



**EXAMINATIONS COUNCIL  
OF ESWATINI**

# **Syllabus**

**For Examination in 2027**

## **Development Studies**

# **JC**

**Junior Certificate  
Examination**

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## Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 1 to Form 3) so that at the completion of secondary education, learners will:

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

## Eswatini's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and in other countries, e.g., the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

## The National Curriculum for Form 1 to Form 3

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below:

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques, and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must take **seven compulsory subjects** and any other subjects selected from the electives below.

## Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati
- Additional Mathematics

### **Electives**

- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

### **Fields of Study**

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

## INTRODUCTION

The Junior Certificate (JC) Syllabuses are designed for three years for examination in Form 3. The Development Studies curriculum is designed to encourage candidates to comprehend the changes in how society works and the way in which these changes support or obstruct the greater realization of human potential. It concentrates mainly on issues that are particularly relevant to the less economically developed countries and emphasizes how economic, environmental, social and political processes interact. The curriculum is designed to develop candidates' self-awareness and their understanding of the attitudes, values, and beliefs of others, and encourage them to have respect for human rights. The Junior Certificate programme prepares learners to be aware of the local, national, regional, and international issues that affect development so that they will take a more informed and positive role in shaping the societies in which they live. In developing the syllabus, particular attention has been paid to the issue of sustainable development.

The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) commit the international community to a wider vision of development that strongly promotes human development as the key to sustaining social and economic processes in all countries and recognizes the importance of creating a global partnership for development. The goals have been commonly accepted as a framework for measuring development progress.

### Aims

The aims of this syllabus describe the educational purposes of a course in Development Studies for the Junior Certificate examination.

The aims are to:

1. enable candidates to analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society
2. give candidates an understanding of development terminology, and make them aware of crucial global issues
3. develop candidates' understanding of the ways in which social, economic, political and environmental systems relate to each other
4. give candidates the analytical skills that they need for understanding development
5. enable candidates to critically study and assess different development strategies and experiences
6. develop candidates' understanding of the interrelationship of development at local, national, regional, and international levels
7. give candidates an understanding of developmental issues to enable them to work towards eradicating poverty, exploitation, and environmental destruction
8. develop candidates' self-awareness and their understanding of the attitudes, values, and beliefs of others, and encourage them to have respect for human rights
9. help candidates to understand the opportunities for development and their challenges, and make them realise the value of the resource potential of their own environment.

## Assessment Objectives (AO)

- A. knowledge with understanding
- B. analysis and interpretation
- C. evaluation

### AO A. Knowledge with Understanding

Candidates are expected to:

1. recall and select relevant information
2. show knowledge and understanding of development terms and issues
3. show awareness of development strategies and give examples of how they have been applied
4. demonstrate an understanding of how social, economic, political, and environmental processes interact.

### AO B. Analysis and Interpretation

Candidates are expected to:

1. select, organize, present, and interpret relevant data in written, statistical, visual and graphical form
2. analyse and interpret information to
  - (a) recognize patterns and work out relationships
  - (b) draw conclusions based on logical consideration of the evidence
3. analyse and interpret alternative approaches to development.

### AO C. Evaluation

Candidates are expected to:

1. extract relevant information from a range of sources
2. use their knowledge, understanding and skills, and a range of sources, to reach and justify evaluations.

## Specification Grid

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives			Total
	AO A	AO B	AO C	
Section A	10%	5%	5%	20%
Section B	5%	10%	5%	20%
Section C	10%	15%	5%	30%
Section D	15%	15%	-	30%
Total	40%	45%	15%	100%

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

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## Scheme of Assessment

There will be **one** paper. Candidates must enter for one paper and are eligible for the award of Grades **A** to **G**. A description of the paper follows.

### DEVELOPMENT STUDIES PAPER (2 hours 30 minutes) consisting of 100 marks

This paper will consist of **four** sections: **A, B, C and D**. Candidates will answer on the question paper for all the questions. All questions will be compulsory.

**Section A:** There will be **twenty (20)** multiple choice questions. Candidates will answer all the questions. Each question will have four options (A, B, C and D) from which candidates will choose **one** option by writing the correct **option** in the box provided. Each question will carry **one (1)** mark. These questions will be testing Assessment Objectives A, B and C.

**Section B:** Structured questions based on charts, graphs, figures, and diagrams. In this section candidates will answer **all** questions testing Assessment Objectives A, B and C. This section will carry **twenty (20)** marks.

**Section C:** There will be **five (5)** short paragraphs questions. These questions will be testing Assessment Objectives A, B and C. Each question will carry **six (6)** marks

**Section D:** There will be **two** essay questions. These questions will be testing Assessment Objectives A and B. Each question will carry **fifteen (15)** marks.



## Curriculum Content

THEMES	OBJECTIVES
<b>1. DEVELOPMENT AND POVERTY</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: development, grassroots development, rural development, formal development, informal development, sustainable development</li> <li>▪ Describe aspects of development: social, economic, political, environmental</li> <li>▪ Explain types of development and examples</li> <li>▪ Describe advantages and disadvantages of development</li> <li>▪ Explain patterns of development and describe characteristics of countries at different stages of development (developing and developed)</li> <li>▪ Definition of terms: needs, wants, poverty, discrimination, inequality, deprivation</li> <li>▪ Describe types of poverty</li> <li>▪ Explain causes of poverty (conflict, inadequate access to clean water and nutritious foods, little or no access to livelihood/jobs, inequality, poor education, climate change, lack of infrastructure, limited capacity of the government, lack of reserves)</li> <li>▪ Describe strategies for reducing poverty</li> <li>▪ Describe rural and urban poverty</li> <li>▪ Identify the groups of people usually affected by poverty</li> <li>▪ Explain the causes of poverty among these groups</li> <li>▪ Describe strategies used in Eswatini to eradicate poverty</li> <li>▪ Describe the interrelationship between Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)</li> <li>▪ Describe indicators used to measure the levels of development and poverty including GNP, GDP, GNI, HDI, life expectancy, education data, health data, population growth rate, literacy rate, energy per person, production capacity, female participation in development</li> </ul>
<b>2. RIGHTS AND RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: rights, human rights, citizen, citizen's rights, responsibility, law, and constitution</li> <li>▪ Basic human rights</li> <li>▪ Citizens' rights and responsibilities</li> <li>▪ Rights and responsibilities over the environment</li> <li>▪ Constitution of Eswatini and human rights</li> </ul>

<b>3. SOCIAL GROUPS</b>	<ul style="list-style-type: none"> <li>▪ Identification and examples of social groups</li> <li>▪ Characteristics of Social groups</li> <li>▪ Reasons for social groups</li> <li>▪ Characteristics of a nation</li> <li>▪ Characteristics of the Swazi nation as a social group</li> <li>▪ Social and economic role of social groups</li> <li>▪ Role of Eswatini in the regional and international organizations; SACU, SADC, AU and UN.</li> <li>▪ Benefits of Eswatini from the regional and international organizations</li> </ul>
<b>4. POPULATION AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: population, population density, overpopulation, underpopulation, population growth, population growth rate, crude birth rate, crude death rate, natural increase, migration, immigration, emigration, mortality, infant mortality</li> <li>▪ Understanding the Demographic Transition Model (DTM)</li> <li>▪ Reasons for changes in population growth rates</li> <li>▪ Impact of the changes in population growth rates</li> <li>▪ Reasons for changes in birth rates and death rates</li> <li>▪ Impact of changes in birth rates and death rates</li> <li>▪ Types of migration</li> <li>▪ Reasons for migration</li> <li>▪ Social and economic impact of migration</li> <li>▪ Population structures</li> <li>▪ Effects of population structures on development</li> <li>▪ Impact of population changes on development</li> <li>▪ Solutions by governments to deal with underpopulation and overpopulation including Eswatini</li> </ul>
<b>5. HEALTH AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: health, nutrition, sanitation, clean water supply, health care, medical care, disease, pandemics, HIV/AIDS</li> <li>▪ Indicators used to measure health in a country*</li> <li>▪ Health challenges facing low- and middle-income countries</li> <li>▪ Health developments in Eswatini</li> <li>▪ Impact of HIV/AIDS and COVID-19 on the social and economic development of Eswatini</li> </ul>
<b>6. EDUCATION AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: education, formal education, informal education, non-formal education, traditional education, modern education</li> <li>▪ Role of education in environmental, economic, and social issues in Eswatini</li> </ul>

<b>7. INDUSTRIALISATION AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: industry, industrialisation, mass production, employment, manufacturing</li> <li>▪ Types of industries</li> <li>▪ Characteristics of modern industries</li> <li>▪ Factors for industrialisation</li> <li>▪ Advantages and disadvantages of industrialisation</li> <li>▪ Measures taken by the international community to control the problems of industrialisation</li> <li>▪ Characteristics of employment in the formal and informal sectors</li> <li>▪ Environmental, social, and economic impact of industrialisation including Eswatini</li> <li>▪ Role of the government in promoting industrial development in Eswatini</li> </ul>
<b>8. PRODUCTION</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: production, input, output, processes, land, labour, capital, enterprise, technology, division of labour, specialisation, consumer, consumption, resources</li> <li>▪ Factors of production</li> <li>▪ Methods of production</li> <li>▪ Reasons for production</li> <li>▪ Inputs, processes, and outputs in production</li> <li>▪ Sectors of production in a national economy</li> <li>▪ Linkages between the sectors of production in Eswatini</li> <li>▪ Importance of division of labour, specialisation, and mass production in relation to production in Eswatini</li> <li>▪ Types of technology</li> </ul>
<b>9. RURAL DEVELOPMENT</b>	<p>Definition of terms: rural development, independence, non-governmental, organisation, scheme, programme, project</p> <ul style="list-style-type: none"> <li>▪ Objectives of rural development</li> <li>▪ Aspects of rural development</li> <li>▪ Changes in rural areas in Eswatini since independence</li> <li>▪ Contribution of rural production in the economy of Eswatini</li> <li>▪ Different schemes, programmes and projects found in rural areas</li> <li>▪ Strategies used to solve problems of rural development in Eswatini</li> <li>▪ Role of Non-Governmental Organisations in developing rural areas in Eswatini</li> </ul>
<b>10. URBANISATION AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: urbanisation, rapid urbanisation, urban growth</li> <li>▪ Causes and effects of urbanisation</li> <li>▪ Possible solutions to the problems of urbanisation</li> </ul>

<b>11. ENVIRONMENT AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: environment, soil erosion, deforestation, afforestation, water pollution, air pollution, natural disaster, man-made disaster, earthquake, volcanism, hurricane, tsunami, global warming, drought, cyclone, biodiversity</li> <li>▪ Process of soil erosion, deforestation, water pollution and air pollution</li> <li>▪ Strategies to reduce soil erosion, deforestation, water pollution and air pollution</li> <li>▪ Impact of natural disasters (drought, cyclone, global warming) on development including Eswatini</li> <li>▪ Impact of development on the environment</li> <li>▪ Possible solutions to control the negative effects of disasters on the environment</li> <li>▪ Causes of global warming</li> <li>▪ Effects of global warming</li> <li>▪ Possible solutions to global warming</li> </ul>
<b>12. GENDER AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: sex, gender, gender role, gender equality, gender equity, gender mainstreaming, basic gender needs, practical needs, strategic needs</li> <li>▪ Gender roles</li> <li>▪ Factors influencing the changes in gender roles in modern society</li> <li>▪ Strategies which have been adopted in Eswatini to achieve gender equality</li> <li>▪ Role of women in development in Eswatini</li> </ul>
<b>13. TOURISM AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: tourism, tourist, tour guide, mass tourism, eco-tourism, resorts</li> <li>▪ Types of tourism</li> <li>▪ Factors promoting tourism</li> <li>▪ Types tourism in Eswatini</li> <li>▪ Environmental, social, and economic impact of tourism on the development of Eswatini</li> <li>▪ Possible solutions to problems associated with tourism</li> </ul>
<b>14. TRADE, REGIONAL CO-OPERATION, FOREIGN AID AND FOREIGN DIRECT INVESTMENT</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: trade, trade zones, international trade, regional trade, home trade, free trade, fair trade, investment, import, export, balance of trade, balance of payments, trade deficit, trade surplus, terms of trade, protectionism, tariffs, quotas, tax, revenue, supply, demand</li> <li>▪ Types of trade</li> <li>▪ Factors that promote trade</li> <li>▪ Different trade patterns among (a) developing countries (b) developed countries and (c) between developing and developed countries</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Advantages and disadvantages of trade patterns between developing and developed countries</li> <li>▪ Advantages and disadvantages of fair trade</li> <li>▪ Ways in which developing countries can improve their balance of trade</li> <li>▪ Strategies used to strengthen regional co-operation in the Southern African region</li> <li>▪ Work of regional communities to promote trade in Southern Africa</li> <li>▪ Definition of terms: Foreign aid, Foreign Direct Investment</li> <li>▪ Types of Foreign Aid</li> <li>▪ Forms of Foreign Aid</li> <li>▪ Role played by regional communities to aid development in the Southern African region</li> <li>▪ Role of the EU aid in Eswatini</li> <li>▪ Role of the UN specialized agencies with foreign aid</li> <li>▪ Impact of foreign aid on developing countries</li> <li>▪ Role of Foreign Direct Investment in development including Eswatini</li> </ul>
<b>15. GLOBALISATION</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: globalisation, transportation, telecommunication, outsourcing</li> <li>▪ Factors that influence globalization</li> <li>▪ Advantages and disadvantages of globalisation</li> <li>▪ Advantages and disadvantages of outsourcing</li> </ul>

## **Grade Descriptions**

Grade descriptions are provided to give a general indication of the standard of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

### **Grade A**

A **Grade A** Junior Certificate Development Studies a candidate will be able to demonstrate:

- detailed understanding of a wide range of development issues, terms, concepts, and strategies
- an ability to identify and assess local and international development needs and resources
- a thorough understanding of the issues that can restrict and promote development
- excellent skills of analysis and evaluation
- an ability to apply knowledge, understanding and skills in making reasoned and balanced judgements on development problems of a local, national and international character, with an excellent awareness of the different values and circumstances of the people concerned, and with an awareness of their own potential for participating in development.

### **Grade C**

A **Grade C** Junior Certificate Development Studies a candidate will be able to demonstrate:

- sound understanding of key development issues, terms, concepts and strategies
- an ability to identify and describe local and national development needs and resources
- some understanding of the issues that restrict and promote development
- sound skills of analysis and evaluation
- an ability to apply knowledge, understanding and skills in making reasoned and balanced judgements on development problems of a local, national and international character, appreciating to some extent the different values and circumstances of the people concerned, and with an awareness of their own potential for participating in development.

### **Grade F**

A **Grade F** Junior Certificate Development Studies a candidate will demonstrate:

- lack of understanding of key development issues, terms, concepts and strategies
- an inability to identify and describe some local and national development needs and resources
- an inability to identify some factors that restrict and promote development
- lack of basic skills of analysis and evaluation
- an inability to apply the basic knowledge, understanding and skills in discussing development problems of a local, national and international character, with a basic awareness that different value positions and circumstances can exist and an awareness of their own potential for participating in development.

## Notes for Guidance

It is imperative that teachers see the separate sections of the syllabus as related rather than seeing them as separate sections of the syllabus divided into separate compartments. Teachers should always emphasise the importance of how factors relate to each other in any development situation. By using actual examples, they should be able to show how development is always changing and point out that strategies have to be altered, adjusted and changed as new problems arise. Teachers should also draw on development projects that are familiar to candidates, and should use local events, newspapers, national and international items, and teaching materials published in other countries to illustrate current development issues and how they are affecting candidates' own lives.

Centres should present the development studies syllabus in an open-ended way. The facts and processes that make up the subject are ever changing and evolving. Teachers should emphasise that our knowledge is provisional and encourage candidates to look for and assess new or alternative solutions rather than seek a final 'right answer'. Candidates need to understand the role that value judgements play in views of development: they should be able to accept that other people in other places may have values that are different from their own.

Candidates should be able to:

- show a basic knowledge and understanding of the topics listed in the syllabus objectives and should be able to give examples to show understanding
- analyse and reach conclusions based on evidence in the case of particular development approaches and strategies.

While candidates need to be given some information and learn certain concepts, teachers should emphasise how these can be applied to problems in different situations, rather than presenting them simply as facts and conclusions to be memorized.

## Skills

Candidates are expected to:

- study secondary sources
- analyse data, graphs, maps, photographs, diagrams, cartoons, text
- evaluate data and strategies

## APPENDIX I: GLOSSARY OF TERMS

It is hoped that the glossary will prove helpful as a guide, i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination paper and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process, the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

<b>Aid:</b>	loans and goods given to LEDCs by MEDCs
<b>Birth rate:</b>	the number of live births per 1 000 people per year
<b>Capitalism:</b>	an economic and political system in which a country's trade and means of production are owned and controlled by individuals and not by the state
<b>Communism:</b>	an economic and political system in which a country's trade and means of production are owned by the state
<b>Conservation:</b>	ways to preserve, save, prevent loss or neglect of natural resources
<b>Conserve:</b>	to manage natural systems and resources carefully to ensure their existence in the future
<b>Constitution:</b>	a legal document stating how a country is to be governed
<b>Death rate:</b>	the number of deaths per 1 000 people per year
<b>Decentralization:</b>	the spread of power away from the centre to local branches
<b>Deforestation:</b>	the clearing of trees and vegetation, usually to plant crops
<b>Democracy:</b>	a system of government by the whole population typically through elected representatives
<b>Demographic transition:</b>	the change in population over a period of one or two centuries from high birth and death rates to low birth and death rates
<b>Dependency:</b>	the economic and technological reliance of poor countries on rich countries
<b>Depreciate:</b>	the decline in value over a period of time



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<b>Disaster:</b>	a natural or human-made occurrence that can cause damage to life and property and destroy a country's economic, social, and cultural life
<b>Discrimination:</b>	the unfair treatment of different groups of people
<b>Drought:</b>	a prolonged period without rain
<b>Earthquake:</b>	a sudden movement within the Earth's crust, usually close to a plate boundary
<b>Emigrant:</b>	a person who leaves his/her country to live in another country
<b>Environment:</b>	the surroundings in which plants, people and animals live
<b>Equitable:</b>	fair and reasonable
<b>Export:</b>	a commodity, article or service sold abroad
<b>Fair trade:</b>	when producers receive a guaranteed fair, minimum price for their products regardless of the price on the world market. Fair trade sets minimum standards for the pay and conditions of workers
<b>Flood:</b>	a period of either a high river discharge (when a river overflows its banks) or along the coast, an extremely high tide
<b>Free trade:</b>	international trade left to take its natural course without tariffs, quotas or other restrictions
<b>Free trade zone:</b>	an area where goods may be landed, handled and re-exported freely
<b>Global warming:</b>	a gradual warming of the Earth's climate
<b>Gross National Product (GNP):</b>	the total value of goods and services produced by a country both locally and overseas
<b>High income countries:</b>	countries with a higher per capita income
<b>Human rights:</b>	freedom and entitlements that belong to all
<b>Immigrant</b>	a person who comes to live in a new country
<b>Import:</b>	a commodity, article or service brought in from abroad for sale
<b>Infant mortality:</b>	the average number of deaths of children under 1 year of age per 1 000 live births

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<b>Infrastructure:</b>	what a country needs to support production, such as roads, rail, telecommunications
<b>International trade:</b>	the exchange of goods and services between countries
<b>LEDs:</b>	Less Economically Developed Countries
<b>Life expectancy:</b>	the number of years, on average that a person born in a particular country might be expected to live
<b>Low-income countries:</b>	countries with a low GNP per capita
<b>Low middle income countries:</b>	countries with an income higher than that of low-income countries but lower than upper middle-income countries
<b>MEDCs:</b>	More Economically Developed Countries
<b>Mixed economy:</b>	an economic system combining private and public enterprises
<b>Natural increase:</b>	population growth caused by an excess of births over deaths
<b>Newly industrialised country (NIC):</b>	a country that has undergone rapid and successful industrialization in the last 30 years
<b>Non-governmental organisation (NGO):</b>	an independent organization such as a charity that gives aid to vulnerable people
<b>Pollution:</b>	damage done to the environment (e.g., atmosphere, water, soil, landscape)
<b>Population density:</b>	the number of people living per square kilometre
<b>Population pyramid:</b>	a chart or bar that shows the population distribution by age and sex groups
<b>Poverty:</b>	the state of being extremely poor
<b>Resources:</b>	features of development that are needed and used repeatedly
<b>Secondary activities:</b>	where natural resources are turned or manufactured into goods that we can use e.g., cars, computers, etc.,
<b>Shanty town:</b>	an area of quality housing, lacking in amenities such as water supply, sewage systems and electricity, which often develops spontaneously and illegally (as a quarter settlement) in a city in a developing country

<b>Socialism:</b>	a system of organization that advocates ownership and control of the means of production and distribution, of capital, land, etc., in the community as a whole
<b>Sustainable development:</b>	development which uses resources in a way that allows present generations to meet their needs without impacting on the capacity of future generations to meet their needs
<b>Tariff:</b>	a tax on goods entering a country
<b>Tourism:</b>	a business activity connected with providing accommodation services and entertainment for people who are visiting a place for pleasure, sightseeing and business
<b>Tourist:</b>	a person who visits a place for pleasure, sightseeing and business
<b>Trade deficit:</b>	the amount by which the cost of a country's imports exceeds the value of its exports
<b>Trade surplus:</b>	the amount by which the value of a country's exports exceeds the value of its imports
<b>Upper-middle countries:</b>	countries with an income higher than that of high-income countries
<b>Urbanization:</b>	the process by which an increasing number of a country's population live in urban areas
<b>Visible trade:</b>	goods and products that are traded, such as coffee, electronic goods, equipment or motor vehicles.

## APPENDIX II: COMMAND WORDS

<b>Annotate</b>	add descriptive explanatory labels
<b>Calculate</b>	work out a numerical answer, in general, working should be shown, especially where two or more steps are involved
<b>Choose</b>	select carefully from a number of alternatives
<b>Complete</b>	finish, make whole
<b>Compare</b>	write about what is similar and different about things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison
<b>Contrast</b>	write about what is similar and different about two things.
<b>Define</b>	give an exact description or meaning of a word or phrase
<b>Describe</b>	write down what something is like or the nature of the feature
<b>Develop</b>	expand upon an idea
<b>Discuss</b>	present viewpoints from various aspects of a subject
<b>Draw</b>	Make a sketch of Often coupled with a labelled diagram
<b>Explain</b>	write in detail how and why something has come into being, happen and/or changed. Giving your views, say what you think about something
<b>How</b>	In what way? To what extent? By what means/method? may be coupled with show how (prove how, demonstrate how).
<b>Identify</b>	pick out something from information you have been given
<b>Justify</b>	say why you chose something or why you think in a certain way
<b>Label</b>	placing specific names or details to an illustrative technique in response to a particular requirement
<b>List</b>	identify and name a number of features to meet a particular purpose
<b>Locate</b>	find where something is placed or state where something is found or mark it on a map
<b>Mark and name</b>	show the exact location of and add the name
<b>Name</b>	to state or simply specify or identity. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature
<b>Predict</b>	use your own knowledge and understanding, probably along with information provided to state what might happen next

<b>Shade and name</b>	fill in the area of a feature and add the name
<b>State</b>	set down in brief detail. To refer to a particular feature by a short statement or by words or by a single word
<b>Study</b>	Look carefully at (usually one of the figures in the question paper)
<b>Suggest</b>	Set down your ideas on or knowledge of. Often coupled with why
<b>Use</b>	Base your answer on the information provided
<b>With the help of</b>	write an answer that uses some of the information provided as well as additional material

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