

**EXAMINATIONS COUNCIL OF ESWATINI**

**JC**

**EXAMINATION REPORT**

**FOR**

**DEVELOPMENT STUDIES**

**YEAR**

**2020**

**JC EXAMINATION REPORT**

**FOR 2020**

**Key messages**

- Candidates should always explain their points adequately especially in Section D.
- It is essential that candidates are able to draw, interpret and analyse various data presentation methods including pie charts and photographs.
- Candidates should read and understand the demands of a question before responding. In Section D, Question 1, for instance, most candidates demonstrated lack of understanding of the question.
- It is important that candidates understand that essay writing in Section D requires continuous writing instead of listing the points.
- It is essential that candidates follow the instructions to avoid rubric infringement.

**General comments**

The number of Centres has decreased from 8 to 6 but the number of candidates that sat for the 2020 examination remained almost the same at 207. In Section C, Question 5 was the least popular as most candidates avoided this question whereas Question 2 in Section D was the most popular and most candidates performed well. There were cases of rubric infringement in Sections C and D whereby candidates answered all the questions instead of choosing. This compromised the time allocated for these sections. In some cases, in Section C candidates left out two questions unanswered instead of one.

**Comments on specific Questions**

**SECTION B**

1. **Study table 1 which shows birth rates and death rate per 1000 population for selected countries.**

(a) **Which country has shown the highest decrease in death rate between 1995 and 2010?**

Fairly done by candidates as most gave the correct answer, a few though opted for India.

Correct response:

**Angola**

(b) **According to Table 1, what is meant by the term ‘population’?**

Some candidates knew the meaning of population but some confused it with population density.

Correct response:

**People who inhabit the same country/ area.**

(c) **Calculate the natural increase of population in India in 2010. Show your calculations.**

Candidates' performance in this question was below average. Most candidates did not know the formula that is used to calculate the natural increase. Very few candidates got it correct.

Correct response:

**Natural Increase= Birth rate – Death rate**

**21 – 8 = 13 per 1000.**

- (d) **Suggest four reasons that may have caused a decrease in death rate in many countries between 1995 and 2010.**

Fairly answered question although some candidates could not show a change in the services or factors. They just wrote the presence of medical facilities, water supply or good sanitation.

Correct response:

**Improved health care / decline in diseases**

**Improved water supply**

**Improved diet/ nutrition**

**Improved housing**

**Political stability**

**Improved sanitation.**

2. **Study table 2 which shows employment and unemployment of the United States of America in February 2015.**

- (a) **What is meant by being employed?**

Fairly defined but some candidates lost marks by stating that they are hired to work instead of saying hired to work for a pay/ wages or salary.

Correct response:

**Currently working for pay**

- (b) **Using table 2 complete the pie chart in percentages for the following:**

(i) out of labour force

(ii) employed

(iii) unemployed

A very below average performance to this question. Most candidates did not score any mark with the highest being 1 mark. Candidates were not able to calculate the angles of the sectors in order to be able to complete the pie chart. Some just lacked the skill of drawing a pie chart.

Correct response:

**Employed – 213.6 degrees**

**Unemployed – 12.5 degrees**

**Out of labour force – 133.8 degrees.**

- (c) **Suggest strategies that can be done to further reduce unemployment in the United States of America.**

Fair attempt by most candidates as they were able to suggest the efforts that can be done to reduce unemployment in the United States of America.

Correct response:

**Increase the supply of skilled labour**

**Address macro-economic constraints**

**Strengthen labour market institutions**  
**Expand the country's share of global goods and services**  
**Increase role in regional development**  
**Promote employment in labour absorbing industries**  
**Promote small businesses**  
**Promote innovation**  
**Increase agricultural output**

## SECTION C

1. **Differentiate between Swazi traditional rural homes and urban homes. Give an example of each to illustrate the differences.**

Fair performance from candidates but some described a rural settlement rather than a rural home. For the urban home most candidates were able to state features such as one house with many rooms and electricity. They were also expected to give examples of the building materials that are used during the construction of each home.

Correct response:

### **Traditional Swazi rural homes**

- **Two or more houses**
- **Built by unskilled people**
- **Building material is cheap**
- **Building material is obtained from the local government**
- **Example of building material: grass, slim branches, special timber,**

### **Urban homes**

- **One house with many rooms**
- **Built by skilled /qualified people**
- **Building material is obtained from shops/ some is imported**
- **Electricity /tap water inside house**
- **Example of building materials: bricks, corrugated iron, or roofing tiles, timber etc.**

2. **Differentiate between Swazi Nation Land and Tittle Deed Land. Give an example of each to illustrate the differences.**

Fairly performed question. Swazi Nation Land was well described by candidates but somehow tended to confuse who really owns the land between the King or the Chiefs. Some candidates struggled with Title Deed Land as they confused it with state or crown land, thus they would say it is land owned by government which was incorrect. Candidates were also expected to refer to the main activity that takes place on each land.

Correct response:

### **Swazi nation land**

- **Communal land ownership**
- **Owned by King on behalf of the Swazi nation**
- **People are engaged in subsistence farming/ agriculture**

**Example: land in rural areas or a named rural area**

**Title deed land**

- Land is privately owned
- People are engaged in commercial farming

**Example: privately owned farms, homes built on privately owned land.**

3. **Differentiate between human resources and natural resources. Give an example of each to illustrate the differences.**

Candidates could not differentiate between human and natural resources. Most stated that human resources are the things made or built by man to help him survive, yet it refers to the skills, abilities etc. that humans possess. Fair responses for natural resources but some lost marks by repeating the word natural which is in the stem of the question. It was common for candidates to say these are things created by God. They were able to give examples of the natural resources.

Correct response:

**Human resources**

- People who are trained and skilled to do the job
- Refers to talents, skills and work of humans
- People and the abilities they have
- People must be educated, healthy and hard working for development to take place.  
Example: engineers, teachers etc.

**Natural resources**

- Things that people use that are part of the organic world
- Things that have been provided by nature
- Need to be pure and not finished for development to take place  
Example: wood, water, air, land, minerals, sunshine etc.

4. **Differentiate between commercial services and direct services. Give an example of each to illustrate the differences.**

Poorly done by candidates. Very few were able to differentiate between commercial and direct services. However, they were able to give the correct examples.

Correct response:

**Commercial services**

- Service and non-manufacturing activities conducted
- Services connected with the last or final stage of production of goods
- Concerned with the movement of goods from the store or retail outlet
- Responsible for the storage of goods until they are wanted by the consumer.  
Example: wholesaler, transport, banking, insurance, warehousing retailers etc.

**Direct services**

- Concerned with satisfying non material needs
- Services are of a direct and personal nature  
Example: civil servants, teachers, drivers, footballers, etc.

**5. Differentiate between internal order and external order. Give examples of each to illustrate differences.**

This was the least popular and very poorly performed question by those that opted for it. In most cases the candidates misinterpreted the order to refer to ordering of goods for a business rather than law, and order.

Correct response:

**Internal order**

- **Upholding national law/ maintenance of peace, law and order within a country**  
**Example declaration of Covid-19 as a state of emergency**

**External order**

- **Security against aggression by foreign countries**  
**Example invasion of a country by another country.**

**6. Differentiate between communicable diseases and non-communicable diseases. Give an example of each to illustrate the differences.**

Fairly answered question as most candidates were able to differentiate between communicable and non-communicable diseases. However, it was noted that some candidates were specific to STIs instead of being general. Examples were correctly given for communicable but struggled with those for non-communicable.

Correct response:

**Communicable diseases**

- **Infectious disease which is transmissible from one person to another direct contact with infected individual**
- **Disease caused by the transmission of a germ from an infected person to another person**  
**Example: cholera, TB, HIV/AIDS, Covid-19**

**Non communicable diseases**

- **Diseases that are not spread directly from one person to another**  
**Example: cancer, diabetes, kidney disease, heart disease etc.**

**SECTION D**

**1. Explain the problem of development planning in Africa. You should support the points you make.**

A very poor response from almost all the candidates that attempted this question. Most did not score any mark. The majority of candidates totally misinterpreted the question such that they referred to the problem of slow development in African countries yet they were expected to explain the problem of **development planning** or planning for development. Most candidates for instance referred to poor expenditure by governments, widening gap between poor and rich, corruption etc.

Correct response:

**Explains past and present experiences on challenges faced by African countries in the area of development planning since the early stages of independence.**

**Example: in the 1960s development planning was characterised by centralised planning with 3 – 6 years planning phases. These plans promoted state engineered economies with resources allowed by governments. These had the following limited success due to the following reasons;**

- (i) Deficiencies in the plan documents, failure to implement them, ambitious formulation of targets, institutional and bureaucratic weaknesses, exogenous shocks and political factors.**
- (ii) From the 1980s to the 1990s there was a wholesale abandonment of planning under neoliberal Structural adjustment programmes (SAPs). SAPs aimed to reduce the role of the state in production and service delivery and placed emphasis on macro-economic stability, downsizing of public sector institutions, privatisation and budget deficit. Downsizing of public sector institutions and massive privatisation in turn led to net job losses, the budget restrictions compromised social services delivery and human development. SAPs failed to yield the envisaged growth outcomes as the annual economic growth for Africa over the 1990s.**
- (iii) In the early 2000s Saps was replaced by Poverty Reduction Strategies which aimed at reversing the negative effects of a decade of SAPs on welfare and social conditions. PRSPs placed strong emphasis on poverty reduction as a condition for debt relief.**
- (iv) PRSPs lacked credibility because they were an externally driven process in nature. They tended to place emphasis on the social sector at the expense of the productive sector thereby raising questions about sustainability of PRSPs agenda.**
- (v) Currently many African countries have adopted long-term development visions and planning frameworks with far more ambitious growth and social development objectives. The plans enjoy a mixture of approaches and appreciate the crucial role of both the public and private sector in the development process.**
- (vi) Long term development visions include ensuring credible consultation process, prioritizing funding in line with development aspirations, coordinating effective monitoring and evaluation systems and feed back into the policy making process. In short more work is required to improve the planning frameworks in Africa in order to translate development aspirations and priorities into concrete results.**
- (vii) African countries are faced with the challenges of data. The effectiveness of national planning hinges on quality and availability of data. Data informs the setting of priorities and facilitates the tracking of performance.**
- (viii) Another challenge is the aspect of coordination. Coordination between ministries of finance and ministries or entities in charge of development planning among others is likely to better link the planning cycles to those of the budget, therefore ensuring the implementation of the national development plan.**

**2. Explain the basic human rights. You should support the points you make.**

Fairly done question by candidates as most were able to explain the basic human rights although in some instances these were mixed up with children's rights. Some of the rights are mixed up such as freedom of association, freedom of speech and freedom and security.

Correct response:

**(i) The right to equality**

**This right states that everyone is equal and must be treated equally, no one has the right to discriminate against another person based on gender, race, sex, marital status, ethnic or social origin, cloud, social orientation, age, disability, religion, belief, culture or birth amongst others.**

**(ii) Human dignity**

**Everyone has inherent dignity and the right to have their dignity respected or valued.**

**(iii) Life**

**Everyone has a right to life, and nobody even the state has the right to take a life. This means that no person can be sentenced to death by the courts.**

**(iv) Freedom of association**

**Everyone has a right to associate with anyone he chooses to associate with. This means that people are free to associate with a trade union, a political party, or any other club or association, including religious denominations and organisations, fraternities and sports clubs.**

**(v) Freedom and security**

**This means that no one can be put in prison without good reason, be detained without trial be tortured in any way or treated or punished in a cruel inhumane or degrading way. Put differently, all humans have a right to be free from all forms of violence from either public or private sources. Any arrested person has a right to a lawyer and cannot be forced to speak or make a confession. Prisoners must be kept in proper living conditions and may have visits from family members.**

**(vi) Personal privacy**

**No one not even the government has the right to search your house or property or have possessions seized without following the correct legal channels. The government cannot infringe on the privacy of your communications – this includes opening your mails or listening to your phone calls.**

**(vii) Freedom of expression**

**Everyone has a right to say, write, or print whatever they want, but this right must never violate anyone's right or break the law in any way.**

**(viii) Political rights**

**Every citizen is free to form a political party, to participate in the activities of or recruit members for a political party and to campaign for a political party. Every citizen has a right to free, fair, and regular elections for any legislative body**



**established in terms of the constitution and every adult citizen has a right to vote in in elections for any political party, and to do so in secret. Every citizen can stand for public office and if elected to hold office.**

**(ix) Education**

**Everyone has the right to basic education, including adult basic education and further education. Parents have a right to the kind of education that will be given to their child.**

**(x) Health care, food, water, and services.**

**Everyone has a right to have access to health care services, including reproductive health care, sufficient food and water, and social security, including if they are unable to support themselves and their dependents appropriate social assistance.**

**3. Explain the ways to limit climate change. You should support the points you make.**

Some candidates did well while others performed poorly in this question. There were too many negatives explained instead of positives such as avoid veld fires, avoid deforestation instead of afforestation, avoid industries that emit greenhouse gases instead of reducing emissions in such industries. Some candidates confused climate change with pollution and acid rain such that their explanations were more on reducing pollution and the causes of acid rain. In some cases, candidates just explained the causes of climate change rather than limiting climate change.

Correct response:

**(i) Education**

**Educate others about the dangers of climate change and how to act against it. This means that you should do all you can to cut down on energy usage in your household. Things to do include among other things turning off your lights, and unplugging devices that you are not using anymore when you are done with them. Replace light bulbs with energy efficient light bulbs to help save electricity etc.**

**(ii) Make commute green**

**There are always other options that you can utilise to make your commute to work eco- friendly, taking public transport to work is a great way to cut out emissions. Riding a bike to work is also helpful to the environment and is a great method to exercise.**

**(iii) Encourage the use of renewable energy.**

**By informing others about how renewable energy is better than utilising fossil fuels. You will sway others into investing into the idea e.g. solar, wind, hydro.**

**(iv) Get active and vote**

**Help those who fight against it to be in office. This means voting for legislation and politicians that are against the detrimental effects of climate change. Voting for the right people into office will help pass legislation that will allow us to reduce the corporations that are mainly to blame for climate change.**

**(v) Recycle**

**Manufacturing plants emit a large number of greenhouse gases per year. It is unavoidable in the production of goods that we use on a regular basis. However, a cleaner alternative would be to invest in recycling. Recycling is a cost – effective and eco – friendly process that eliminates waste and does not emit greenhouse gases into the environment. There is also less energy consumption. Be sure to collect your discarded paper, glass, plastic and electronics to a local recycle centre. These items will be made into other recyclable material again.**