Reason:** - house made up of grass/wood/poles/sticks
- use candles/paraffin for cooking/ cook on fire

- (iii) Fairly answered, some learners failed to compare the two photographs. They could hardly use comparative words. The comparisons made were not matching, therefore, some learners lost marks.

Answer:

Photograph A

- roof made of grass
- no windows
- no electricity
- fence made of sticks
- small house
- used Bricks made out of clay
- house not painted

Photograph B

- use iron sheets
- windows
- electricity
- fence of iron poles and wire
- big house
- bricks made out of cement
- painted

- (b) (i) Well answered, the majority of the learners used the source to identify the three dimensions.

Answer:

- Living standard
- Education
- Health

- (ii) Well answered. Learners could identify the economic indicators.

Answer:

Gross National income per capita

- (iii) Poorly answered, Most learners do not understand the meaning of Gross National Income per Capita, therefore they could not explain the benefit of GNI per Capita to individuals standards of living. Instead, they confused it with a Gross National Product.

Answer:

Contribution to good standard of living

- People will afford:
- Proper medical care
- Clean water provision
- Nutritious food/balanced diet
- Proper sanitation
- Better housing
- Better education

- (c) (i) Well answered, it was easy for them to indicate the year from the source.

Answer:

1,9% - 2%

- (ii) Poorly answered, the majority of the learners failed to identify the specific year from the graph. Most of them gave a peak year (year with the highest growth rate) instead of the year with the highest increase.

Answer:

1983- 1985

- (iii) Fairly answered. However, most learners repeated the same reason, e.g, lack of family planning/ lack of contraceptives/high birth rates.

Answer:

Reasons for high population

Lack of contraceptives/family planning/high birth rate

- Religious beliefs
- Cultural beliefs
- Teenage pregnancy
- Early marriage
- Improved food production/ balanced diet
- Improved medical care/low death rate/reduced infant mortality

- (iv) Fairly answered. Learners could describe the change in population growth but failed to justify their answers with statistics.

Answer:

- Decrease/declined/reduced
- with 0.1/ 0.2%,
- in 2000 it was 1.5 and in 2004 it was 1.3/1.4

- (d) (i) Well answered.

Answer:

- Learners could get the answers from the source.
- 0 – 5 years

- (ii) Fairly answered, the majority could score one mark.

Answer:

- Reasons for water-borne diseases
- immune system not developed/ they get sick easily
- lack of clean safety water/use contaminated water

- (iii) Well answered, the majority could get full marks on the calculations.

Answer:

- $13 + 11 = 24$

- (iv) Poorly answered. Most of the learners failed to use the required action verb, e.g, teach, educate and encourage. They could not explain ways in which a health education programme could be used to help prevent diseases in the country.

Answer:

Education programme should teach/encourage:

- Feeding on balanced diet
- The importance of washing hands before eating to reduce bacterial infections
- The importance of vaccinations to prevent measles/polio
- To use clean water/boil water if collected from river/dam
- Breast feeding
- Sanitary health/covering food

- (e) (i) Well answered. Learners could easily identify the answer from the source.

Answer:

- 210 000

- (ii) Well answered

Answer:

Country with lowest prevalence of AIDS
Tunisia

- (iii) Poorly answered. The majority of the learners failed to give one word to describe the prevalence of HIV/AIDS in Southern Africa.

Answer:

- Higher/highest/high

- (iv) Fairly answered. Most learners could score at least two marks, however, some referred to the negative effects of HIV/AIDS on production instead of explaining how the pandemic could become a financial burden on the Namibian government.

Answer:

Burden of HIV on government:

- More orphans that GRN has support/ build orphanage/ give grants
- More cheap/free medical supplies/ARVs/food/doctors needed.
- Loss of skilled workers due to HIV, replaced with foreign experts/ new trainees
- More money spent on campaign to prevent HIV/to provide Condoms
- More money spent on building new hospitals/clinics

Question 2

- (a) (i) Well answered, although some learners used words like knitting, tailoring and designing clothes, therefore some could not score a mark.

Answer:

They are making clothes /sewing/ Producing clothes/manufacturing clothes

- (ii) Fairly answered, however, few learners gave Intermediate technology instead of Complex.

Answer:

Complex/Modern/Advanced

- (iii) Poorly answered. Most learners could not give the strategies for industrialisation instead they referred to import and export.

Answer:

- Import substitution
- Export orientated industries
- Large scale vs Small scale

- (iv) Fairly answered, however, some learners confused the infrastructures with the factors of production.

Answer:

- Infrastructure:
- Power/electricity supply
- Telecommunication/telephones/computer/internet
- Water supply systems e.g. dams, reservoirs, sewage/pipes
- Transport system e.g. roads/ rail ways
- Buildings/Factory

- (v) Fairly answered.

Answer:

Social-economic benefits are:

- Create employment which leads to a good standard of living
- Offer bursaries to students to acquire new experiences and greater knowledge to grow the economy
- Sponsor sport activities/ cultural activities
- Generate tax for the government which it can spend on improving health facilities/infrastructures
- Bring in foreign currency

- (b) (i) Fairly answered, learners could easily identify photograph 3A as hunter-gatherers, however, most learners referred to photograph 3B as agriculturalist instead of Nomads/ Nomadic pastoralists.

Answer:

Photograph A – Hunter-gathers

Photograph B – Nomads/Nomadic pastoralists

NB: **NOT Nomadics or Pastoralists**

- (ii) Well answered

Answer:

bows
arrows
spears

(iii) Well answered.

Answer:

- milk/fat/butter
- meat/beef
- skin/wool

(iv) Poorly answered, most learners referred to division of labour in the traditional societies.

Answer:

- Influence of colonialism
- They were forced to move from fertile soil/ land was taken
- Were not allowed to become land owners
- Forced to pay tax to the government
- People were forced to work for whites for income
- Were not allowed to produce their own food to fulfil their needs

(c) (i) Fairly answered, although some learners only mentioned craft instead of products made from clay.

Answer:

- clay pots/clay plates/clay bowls (**NOT: pots/ plates only**)

(ii) Poorly answered, most learners referred to primary, secondary and tertiary sectors.

Answer:

- Informal sector

(iii) Poorly answered, most learners could not explain the process of producing clay pots/plates.

Answer:

- How product is produced
- using clay soil/ moulding clay/ made out of clay
- heated at high temperature/burn to harden it

(iv) Fairly answered, some learners could only identify the method of production but they could not give reasons for their choice.

Answer:

- Labour intensive:
- no complex technology/ less capital/less money
- Lots/more labour/human input/work relies heavy on people
- No machinery is used/ simple technology/ use hands

(Any 2)

(v) Fairly answered, some learners could score marks.

Answer:

- Benefits of craft industry
- Receive foreign exchange/income/more money/generates income
- Tourist attraction to rural areas
- Money earned is spent on local shops/the community/more support for local shops/in the community
- Local people may earn profits
- Creates job opportunities/self-employment/reduces Unemployment/ improve living standards

Positive suggestions to the teachers

- Teachers should try to cover the syllabus within reasonable time to make provision for revision.
- Teachers are encouraged to explain the meaning of terminologies/ concepts used in **Development Studies**.
- Teachers are discouraged from using the vernacular language while teaching as most learners would give answers in vernacular languages e.g Etit for clay plates.
- Teachers are encouraged to put more emphasis on correct numbering of questions as this may result in loss of marks. They should also encourage the learners to space their answers well and write neatly.
- Teach the learners to answer questions by writing full developed statements instead of short phrases, for example " a high GNI per capita makes people to afford balanced diet, better health care etc."
- Teachers should teach the learners how to make comparisons by either using a table where the points should match or in a statement form using comparative words such as while, whereas, etc.