MINISTRY OF EDUCATION

NAMIBIA SENIOR SECONDARY CERTIFICATE

DEVELOPMENT STUDIES
SPECIMEN PAPERS 1–3 AND
MARK SCHEME
ORDINARY LEVEL
GRADES 11 – 12

THESE PAPERS AND MARK SCHEMES SERVE TO
EXEMPLIFY THE SPECIFICATIONS IN THE LOCALISED
NSSC DEVELOPMENT STUDIES ORDINARY LEVEL
SYLLABUS

2006
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MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 1
SPECIMEN PAPER

Time: 2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the space provided on the answer paper/answer booklet.

Answer all questions.

Write your answers on separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Information for candidates

The number of marks is given in brackets [ ] at the end of each question

This question paper consists of 8 printed pages.
1. Study fig. 1, which shows aspects of development.

![ASPECTS OF DEVELOPMENT Diagram](image)

(a) (i) Give **two** reasons why clean water is a basic need. [2]

(ii) Name **two** development indicators (measures) that will be affected if there is not enough clean water and health care for the population. [2]

(b) Clean water and health care are two basic needs. Name two other basic needs. [2]

(c) Study fig. 2, which is a map showing GNP per head. The economic development of a country is often measured by its GNP.

![Gross National Product per head (US dollars) Map](image)

**Fig. 2**

Key
- 80 to 749 Low Income Economies
- 750 to 8449 Middle Income Economies
- 8450 to 40000 High Income Economies
- ND No data
(i) What is a country’s Gross National Product (GNP)?

(ii) Name one continent in which all countries have a high GNP.

(iii) The line on the map divides the world into two parts. Describe what this line shows.

(iv) The countries on one side of the line are said to be dependent on those on the other side. Which side is dependent?

(v) Give three ways in which dependency affects the economies of poor countries.

(vi) Explain fully why the gross national product is not a good indicator of development.
2. Study fig. 3 and answer the following questions.

(a) What is meant by
   (i) Urbanisation, [1]
   (ii) Marginal land? [1]

(b) Explain why increasing urbanisation affects forests and woodland. [2]

(c) Describe three effects of urbanisation on agriculture. [3]

(d) (i) The shanty town has grown up on the edge of the city close to the rubbish dump. Describe 2 advantages of this location for people living in the shanty town. [2]

(ii) Describe two disadvantages of the location of the people living in the shanty town. [2]

(iii) Dumping rubbish is one type of pollution. Name another type of pollution and describe the problems that it creates for people living in the city and its local area. [4]
3. Study fig. 4, which shows some facts about people in Nepal, a country to the north of India.

<table>
<thead>
<tr>
<th></th>
<th>Average hours worked per day</th>
<th>Average number of children</th>
<th>Infant Mortality Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl aged 6-9</td>
<td>7.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl aged 10-14</td>
<td>9.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All women (15 and over)</td>
<td>10.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural women (15 and over)</td>
<td>14.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educated women</td>
<td>4.0</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Uneducated women</td>
<td>6.2</td>
<td></td>
<td>103</td>
</tr>
</tbody>
</table>

Most young girls suffer from malnutrition. 60% of women are married below the age of 18. Adult female literacy is 23%, adult male literacy is 57%. Under the law in Nepal a father does not have to provide food and clothing for his daughter.

Fig. 4

(a) (i) Which group works the most hours? [1]

(ii) Which female group works less hours than men? [1]

(b) Suggest three reasons why women who live in rural areas work long hours. [3]

(c) There is a gender division of labour in Nepal. What is meant by *gender division of labour*? [2]

(d) (i) What is the relationship shown in Fig.4 between educating women and the average number of children that they have? [1]

(ii) Suggest two reasons for that relationship. [2]

(iii) Give two reasons why the children of uneducated women have high infancy mortality rates. [2]

(e) Suggest three ways by which people in Nepal could improve their general standard of living. [3]
4. Study Fig. 5

**The Purpose of Education**

- To develop each person to the full
- To increase production
- To improve everybody’s health
- To bring up children well
- To look after the environment
- To tackle and solve problems peacefully
- To learn to use modern skills
- To contribute to community affairs

**Fig. 5**

(a) What is the name given to the education which our forefathers received? [1]

(b) (i) What type of education is needed to use modern skills? [1]

(ii) Give two ways in which this type of education differs from that in (a). [2]

(c) Give two reasons why a country’s production will increase if it has an educated population. [2]

(d) Explain why educating the Namibian people to look after the environment is important to the future of our country. [2]

(e) How will educating both men and women equally improve community affairs? [3]

(f) Name two health educational programmes and, for each, explain how it can improve the general health of a country’s population. [4]
5. Study fig. 6 which shows the constitution of a Government in a Democracy

(a) What is meant by a democracy? [1]

(b) (i) Give another name for the legislature [1]

(ii) How are the members of the legislature chosen? [1]

(iii) What does the legislature do? [1]

(c) What is the purpose of the executive? [1]

(d) Explain why the minister of finance has a very important job. [3]

(e) (i) How does either a President or Prime Minister in a democracy come to power? [1]

(ii) What does the Head of the Executive do? [1]

(f) (i) Who are the members of the judiciary? [1]

(ii) The judiciary makes sure that the laws are obeyed. Why is it important that the judiciary is independent of the political parties? [1]

(g) Namibia is a democracy. Describe the advantages of this to the Namibian people. [3]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 1
MARK SCHEME

Question 1

1. (a)
   (i) Two reasons:
       Clean water is essential for drinking/good health/life/survival/ for cooking
       To prevent diseases spreading etc.
       Hygiene/to wash/ to keep clean/ domestic use
       NOT an agricultural use
       [2]
   (ii) Two development measures or definition of measure:
       Infant Mortality Rates
       Death Rates/Maternal death rates
       Human Development Index
       “Quality of Life” (no need so state measure in this case)
       Life expectancy
       NOT “more deaths”
       [2]

(b) Two other basic needs:
    Food
    Clothes
    Shelter / housing / homes / roof
    Education
    NOT “human rights / sleep / clothes etc”
    [2]

(c) (i) National wealth/income or the total value of a country’s production in one
       year + earnings from investments/ + exports and – imports
       NOT just national production/total production or GDP
       [1]
   (ii) North America, Europe or Australia.
       [1]
   (iii) The division between the North and the South.
       The Brandt line
       The North/South Divide
       [1]
   (iv) The South
       [1]
(v) **Three ways:**
The South depends on trading their raw materials with the manufactured goods of the North.
South is at an economic disadvantage in terms of trade.
South is in a state of neo-colonialism.
They do not earn very much from their exports.
They have to import manufactured goods which are expensive.
They have an unfavourable balance of trade.
They may get into debt. [3]

(vi) **Two points:**
Because it is an average/ generalization
It does not show the extremes of wealth and poverty in a country/ numbers/ proportion of rich and poor.
It does not include all production/ informal sector/ in inaccurate [2]
[15]
Question 2

2. (a) (i) Urbanisation – an increase in the proportion of people living in cities. [1]
   Allow migration into towns/ growth of cities

   (ii) Marginal land – land is not naturally productive or fertile/ not suitable for farming [1]

(b) Two reasons:
   demand for fuelwood
demand for building materials / less wood available
demand for land [2]

(c) Three of the following: described
   loss of farm land to building/urban use but no just loss of farmland (copied)
greater demand for food / agriculture cannot cope with extra /fewer crops grown,
loss of grazing land / bush to urban uses, to reserves. Allow loss of bush and veld
   without reference to urban area [3]

(d) (i) pay no rent / taxes
don‘t pay for services
self employment / selling / income,
cheaper, local building materials
easy access to food on rubbish dump

   (ii) Two disadvantages described: needs extension e.g. very unhealthy place;
dirt and diseases
   Bad smells from rotting materials
   Spread of disease through rats/flies etc/ mosquitoes or malaria
   Spread of disease through polluted water, Smoke from burning rubbish
   Dust/rubbish blown into shanty Town [2]

   (iii) Levels answer:
   1 mark for mentioning one type of pollution creating problems for people
   (not fish and wildlife) + 3 marks for problems it creates
   air pollution
   water pollution
   industrial pollution
   noise
   Listing 2 problems undeveloped e.g. become ill, as asthma, cancer
   Final Marks for enlarged answer – e.g. increasing death rate, IMR may be a part which is the same as I (e) above. Repeated. [3]

[15 marks]
Question 3

3. (a) (i) Rural women [1]

(ii) Girls aged 6-9 [1]

(b) women in rural areas have to fetch water by walking long distances; double work (domestic as well as full work); women take care of children and elderly etc [3]

(c) System of dividing work according to women’s work and men’s work
1 mark for definition.
1 mark for example i.e. cooking, looking after children, fetching water, fetching fuel. [2]

(d) (i) More educated the less children or less educated the more children [1]

(ii) Two reasons:
  Educated women
  Understand/use birth control/smaller families
  Stay at school longer/want a career
  More of their children survive
  They don’t need extra children/expensive
  More say in decisions/higher social status

  Uneducated
  don’t use birth control
  leave school/teenage mothers
  need more so some survive
  to help them to heavy work
  cultural reasons

(iii) Two reasons:
  Ignorance about child care (e.g. sterilizing bottles)
  Ignorance about nutrition/breastfeeding
  Pregnancy at young age/before fully mature
  Do not take children to clinic/for inoculations
  Can’t afford medical care/poverty
  Don’t know how to treat them when ill
  Unhygienic conditions/lack of sanitation
  Lack of food/do not breastfeed
  Lots of children/cant look after them all [2]

(e) Wash body every day, keep hairs clean, have a suitable toilet system, keep houses clean, cover food/keep away from flies, wash clothes, keep rubbish in containers etc. [3]

[15 marks]
Question 4

4. (a) Traditional or informal education/Bantu  [1]

(b) (i) formal/new/western. **NOT modern**  [1]

(ii) **Two** ways:

- It takes place in a school building
- It is taught through books, it teaches literacy
- It teaches numeracy
- It leads to qualifications / certificates
- It is given by a trained teacher
- It uses modern equipment / technology
- People wear uniform
- It is expensive / costs money
- Fixed curriculum

(c) **Two** reasons why production grows:

- The people will understand modern technology / be skilled
- The country can deal on equal terms with other countries
- Talents and skills will not be wasted
- People will understand the importance of raising standards of living
- The population will be healthier/able to work better/less money spent on health
- Population growth will be controlled / country’s wealth grows faster than population
- It introduces innovation/new ideas
- Use better farming methods

(d) **One** way explained **or two** explanations:

- Deforestation will decrease→people will conserve the natural vegetation
- Overgrazing will be stopped→will help to control soil erosion.
- Rare species will be conserved→will encouraged tourism
- Pollution will be reduced→Place clean and attractive/avoid disease
- Conservation of wildlife/habits/etc→they will be kept for future generations.
- Conservation of natural resources→avoid future shortages

(e) **Three** points on community affairs:

- The rights of women will be safeguard/no sex discrimination/ treated equally
- Women will be able to take part in community/ political affairs/ decision making
- The organizational and political talents of half the population will not be wasted
- Issues such as health/ family/ children affairs will get more consideration.
- Projects specifically to improve the welfare of women will be supported.
- Men and women will work together/ in harmony/ all talents used.
Two educational programmes described: *(no need for specific names)*

- Birth control programmes – to encourage people to have smaller families
- School lessons – to teach children the importance of nutrition and hygiene / “child to child” programmes
- Maternity/parents classes in health clinics – to teach nutrition and hygiene
- Newspaper and media programmes – about health topics
- AIDS education programmes – to teach people about the prevention/ spread of AIDS NOT just “primary health care” must be specific programmes. [4]

[15 marks]
Question 5

5. (a) A political system:
in which government is elected on a regular basis(every four or five years)/
in which the people can change the ruling party by voting it out. [1]

(b) (i) Parliament, Assembly, Congress. [1]
(ii) They are elected from a political party/
They are the ones that get the most votes [1]
(iii) Makes the laws. [1]

(c) (i) To carry out the laws/
Run the different ministries. [1]

(d) Three reasons why the job is important:
sees that the government has enough money to run efficiently.
raises taxes for the government
makes sure the country does not run into debt.
pays the teachers/ doctors/civil servants/services in runs etc
controls capital expenditure e.g. infrastructure expenditure etc. [1]

(e) (i) Usually elected by the people/the ruling party [1]
(ii) Leads the government, appoints the ministers. [1]

(f) (i) Judges [1]
(ii) One of:
So that the laws are administered fairly to every one.
So that no one political group is above the law. [1]

(g) Three of:
Everybody has an equal chance of having their say.
A bad government will get voted out.
No one can be above the law
People have basic rights [3]

[15 marks]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 2
SPECIMEN PAPER

TIME: 2 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the space provided on the answer paper/answer booklet.

Answer both questions.

Write your answers on separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each part question.
1. (a) Study fig. 1, which shows the rural population as a percentage of the total population and the value of agriculture as a percentage of the GDP of selected developing countries.

![Fig. 1](image)

(i) Which country has the largest percentage of its population living in rural areas? [1]

(ii) In what way is the percentage of population in rural areas different in the middle income countries compared with that in the low income countries. Use evidence from fig.1 to support your answer. [2]

(iii) What is the relationship as shown in fig.1 between the percentage of the population living in rural areas and the contribution of agriculture to the GDP? [1]

(b) Study fig. 2 which shows some of the characteristics of rural life for poor people in low income countries.

![Fig. 2](image)
(i) What is meant by *subsistence farming*? [1]

(ii) Suggest two reasons why farmers with small farms have few crops for sale. [2]

(iii) Suggest two of the disadvantages of being a tenant farmer or share-cropper. [2]

(e) Study fig. 3 which shows the ways that many poor farmers are caught in a cycle of poverty.

![Diagram](image)

Fig. 3

(i) Why is fig. 3 called a cycle of poverty? [1]

(ii) What is meant by *yields*? [1]

(iii) Explain two ways in which low education levels contribute to the problem of poor farmers. [2]

(iv) Give two reasons why poor farmers often suffer from poor health. [2]
(d) Study fig. 4 which shows some of the ways that farmers can produce more crops for market in developing countries.

(i) Name one method of controlling soil erosion and explain how it helps to prevent soil erosion. [2]

(ii) Suggest two of the methods of increasing crop production shown in fig. 4 which are part of the package of farm methods known as the green revolution. [2]

(iii) Explain why the Green Revolution often creates problems for poor farmers. [2]

(iv) Write a paragraph to explain why joining a cooperative helps farmers to produce and sell better crops. [3]
(e) Study Fig. 5 which shows a scene in a rural area in Africa:

(i) Name two problems which are shown in Fig. 5 and suggest reasons why they are occurring. [4]

(ii) Explain the ways in which a programme for improving livestock farming could help to solve some of these problems. [2]
2. Study Fig. 6 which shows the international trade of Country A.

(a) (i) Give examples of two types of products that country A imports. [2]

(ii) What kind of balance of trade does country A have? [1]

(iii) Give two reasons for this balance of trade. [2]

(iv) What name is given to trade in services like tourism? [1]

(vi) Suggest three ways in which Country A might improve its balance of trade. [3]
(b) Study Fig. 6: **Balance of payments of country A in the year 2000**

<table>
<thead>
<tr>
<th>Money coming</th>
<th>Money going</th>
</tr>
</thead>
<tbody>
<tr>
<td>US$ millions</td>
<td>US$ millions</td>
</tr>
<tr>
<td>Exports 100</td>
<td>Imports</td>
</tr>
<tr>
<td>Loans 100</td>
<td>Interest &amp; loan repayments 300</td>
</tr>
<tr>
<td>Remittance from workers overseas 50</td>
<td>Profits to overseas companies 50</td>
</tr>
<tr>
<td>Foreign investment 50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> 300</td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Fig. 6**

(i) Calculate the difference between the money coming in and the money going out of country A in the year 2000. [1]

(ii) Suggest **three** difficulties this balance of payment will create in Country A. [3]

(c) Study fig. 7 which is a world map of NICs.

**Fig. 7**

(i) What does the line A-B on the map represent? [1]

(ii) In which continents are most of the NICs? [2]
(d) Study Fig. 8 which shows changes in the percentage share of manufactured goods in the exports of South Korea.

![Fig. 8](image)

(i) What percentage of manufactured goods were exported by South Korea in 1965. [1]

(ii) Describe, using the data in Fig. 8, the changes in the share of manufactured goods in the export of South Korea. [3]

(iii) Describe two ways in which the governments of NICs encourage manufacturing production. [2]

(e) Study Fig. 9.

![Fig. 9](image)

(i) What is meant by MNCs? [1]

(ii) Name one MNC that operates in your country. [1]

(iii) What does Fig. 9 show about MNC to invest in the export industries [1]

(iv) Give two reasons why countries often invite a MNC to invest in their export industries. [2]

(v) Suggest three disadvantages of a country depending on MNCs to build up its industries. [3] [30]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 2
MARK SCHEME

Question 1

1. (a) (i) India

(ii) % of population in rural areas in middle income is lower than in Low income countries
% in middle income countries → 42% and low
% in low income countries → more than 60%

(iii) The higher % of population in rural areas the higher the contribution of agriculture to GDP

(b) (i) Producing to feed family/ own needs etc (1)

(ii) Lack of money to buy pesticides + fertilizers
Lack of technology
Lack of skills / innovation (2)

(iii) Not encourage to improve infrastructure
Not encourage to create something permanent.
Not able to plan ahead etc. (2)

(c) (i) Because one aspect is leading to another. / Happening over + again

(ii) Producing

(iii) Lack of skills → Low production
Lack of knowledge about health issues →
Poor health cause low production (1)

(iv) Lack of money to afford health facilities
Lack of food/ not adequate food supplies (2)

(25)
(d)  
(i) Any relevant example from picture e.g. contour ploughing prevent water from flooding + eroding soil / blocking water e.g. stone walls blocking water and

(ii) Irrigation / Cooperatives / high yield seeds / fertilizers + Pesticides etc. Any two relevant examples from picture

(iii) Difficult to pay back loans / end up in debt. Lack of transport to market. (2)

(iv) Paragraph should include some advantages of cooperative such as Sharing skills + ideas with one another

   Access to experts like agricultural extension officers
   Buy fertilizers / pesticides / seeds in bulk (buy more to produce more)
   Selling in bulk (3)

   easier access to transport + markets

(e)  
(i) desertification/ deforestation caused by overgrazing + cutting down trees for fuel

(ii) desertification → using rotational grazing deforestation → supply alternative energy
Question 2

(a) (i) Two examples:
cars, trucks, stoves, fridges, radios etc. [any 2’] [2]

(ii) Negative / unbalanced / unfavourable/unhealthy/ imports are greater than exports [1]

(iii) Two reasons:
Low price export products/dependence on primary products/climate/instability (of world prices) does not export manufactured goods
High price of imported manufactured goods
Need to import essentials like oil and transport equipment not produced in the country
Spend more on imports that get for exports [2]

(iv) Invisible trade [1]

(v) Three ways:
export more primary products
Import less / put duties on imports
Start to export manufactured goods
Diversify its exports
Increase its tourist trade
Set up import substitution industries
Semi-process raw materials (to get higher price) [3]

(b) (i) US$ 100 million
must write “million” [1]

(ii) Three difficulties:
Shortage of foreign currency/ less income
Shortage of imported goods
Debt and need to borrow money/ foreign aid/ need to call in IMF
Inability to pay interest and loan repayments
Shortage of government money for development/ education/ health/ infrastructure etc.
Political unrest/ unemployment.
Forced to devalue currency
Inflation/ price of good go up
Less foreign investment [3]

(c) (i) Brandt line/ North/South divided/ line separating developed and developing countries/ rich and poor countries.
NOT “first/second world” [1]

(ii) Asia & South America [2]
(d)  
(i)  59%  

(ii) Level marking:  
1 mark – Simple statement of increase  
2 mark – increase from 60% in 1970 to over 90% in 2000 (figures and dates required)  
3 mark – describing curve – (showing trends and quoting figures and dates)  
(e.g. slow increase 1965-70 from 58% - 64%, rapid increase 1970-75 to 88%, gradual increase to 1990 to 95%, since 1990 staying about same). [3]

(iii) Two ways:  
Encouraging MNCs to invest in manufacturing industries  
Cheap loans to business  
Free trade zones/ establish trade relationships  
Tax holidays  
Educating the work force  
Trade union restrictions  
Setting up industrial zones  
Investing in infrastructure/ services or named type of service (e.g. electricity/ roads/ water/ ports etc) [2]

(e)  
(i) Multinational Companies / Transnational Companies / Company operating in many countries. [1]

(ii) One named MNC. [1]

(iii) NMCs are as large/ handle/ make as much money as the countries.

(iv) Two reasons:  
They have access to capital  
They have known-how and expertise  
They have access to world markets  
The are experts in advertising/ products sell because of name  
They produce quality/ known products  
To earn foreign currency  
To increase production [2]

(v) Three disadvantages:  
May pay poor wages to the labour  
May close down and go elsewhere  
May not reinvest profits in country  
May employ own experts/ expatriates/ locals don’t get management positions  
May put local producers out of business  
May not use local raw materials  
May not take care of local environment  
May not employ union workers  
May only consider benefits to MNC and not country. [3]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 3
SPECIMEN PAPER

Time: 1 hours 45 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the space provided on the answer paper/answer booklet.

Answer all questions.

Write your answers on separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Information for candidates

The number of marks is given in brackets [ ] at the end of each part question.
A group of learners from a girl’s school in the U.K. carried out a survey in Malawi as part of a study carried out by the Kasungu District Hospital. This hospital serves half a million people but has only one doctor, 50 beds and not enough drugs and equipments. With the help of the six local students from Malawi they carried out interviews and observation at a sample of 25 homes in the village of Nkano. They were trying to find out about the health of the people in Nkano.

Fig. 1

(a) What is meant by
(i) an interview, [1]
(ii) observation, [1]
(iii) a sample? [1]

(b) (i) Suggest why the learners used a sample to interview and observe. [1]
(ii) Describe two ways by which the sample of 25 homes could have been chosen. [2]

(c) Suggest reasons why the girls from the U.K. needed help from local girls to carry out this survey. [2]

(d) Describe three practical difficulties which you think the learners might have had in carrying out this survey. [3]
Fig. 2 Extract from interview/observation sheet used in Nkano

<table>
<thead>
<tr>
<th>Date of survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information about person being interviewed:</td>
</tr>
<tr>
<td>Sex: .................................. Estimated age: ......................</td>
</tr>
<tr>
<td>2. Information about people living in the home:</td>
</tr>
<tr>
<td>Number of people living in home: ......................</td>
</tr>
<tr>
<td>Number of children under 5: ......................</td>
</tr>
<tr>
<td>3. Information about sanitation:</td>
</tr>
<tr>
<td>Do you have a pit latrine?: Yes .... No ........</td>
</tr>
<tr>
<td>If <code>yes</code> how far away is it from the home?</td>
</tr>
<tr>
<td>Nearer than 15 metres: ................ Further away than 15 metres: ................</td>
</tr>
<tr>
<td>What method of rubbish disposal do you use?: ......................</td>
</tr>
<tr>
<td>4. Information about water supply:</td>
</tr>
<tr>
<td>What is your source of water supply?</td>
</tr>
<tr>
<td>Borehole: ............ Protected well: ............ Unprotected well: ............ River/stream: ............</td>
</tr>
<tr>
<td>In what condition are the surroundings? ......................</td>
</tr>
<tr>
<td>How is drinking water stored?: ......................</td>
</tr>
<tr>
<td>5. Information about diseases and their causes:</td>
</tr>
<tr>
<td>Which diseases are common in your family?: ......................</td>
</tr>
<tr>
<td>How are patients cared for?: ......................</td>
</tr>
<tr>
<td>Is there evidence near to the home of areas where mosquitoes could breed?: Yes/No</td>
</tr>
<tr>
<td>Is there evidence in the home of flies: ...... cockroaches: ...... rats: ...... other pests: ......</td>
</tr>
</tbody>
</table>
2. Fig. 3 shows the information about how the sample of 25 people obtained their water supplies.

(a) (i) How did most people interviewed obtain their water? [1]
(ii) What method has been used in fig. 3 to present the information? [1]
(iii) Explain why the method used is suitable to show the information? [2]

(b) Study fig. 4 which shows information about sanitation obtained from interview with 25 people in Nkano.

<table>
<thead>
<tr>
<th>Availability of pit latrines</th>
</tr>
</thead>
<tbody>
<tr>
<td>No pit latrines available.</td>
</tr>
<tr>
<td>Pit latrines less than 15 metres from home.</td>
</tr>
<tr>
<td>Pit latrines further than 15 metres away from home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of rubbish disposal used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubbish buried in covered pit.</td>
</tr>
<tr>
<td>Rubbish dumped in bushes.</td>
</tr>
<tr>
<td>Rubbish burnt.</td>
</tr>
</tbody>
</table>

Fig. 4

(i) Present the information about pit latrines shown in fig. 4 by using a suitable method. Use a different method to present the information about rubbish. [6]
(c) Many people who live in Nkano suffer from diarrhoea, typhoid and dysentery. What evidence in fig. 3 and 4 may help to explain the causes of these diseases? [4]

3. Imagine that you are able to interview the doctor at Kasungu District Hospital to find out more about the health of people in Nkano. Write down 4 questions which you could ask the doctor which would provide you with further useful information about the health of people in Nkano. [4]

4. Read the information in fig. 5 about Kasungu District Hospital.

![Fig. 5]

Due to the shortage of staff each patient must bring a carer to look after them. These carers, who are often relatives of the patients, are often not very helpful because they do not understand basic medicine.

(a) Describe in your own words how the hospital has tried to solve the problem caused by shortage of staff. [1]

(b) Suggest any other methods which could be used to improve the level of medical care in the Kasungu District. [5]
SECTION B

In your Development Studies course you have carried out a research investigation on a development issue. This question is about your research investigation.

5. Write a report on your research investigation using the following ideas.

(a) Explain what the aims were. You should identify your hypotheses or research questions which you investigated. [2]

(b) (i) Explain in full how you collected your data. [3]

(ii) Identify the advantages and disadvantages of using these methods. [3]

(c) What were your conclusions/ [3]

(d) Either

In your research investigation, you may have identified problems faced by people in the area which you studied. Suggest how you would solve these problems.

Or

How did you solve problems which you experienced when carrying out your research investigation. [4]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

DEVELOPMENT STUDIES: ORDINARY LEVEL

PAPER 3
MARK SCHEME

Section A
Question 1

1 a) (i) Asking questions face to face/allow respondent to talk freely [1]
(ii) Look at/watch/see with your own eyes [1]
(iii) A selection/small amount selected from the total studied. [1]

b) (i) To enable the study to be completed in the allocated time/it would have taken too long to study the entire population. [1]
(ii) Whilst the question asks for a description the appropriate words would be suitable:
− Random/interview anyone who is willing in the village/first 25 people;
− systematic/every nth house;
− stratified/quota sampling/appropriate proportion of rich/poor, young/old etc [2]

c) Ideas such as:
− To act as translators;
− because locals would not trust strangers/white people/more likely to be accepted;
− to enable work to be done more rapidly
− safety
− local knowledge/help them find their way around etc [2]

d) Ideas such as:
− many villagers are unlikely to be cooperative/may not answer questions
− many villagers may not reveal answers to all questions (eg diseases in family)
− villagers may not trust researchers/be suspicious.
− villagers may not tell the truth.
− Villagers may be offended by nature of some of the items being observed or asked eg evidence of vermin, age)
− there could be hostility.
− Difficult to observe features such as evidence of flies/cockroaches, etc
− practical difficulties such as transport/food/accommodation difficult environmental conditions for UK students to work in (or specifics).
− difficulty of estimating age
− contagious diseases etc [3]
Question 2

2. a)  (i)  Unprotected wells [1]
       (ii)  Pie chart/graph [1]
       (iii) - Information is clearly/effectively shown/easy to read
               - Shows proportions/percentage/share of the whole [2]

b)  2 @ 3 marks
Candidates could select pie chart, divided rectangle, bar graph or pictogram.
For each method:

Level 3- Information plotted accurately, axes drawn and labelled accurately.

Level 2- As above with one weakness (eg axes not labelled, some inaccuracy in plotting).

Level 1- Use line graph or an attempt at a suitable method from list with 2 or more weaknesses.

NB No double credit for repeat of method (credit most accurate example) [6]

c)  Ideas such as:
   water from unprotected well may be contaminated
   river water used for drinking could be polluted.
   Homes without pit latrines may dispose of sewage unhygienically.
   Pit latrines close to home could be a source of disease
   Flies could transmit disease from rubbish dumped in bushes etc
4 @ 1 or development [4]

Question 3

3. One mark per appropriate question asked, eg
   - What are the main ailments which people have? (or specifics eg AIDS)
   - What remedies/medicines/drugs are you able to supply?
   - What percentages/numbers of babies/children are inocculated/vaccinated?
   - against which diseases?
   - What equipment is available within the hospital? (or specifics)
   - How has incidence of disease changed/records over past years? Etc. [4]
Question 4

4.  a) Every patient must bring someone with them to attend to their care. [1]

        b) 5 @ 1 mark for appropriate suggestions, crediting development points as appropriate.

        Ideas such as:
        – employ more nurses/carers
        – train more people to work in health care
        – invest more money in hospital through government/overseas aid (Dev)
        – purchase more equipment (or specifics)/drugs/medicines etc
        – programmes of inoculation for babies/children against diseases such as (Dev)
        – Screening/preventative methods etc [5]
Section B

Question 5

5. a) **Level 1** (1 mark)
Simple brief statement of aims.

**Level 2** (2 marks)
Full statements of aims including hypotheses or research questions.

b) (i) **Level 1** (1 mark)
lists of methods of data collection.
**Level 2** (2 marks)
one method developed more fully
**Level 3** (3 marks)
All methods used and fully developed.

(ii) **Level 1** (1 mark)
Simple reference to advantage and disadvantage
**Level 2** (2 marks)
Simple reference to advantages and disadvantages
**Level 3** (3 marks)
Full explanation of advantages and disadvantages

c) **Level 1** (1 mark)
Some conclusion drawn but poorly related to aims and/or not well supported by evidence.
**Level 2**
Conclusion based on evidence and related to aims though not fully developed
**Level 3**
Full and valid conclusions supported by evidence.

TOTAL 50 MARKS